



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, 1981-82. 10,201 total/7,324 undergraduates/2,877 graduate students/68% female, 32% male/89% in-state students/37 other states and 30 foreign countries represented.

Freshman Profile, 1981-82. About 51% of freshmen scored between 450-600 on both the verbal and math sections of the SAT/67% 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, 1981-82. Student-faculty ratio: 14.1 to 1/633 faculty members:70% hold doctoral degrees.

Campus: 141 acres/73 buildings valued at more than \$100 million.

Library. Open-stack collection of more than 1,400,000 items.

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.

Expenses. Tuition and Academic Fees, \$436 in-state; \$2,260 out-of-state/Required fees \$308/Room \$770/Board from \$840-\$950.

Financial Aid. About 50% of students receive some sort of financial aid.

Greensboro

Location. 349 miles north of Atlanta/300 miles south of Washington, D.C./60 minutes from Chapel Hill.

Population. Second largest city in N.C./160,000.

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

Great Place to Live. Rated **second** in the nation by Rand McNally's "Places Rated Almanac" among 277 metropolitan areas. Based on climate, housing, education, health, recreation, art, transportation, prosperity, and crime.

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.

Equality of Educational Opportunity

The University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, The University of North Carolina at Greensboro is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

CORRESPONDENCE DIRECTORY

Admissions

Office of Admissions
University of North Carolina at Greensboro
123 Mossman Administration Building
Greensboro, North Carolina 27412
(919) 379-5243

Financial Aid

Student Aid Office
University of North Carolina at Greensboro
243 Mossman Administration Building
Greensboro, North Carolina 27412
(919) 379-5702

Registrar

Office of Registrar
University of North Carolina at Greensboro
180 Mossman Administration Building
Greensboro, North Carolina 27412
(919) 379-5946

Summer School

Summer Session
University of North Carolina at Greensboro
100 Julius Foust Building
Greensboro, North Carolina 27412
(919) 379-5417

Cashier

University Cashier
University of North Carolina at Greensboro
151 Mossman Administration Building
Greensboro, North Carolina 27412
(919) 379-5831

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1981/82

The University of North Carolina at Greensboro/bulletin



Catalog Issue
for the Year
1981-82
Announcements
for 1982-83

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.

Vol. 71, No. 6
August 1982

UNC-G CALENDAR

FALL SEMESTER 1982

Aug. 18, Wed.
 Aug. 19, Thurs.
 Aug. 20, Fri., 9 a.m.-4 p.m.
 Aug. 21, Sat. 8:30 a.m.-12:30 p.m.
 Aug. 23, Mon., 8 a.m.
 Aug. 23, Mon.
 Aug. 30, Mon.

Aug. 31, Tues.

Sept. 6, Mon.
 Sept. 7, Tues.

Oct. 4, Mon.

Oct. 4, Mon.
 Oct. 4, Mon.
 Oct. 5, Tues.
 Oct. 15, Fri., 6 p.m.
 Oct. 20, Wed., 8 a.m.
 Nov. 8, Mon., 5 p.m.

Nov. 8-12, Mon.-Fri.
 Nov. 24, Wed., 1 p.m.
 Nov. 29, Mon., 8 a.m.
 Dec. 1, Wed.
 Dec. 9, Thurs.
 Dec. 10-17, Fri.-Fri.
 Dec. 17, Fri.

Dec. 17, Fri.

Fall Semester begins.
 Orientation and advising for freshmen, transfers.
 Registration for all undergraduate students.
 Advising and registration for graduate students.
 Instruction begins.
 Late registration (Aug. 23-Aug.30).
 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.
 Deadline for submitting application for graduation for graduate students completing degree requirements in 1982 Fall semester.
 Labor Day Holiday. Classes dismissed; offices closed.
 Last day to drop a course(s) and be entitled to a refund (less 10%) on tuition and fees.
 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.
 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.
 Financial aid application deadline for Spring semester.
 Reading Day.
 Final examinations.
 Final date for complete clearance of December candidates for degrees, including receipt in Graduate Office of two final copies of thesis or dissertation and payment of fees owed the University.
 End of Fall Semester.

1982 Calendar

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SPRING SEMESTER 1983

Jan. 1, Sat.
 Jan. 10, Mon., 4-7:30 p.m.
 Jan. 11, Tues., 9-11 a.m.
 Jan 11, Tues., 9 a.m.-2 p.m.

Jan. 12, Wed., 8 a.m.
 Jan. 12, Wed.
 Jan. 19, Wed.

Jan. 20, Thurs.

Jan. 26, Wed.

Feb. 14, Mon.

Feb. 23, Wed.

Feb. 23, Wed.
 Feb. 23, Wed.
 Mar. 1, Tues.

Mar. 5, Sat. 1 p.m.
 Mar. 14, Mon., 8 a.m.
 Apr. 4, Mon.
 Apr. 5, Tues., 5 p.m.

Apr. 11-15, Mon.-Fri.

May 4, Wed.
 May 4, Wed., 5 p.m.

May 4, Wed., 5 p.m.

May 5-12, Thurs.-Thurs.
 May 15, Sun.

Competitive scholarship application deadline for entering freshmen.
 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. (Jan. 12-Jan. 19).
 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.
 Deadline for submitting application for graduation for graduate students planning to graduate in the 1983 commencement.
 Last day to drop a course(s) and be entitled to a refund (less 10%) on tuition and fees.
 Last day for undergraduate students to apply for student teaching during 1983-1984.
 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.
 Financial aid applications priority filing date for Summer School and 1983-84 academic year.
 Instruction ends for Spring Holidays.
 Classes resume.
 Easter Monday Holiday. Classes dismissed; offices closed.
 Final date for oral examination for May doctoral candidates and depositing of one final copy of dissertation in Graduate Office for the reader.
 Preregistration for continuing students for Summer School and/or Fall Semester.
 Reading Day.
 Final date for complete clearance of May master's candidates for degrees, including depositing of 2 final copies of thesis in Graduate Office and payment of fees owed the University.
 Final date for complete clearance of May doctoral candidates for degrees, including depositing of 2 final copies of corrected dissertation in Graduate Office and payment of fees owed the University.
 Final examinations.
 Commencement.

CONTACT UNC-G COUNSELING AND TESTING CENTER FOR EXACT DATES OF QUALIFYING EXAMINATIONS.

1983 Calendar

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William E. Moran, Chancellor

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UNC-G schools, departments and special
programs. Each section includes
information about degrees, majors and
concentrations plus course descriptions.

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CAMPUS MAP, inside back cover

About this Catalog

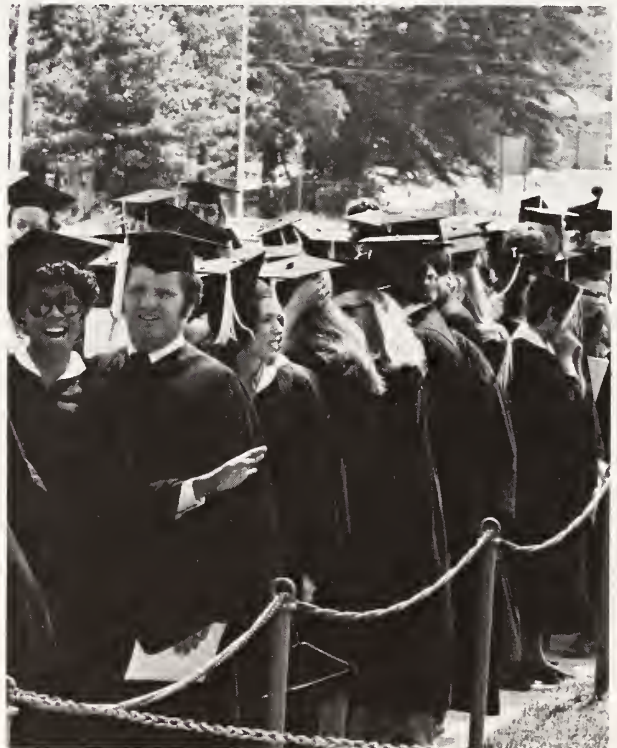
It is impossible to fit a university into a catalog. It is equally impossible to produce a catalog which answers every question.

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 inside front 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.

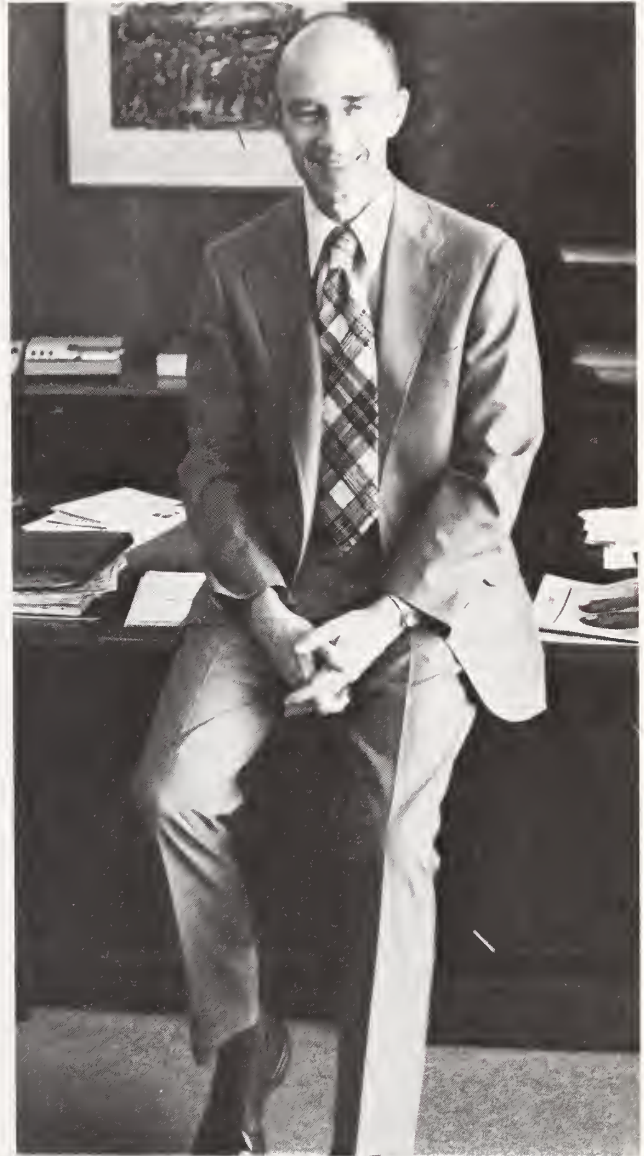
Thanks are given to the UNC-G News Bureau and the UNC-G Library for many of the photographs used in this publication.



To Prospective Students

University catalogs are not as a rule light reading. This one is no exception. It is, however, a useful and accurate compilation of information describing program offerings and requirements. These pages serve as introduction to a rich and vital academic community. Faculty and staff alike are pleased by your interest. All of us at The University of North Carolina at Greensboro will be delighted to provide further help as needed.

William E. Moran
Chancellor





UNC-G: What's It Like?

They said it. Listen.

Member of class of 1981: "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 1979: "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."



Adult student—Part time

"A night class in figure drawing at UNC-G made me realize how much I missed the classroom situation... there is so much to gain through the student-teacher relationships. Exchanging of ideas and experiences in learning are important."

Member—Class 1978

"I have researched all of the schools in the Greensboro area and have concluded that UNC-G would best meet my requirements."

Member—Class 1979

"I chose UNC-G because I feel that you can provide everything I need for personal and academic fulfillment. UNC-G also has one of the best English departments in the State of North Carolina."

Member—Class of 1979

"I feel UNC-G is the best college for higher education and especially art education."

Member—Class 1980

"The University of North Carolina at Greensboro appears to be an excellent college with much variety."

About UNC-G information for prospective students / part 1



We've Come a Long Way

When the picture on the preceding page was taken in 1894, UNC-G was the State Normal and Industrial School. It was founded in 1891 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.

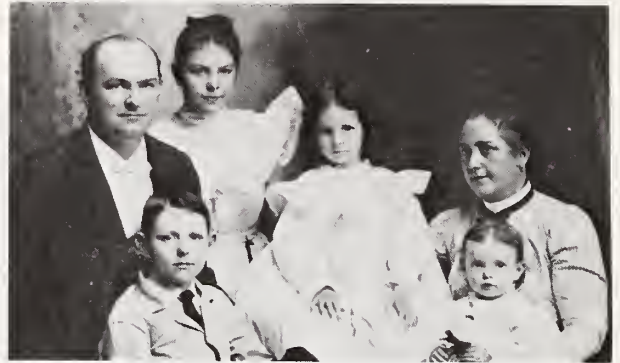
During its first seven decades, the institution's mission was to prepare women, primarily undergraduates, for the most effective living of that day. Today that goal—effective living—remains the same, but its scope has been greatly expanded.

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.



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 Kidder 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, 1967-1979; William E. Moran, 1979-Present.



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.

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.

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.

Membership and 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 American Council on Education, The American Association of State Colleges and Universities, the North Carolina Association of Colleges and Universities, the Council on Postsecondary Accreditation, the National Association of Summer Sessions, the American Association of Colleges of Teacher Education, and the National University Continuing Education Association. Teacher Education programs at UNC-G have been approved at the state level by the North Carolina Department of Public Instruction. In addition, UNC-G has teacher education programs approved by the National Council of Accreditation in Teacher Education. For additional accreditation information, the student should check with the individual school/department.



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 this and 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 for 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

Fayetteville State University

Pembroke State University

Western Carolina University

Elizabeth City State University

North Carolina Agricultural and Technical State University

Winston-Salem State University

Appalachian State University

East Carolina University

North Carolina Central University

North Carolina School of the Arts

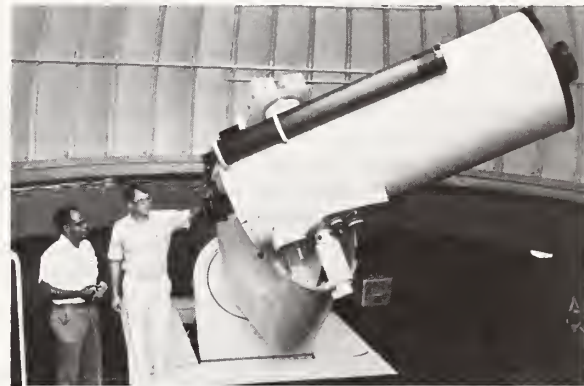
In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro and, in 1965, the name of the campus at Raleigh to North Carolina State University at Raleigh.

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 according to year of founding: Fayetteville State University, Pembroke State University, Western Carolina University, Elizabeth City State University, North Carolina Agricultural and Technical State University, Winston-Salem State University, Appalachian State University, East Carolina University, North Carolina Central University, North Carolina School of the Arts.

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 36th 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 four 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 now number over 1,400,000 items, including 260,000 federal and state documents and 540,000 items in microtext. It subscribes to approximately 6,500 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 Lois Lenski Collection; the Woman's Collection; collections devoted to the history of dance, the book as an art form, and modern private presses; 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. It also houses large spoken word and leisure listening music record collections. Specialized services offered by the staff include orientation tours, instruction in how to use library resources and computer searches of information on specific topics.

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 Circulation 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 Technical Services is located in Room 9 in the Business and Economics Building.

Women's Resource Center

The Women's Resource Center at UNC-G is a new office of the Academic Affairs Division. Its goal is to provide resources for the development and promotion of women's leadership. Its primary responsibilities are to coordinate activities of existing programs for UNC-G women faculty, staff, and students; to develop a library of resources and referrals to aid in promoting women's leadership; and to plan programs to complement and supplement current activities focusing on women's achievements and concerns. The Center's library and referral services are located at 214 Mossman 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, Recreation and Dance 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 three gymnasiums; a gymnastic room; weight and exercise room; athletic training facility; bowling lanes; an indoor swimming pool; three dance studios; a nine hole golf course, practice tee, putting green and golf room; eight lighted tennis courts; playing fields for soccer, field hockey, lacrosse, softball, and football.

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.

The VAX 11/780 computer (from Digital Equipment Corporation) installed in the Center's main facility at 235 Business & Economics Building is accessible through several batch terminals and over three dozen interactive terminals placed at convenient locations on the campus. The powerful computer systems (IBM, Amdahl) of the Triangle Universities Computation Center (TUCC) are also accessible through the Center to supplement the extensive local hardware and software facilities.



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

Center for Instructional Media

The Center for Instructional Media, housed in the McNutt Building, is a unique facility on campus. It houses an exemplary collection of textbooks, trade books and audiovisual materials selected to meet the instructional needs of the early childhood, elementary and secondary school curricula.

The facility includes a black and white television teaching studio, an equipment operation/materials production laboratory, a teaching darkroom, a preview room, a micro-teaching (video) room and an audio-recording studio.

Although the CIM supports the graduate and undergraduate programs related to the training of professional school personnel, the materials and facilities of the CIM are available to all University faculty and students.



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

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 Nadermans'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.

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.

Alumni House

Described as "a link, actual and sentimental, with the beginnings" of the University, Alumni House stands on the site of Guilford Hall, one of the four original buildings on campus. Completed in 1937 at a cost of nearly \$160,000, the colonnaded structure follows the architectural style of Homewood, the Charles Carroll mansion on the campus of Johns Hopkins University.

Alumni House provides rooms for receptions, parties and meetings for the University community. It also houses the Alumni Association Office, the Development Office, and the Office of Information Services.

Elliott University Center

The student union building, Elliott University Center, was built in 1953 and enlarged in 1968. It is described further on page 16.

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** seeks financial support from private 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 **Office of Information Services** is the University's official public information agency. In addition, services in publications, public relations and photography are furnished by the Office. As the University's public information agency, the Office provides news coverage to increase the public's awareness and understanding of UNC-G's programs in teaching, research and public service. In addition, the Office coordinates press coverage, sets up press conferences and provides related services in public information and public relations.

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 provides support for scholarships, student loans and many other valuable enrichment programs. In 1980-81 over 26% of UNC-G's alumni made contributions through University Annual Giving, ranking UNC-G among the nation's top twenty public institutions for percentage of alumni support.

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 of the University throughout North Carolina give to and receive from UNC-G in a realistic, academically healthy exchange of ideas, resources and programs.

UNC-G's continuing education programs, 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 internships, scholarships for deserving students and funds to enrich UNC-G's various programs.

Among UNC-G's friends and supportive groups are the following:

Friends of the Library. Organized in 1959 to help present the mission and needs of the library to the people of North Carolina. Special projects include enriching the

book collection and the nationally recognized Woman's Collection, bringing speakers to campus and providing library services to the entire community.

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 offer financial support for the permanent collection of contemporary art, recognized as the most outstanding in the Southeast.

Angels of the UNC-G Theatre. Organized in 1960 by alumni and friends to assist in UNC-G productions and to provide financial assistance for talented students in theatre.

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 musical programs and projects and the purchase of recordings and specialized equipment.

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 is slightly over \$800,000.

Excellence Foundation. 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 which supports six Excellence Foundation professorships, fellowships and other University endeavors.





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 the UNC-G students—opportunities in and out of the classroom and beyond the campus.

Academic Opportunities

From accounting through sociology, 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 have the opportunity through special examinations to exempt degree requirements and earn advanced placement credit. If you qualify under the regulations outlined on page 71, 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 beyond the classroom 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 from time to time receives 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 Student Government, campus media and various other activity groups as well as the campus bookstore. Dining facilities range from serve-yourself vending machines to full-service restaurant facilities.

Students, expressing responsible freedom, learn through participation in the planning and execution of the Center's programs. 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 1981-82 season outstanding performances were presented by such renowned artists as Feld Ballet, Peter Serkin, Cleveland Symphony, Mummenschanz and Smithsonian Jazz Ensemble.



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 Women's Choir and University Men's Glee Club; the University Symphony Orchestra, String Orchestra, the University Concert Band, Wind Ensemble and Jazz Ensembles. Small ensembles for instrumentalists include trios, quartets, quintets and a Collegium Musicum, open to all University students by audition.

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. Its repertoire consists of classical and contemporary ballet and traditional and experimental modern dance compositions choreographed by dance faculty, students and well-known dance artists.

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

Four 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.

Three major plays for children are produced in the Theatre in Taylor Building or in Aycock by the **Theatre for Young People**. The **Theatre for Young People Professional Touring Company** tours one or two of these plays each spring semester.

UNC-Greensboro's **Parkway Playhouse** is a summer stock program which produces four plays, including usually two musicals, 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 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 contributes support to the Dance Division of the School of Health, Physical Education, Recreation and Dance 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.

Media Workshop provides an informal program through which students may explore film and video topics and projects. Speakers, workshops, and/or field trips are scheduled once a week during fall and spring semesters. Students interested should call the Director of the Broadcasting/Cinema Division (379-5360).

Clubs, Organizations and Athletics

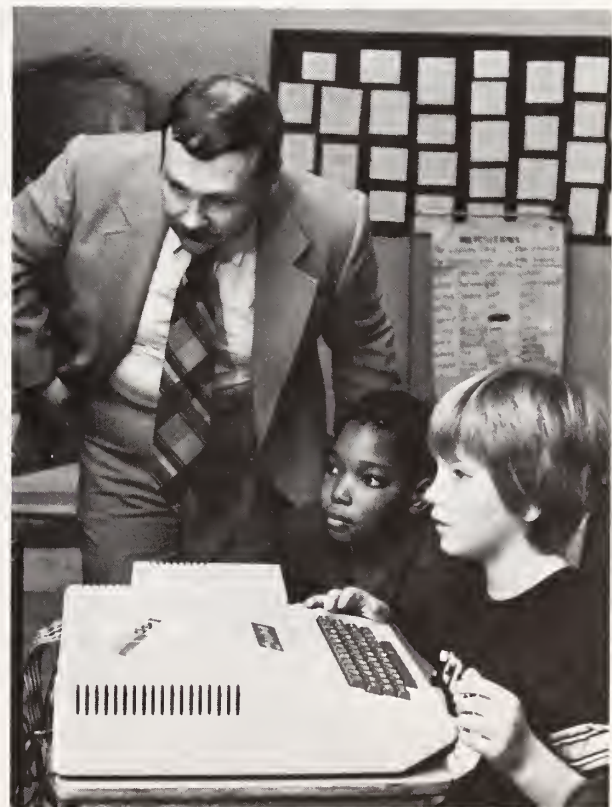
Coupled with social, cultural and performing opportunities on and off campus are a wide variety of clubs and organizations.

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 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 1981-82 academic year. The UNC-G Board of Trustees prohibits any secret organizations on campus.

Honorary Societies

Alpha Delta Mu (Social Work)
 Alpha Kappa Delta (Sociology)
 Beta Beta Beta (Biological Sciences)
 Delta Pi Epsilon (Business and Distributive Education)
 Eta Sigma Gamma (Health Education)
 Golden Chain (Campus honorary society recognizing leadership, scholarship and service.)
 Mu Phi Epsilon (Music Honorary)
 Omicron Delta Epsilon (Economics)
 Omicron Nu (Home 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)
 Pi Mu Epsilon (Mathematics)
 Psi Chi (Psychology)
 Sigma Delta Pi (Spanish)
 Sigma Theta Tau (Nursing)

General Organizations

Eckankar
 Elliott University Center
 Emergency Medical Association
 Gay Student Union of UNC-G
 International Relations Club (CIRUNA)
 Masqueraders
 Neo-Black Society
 North Carolina Student Legislature
 Outing Club
 Science Fiction Fantasy Federation (SF³)
 Student Food Service Organization

Student Government
 Executive Branch
 Legislative Branch
 Judicial Branch
 Student Orientation Committee
 Town Student Executive Board
 UNC-G College Republicans
 UNC-G Public Interest Research Group (PIRG)
 University Marshals
 Young Democrats

Departmental Clubs/National Societies/Professional Groups

American Association of Textile Chemists and Colorists
 American Home Economics Association
 American Society of Interior Designers
 Anthropology Club
 Association of Childhood Education
 Business and Industrial Relations Club
 Delta Sigma Pi (Business)
 Guidance and Counseling
 Graduate Students Association
 Library Science/Educational
 Technology Graduate Student Association
 Philosophy Club
 Risk and Insurance Society
 Square Circle (Math)
 Student Association for Exceptional Individuals
 Student Association for Graduates in Education
 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 Recreation 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 Men's Glee Club
 University Symphony Orchestra
 University Wind Ensemble
 University Women's Choir

Publications/Media Organizations

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

Religious Organizations

Alternative
 Baptist Student Union
 Christian Science Organization
 Church of Jesus Christ of Latter-Day Saints Student Association
 Deliverance Fellowship
 Full Gospel Student Fellowship
 Hillel
 Inter-Varsity Christian Fellowship
 Newman Club (Catholic)
 Presbyterian House
 St. Mary's House (Episcopal)
 Wesley-Luther House (Methodist-Lutheran)

Service Organizations

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

CLUB SPORTS

Baseball Club
 Fencing Club
 Frisbee Club
 Ice Hockey Club
 Karate Club
 Rugby Club (Men's)
 Rugby Club (Women's)
 Weight Lifting Club
 Women's Soccer

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



Fraternities and Sororities

The Greek system at UNC-G offers students a channel for social growth, drawing strength from its own diversity. For those students who wish to pursue membership, the fraternities and sororities at UNC-G offer a positive educational and social experience and provide a new dimension to campus life.

Administration of the Greek system is conducted through the Office of Student Development, located in Elliott Center. For further information about fraternities and sororities, please contact the Office at 379-5514 or speak with officers of the individual organizations.

Athletics

Intercollegiate Athletics. The University conducts an intercollegiate athletic program fielding various sports including:

Basketball (Men's and Women's)

Golf (Men's)

Soccer (Men's)

Tennis (Men's and Women's)

Volleyball (Women's)

UNC-G participates in the Dixie Intercollegiate Athletic conference for its men's and women's programs. That conference and the University are affiliated with the NCAA Division III.

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

The gynmasia, 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 Intramural Office with a student or faculty ID.

Club activities are offered for interested groups of students in gymnastics, fencing, karate, folk dancing, baseball, football, frisbee, ice hockey, men's rugby, women's rugby, field hockey, weightlifting and women's soccer. Instructional clinics are offered in flag football, golf and jogging.

UNC-G Calendar Excerpts/1982/1983

The following list represents only a portion of the activities scheduled on campus during 1982-83.

Focus on UNC-G

(Pre-Orientation program for prospective students)

UNC-G Theatre

Dizzy Gillespie

American Ballet Theatre II

Black Arts Festival

Travelogue Series

Gewandhaus Orchestra of Leipzig

Federal/Founder's Day

Valentine Dance

Itzhak Perlman

UNC-G Symphony Orchestra

San Francisco Mime Troupe

Video Programming

Scholastic Art Awards

UNC-G Studio Theatre

Maya Angelou

College Bowl





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, Community 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.

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 Greensboro Jaycees annually stage the Greater Greensboro Open (GGO), which boasts one of the largest purses on the professional golfing tour.

Recreational facilities include public and private golf courses, tennis courts and swimming pools. 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 Commuter Life and Student Services, Dean of Students for Minority Affairs and Special Programs, 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, CLEP and the Graduate Record Examination are among the various tests given by the center.

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, 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 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, eleven graduate nurses, two laboratory technicians, an x-ray technician, and a part-time pharmacist 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. Comprehensive medical and surgical **insurance** to provide partial payment for medical services and hospitalization not available in the Student Health Center itself is **strongly advised**. Those students not covered under family or individual policies should consider the optional group policy made available to UNC-G students.

Students who have paid the Health Fee get unlimited out-patient visits, in-patient services, many lab services and most medications without any additional charge; and they are charged wholesale rates for x-rays, some injectable medications and outside lab work.

Students who have not paid the Health Fee may utilize the services on a strictly fee-for-service basis. In other words these students will be billed for every service in much the same way that their private physician at home charges them.

Medical records are confidential and will be maintained on individual students for a minimum period of ten years following graduation or cessation of school for any reason.

University Speech and Hearing Center

Students with speech, language, voice, and/or hearing problems may receive evaluation 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.

Women's Resource Center

For information on the Women's Resource Center, see page 12.

Special Services Program

Special Services is an educational support program sponsored by the U.S. Department of Education to help students improve academic performance. The services, offered to freshman students who meet eligibility requirements, include academic, career and personal counseling, tutoring, reading and study skills improvement, writing improvement, and mathematics improvement.

International Student Adviser

The Dean of Students for Minority Affairs and Special Programs assists international students in making the transition from the customs of their country to those of the United States. The Dean provides personal counseling and other assistance as needed for all international students.

Financial Aid

See Financial Aid Chapter.

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. Career counselors assist students in deciding their major, assessing their skills and interests, exploring information about jobs, arranging informational interviews, internships or summer jobs, critiquing resumes, developing employment interviewing skills and determining job hunting strategies. CPPC presents a variety of career-related workshops either sponsored by the center or an on-campus group. 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. Students and alumni may utilize the career expertise of UNC-G alumni through the Alumni Career Network.

Another component of the Career Planning and Placement Center is the Job Location and Development Program, a service to aid students in locating off-campus employment while enrolled in school. Information regarding summer jobs, internships and some volunteer opportunities is available in the JLD office. A full-time counselor coordinates the Program.

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 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 on the second floor of the Foust Building.

Information is available, upon request, in the Career Planning and Placement Center regarding the employment status of recent UNC-G graduates who have registered with CPPC. 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.

Office for Minority Affairs

The Office for Minority Affairs was created in the Fall of 1979. It is involved in coordinating a multitude of administrative and counseling functions and is responsible for developing, coordinating and supplementing programs affecting minority students at the University. These programs and activities seek to facilitate the involvements of minority students in the total University community. A further objective is the development and maintenance of professional relationships with other departments, personnel and parents toward the end result of aiding minority students to cope with academic, social and vocational aspects of the University experience. The Office serves as an advocate for minority students assisting the Dean of Students in identifying and alleviating problems and concerns that may hamper academic and personal development.

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. Under some special circumstances a student carrying fewer than 12 hours may be given permission by the Director of 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 may indicate their choices of residence halls and roommates. In making room assignments, student requests are honored whenever possible. Students may request a space by giving the Residence Life Office a completed Confirmation of Residency Card, a completed Application-Contract for Housing and Food Service, and a \$150.00 Partial Housing Payment and Security Deposit. The Partial Housing Payment and Security Deposit consists of a \$100.00 pre-payment for the spring semester and a \$50.00 key and security deposit.

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

Each residence hall is staffed either with a full-time director or with part-time directors who are graduate students. In addition, all residence halls have one or more resident advisers who are undergraduate students. 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 residence halls have lavatories in individual rooms. All residence halls 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 Hall (men) have private telephone service in each student 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.

Detailed descriptive information about rooms (including floor plans and window measurements) 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 students under eighteen, have self-limiting hours and are issued a residence hall entry key. Students under eighteen must have parental permission in order to secure an entry key. Written parental permission must be presented at the time students are

issued keys and will be kept on file in the office of the Director of Residence Life. Residence halls are open between 8:00 a.m. and midnight from Monday through Thursday. They are open until 2:00 a.m. on Fridays and Saturdays and until 1:00 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 semester 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 year.

All room assignments are considered final until the first day of classes. Students in residence halls have priority over entering students in selection of rooms. Room rent does not cover occupancy of the student's residence hall room during holidays, semester breaks and other periods of time 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.

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.

Students living in residence halls are responsible for damages within their rooms, in hallways adjoining rooms and in public areas. The cost of repairs, as a result of damages occurring in student rooms, will be billed directly to the occupants. Damages occurring in hallways or public areas on a floor will be charged on a pro rata basis to all students on the floor. Damages occurring in public areas such as kitchens, game rooms, lobby, lounge and TV areas, will be charged on a pro rata basis to all students living in the residence hall.



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 1938/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 the 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.

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 Commuter Life and Student Services the complete and correct address of his place of residence, both home and local.

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 \$10.00 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 \$42.00 per vehicle per academic year; permits sold during the spring semester are \$28.00; and permits sold during the summer session are \$14.00. 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 anyone 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. UNC-G's admission decision is based upon an evaluation of the applicant's high school record and/or college record, including the overall grade point average and SAT or ACT scores. These factors are used to determine the applicant's probability of success at UNC-G.

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.)

Should the applicant have questions regarding residence status, he should refer to Appendix C, page 241.

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.

Admission to the University does not guarantee admission to certain degree programs. See requirements under specific programs.

Interviews are not used as criteria for admissions decisions, except in the case of those interviews specifically requested by the Office of Admissions. If you have specific questions which you would like to discuss with one of the Admissions Staff, you may schedule an interview by contacting the Office of Admissions at 919-379-5243. The interview should be scheduled at least two weeks in advance of the date you plan to visit the campus. Because of the tremendous demands on the time of the Admissions Staff during registration and advising, interviews are not encouraged in August and December.

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

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*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. The appropriate forms will be enclosed with the letter of admission for students who indicate interior design as their proposed major.

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 34.

A student deficient in more than one mathematics unit cannot be admitted. Information about alternative ways of satisfying this requirement may be secured by calling 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 canceled.



Application Procedure for Freshmen

1. **Complete the UNC-G application forms.** A \$15.00 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 must 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. UNC-G's ACT code number is 3166.

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 economic disadvantage or physical handicap.

Freshmen admitted as Special Services students are invited 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 prescribed 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.

Applicants should confirm their intention to enroll at UNC-G by completing and returning the confirmation of intent to enroll card within four weeks of the date on the letter of admission.

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 Action Plan

Well-qualified applicants for admission who decide that UNC-G is the university of their choice may apply for early action. 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 records must be received in the Admissions Office by October 10 of the senior year.

2. Submit the application forms 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 Action Plan will have their applications reviewed as regular admission candidates.

Students accepted under the Early Action Plan must submit the confirmation of intent to enroll 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 dates and local test centers.

College Board Achievement Tests. These tests are offered in a wide variety of subject areas. The Credit by Examination program offers the opportunity to earn credit or placement. While standardized **placement tests are not required**, we encourage those who have strong academic preparation to take one or more of the exams listed below. Examination dates are available in high school counseling centers or by writing to College Board, Box 592, Princeton, NJ 08540.

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 EXAMS

Exam	Score Required	Hours Granted	Courses
American History	3	6	History 211, 212
History of Art	4 or 5	3*	Exemption from Art 105
Biology	3	6	Biology 101, 102
Chemistry	3	6	Chemistry 111, 114
English	5	6	English 101, 102
English	4	3—6*	English 101, 102
English	3	0—3*	English 101
European History	3	6	History 101, 102
French Language	4	6	French 203, 204
French Language	3	3	French 203
French Literature	4	6	French 206, French elective
French Literature	3	—	Exemption, no credit
German Language	4	6	German 203, 204
German Language	3	3	German 203
German Literature	4	6	German 215, 216
German Literature	3	—	Exemption, no credit
Latin — Vergil	4	6	Latin 201, 202
Latin — Vergil	3	3	Latin 201
Latin — Lyric	4	6	Latin 203, 204
Latin — Lyric	3	3	Latin 203
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	4	6	Spanish 203, 204
Spanish Language	3	3	Spanish 203
Spanish Literature	4	6	Spanish 205, Spanish elective
Spanish Literature	3	—	Exemption, no credit

*Examination papers will be read by department to determine exemption or amount of credit.

COLLEGE BOARD ACHIEVEMENT TESTS

Test	Score Required	Hours Granted	Courses
American History	700-800	6	History 211, 212
American History	650-699	6	After completion of six hours of history at 200 or 300 level with at least a 2.0 average
English Composition	700-800	3	English 101
English Composition	650-699	—	Exemption from English 101
English Literature	700-800	3	English 212
English Literature	650-699	—	Exemption, no credit
European History	700-800	6	History 101, 102
Foreign Language	550-800	3	Foreign language 204. Intermediate level requirement met.



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
Calculus, Introductory	No	50	6	Mathematics 191, 292
Chemistry, General	No	50	6	Chemistry 111, 114
Economics, Introductory	Yes**	50	6	Economics 201, 202
College Composition	Yes*	50	3	English 101
English Literature	Yes*	50	6	English 211, 212
Foreign Language	No	50	6	Foreign Language 203, 204
Sociology, Introductory	No	50	3	Sociology 211

*An "Excellent" rating on the essay is required.

**A grade of "C" or better on the essay is required.

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 a "transfer freshman" and must meet requirements under both transfer and freshman admissions 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. **Be in good standing and eligible to return to your last attended institution.**
3. **Complete the UNC-G application forms prior to August 10 for admission into the fall semester or before December 10 for spring semester.**
4. **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 Admission Program, page 29.) Should the transfer student not meet this requirement, he should refer to the section on entrance deficiencies on page 29.

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

A \$15.00 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 confirmation of intent to enroll 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.

Students planning to take a concentration in Broadcasting and Cinema should contact the Department of Communication and Theatre to determine if they are eligible for admission to the program.

Students planning to enter the School of Business and Economics should contact the School to determine the requirements for entrance into the School of Business.

An interview with faculty of the Department of Interior Design is required for selection into the program. The appropriate forms will be enclosed with the letter of admission for students who indicate interior design as their proposed major.

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.

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.

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

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 before 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.

Extension/Correspondence Credit. Credit for work completed in extension 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 extension 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 the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of extension 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. UNC-G students who have been suspended for academic reasons may apply for readmission after being away from the University for at least one semester.

A student who withdraws for medical reasons must receive medical clearance from the Student Health Center before readmission. Other students who have been away for more than one calendar year must submit a completed medical form to the Student Health Center and have it approved prior to enrolling.

Irregular Admission Program

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. The **minimum** budget for international students is \$7,000.00 U.S. DOLLARS annually. This does not include summer study or any dependents.

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. The University also requires an official copy of TOEFL (Test of English as a Foreign Language) or SAT results or evidence of having completed English training at an approved institute from applicants whose native language is not English.

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 \$15.00 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 and a \$15.00 application fee, 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 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, \$15.00 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. Upon successful completion of 15 semester hours and the removal of mathematics deficiencies, the student will be placed in a University classification of freshman through senior (depending upon the number of hours completed) with an adviser from the faculty. 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 for Adult Students.** A \$15.00 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 confirmation of intent to enroll card and returning it to the Office for Adult Students 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 for Adult Students.

Unclassified Admissions

Students who do not want to pursue an undergraduate degree at this time or who apply for undergraduate admission after the deadline for acceptance of applications has passed may apply through the Office for Adult Students to be an unclassified student.

To apply for acceptance as an unclassified student, an applicant should:

1. Fill out an undergraduate application in its entirety. A \$15.00 application fee is required.
2. Submit this application to the Office for Adult Students approximately one week before registration or on the day of registration.
3. Former UNC-G students are not eligible for this program but must apply as former students.

An applicant admitted through the unclassified category will be permitted to take no more than 7 semester hours of credit per term and is not eligible for any kind of University financial aid. An applicant who has previously attended another college must be eligible to return to that institution. If the student desires to be considered for degree-seeking status, all records must be submitted to the Office for Adult Students. Upon completion of the application the records will be reviewed to determine whether or not the student can become degree seeking before completing 15 semester hours successfully at UNC-G. All students will have to meet the University's continuing in education requirements as defined in the catalog to be able to continue their academic endeavors.

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 registered part-time credit student 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.

Persons not officially registered at UNC-G who desire a record of enrollment as an auditor should follow regular admission, registration, and fee payment. The fee is \$28.00 for each course audited.

Visiting Auditors. A person not officially registered at UNC-G who desires to audit a course without record may secure an application form from the Office of Continuing Education. To audit a 600 or 700 level course, a student must hold a bachelor's degree. Visiting auditors are admitted to lecture courses when space is available with the approval of the department head in consultation with the instructor teaching the course requested. A fee of \$10.00 is charged for each course audited.

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.

Continuing Education Activities

Students enrolling through the Office of Continuing Education in programs for credit, non-credit, extension, continuing education or other special educational activities sponsored by UNC-G, do not apply for admission to the University for a degree program. Registration is handled by the Office of Continuing Education of UNC-G. Contact this office for information relating to specific programs.



Undergraduate Expenses



Undergraduate Expenses

The expense figures listed in this chapter are for the 1982-83 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 an 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	\$ 436.00	
Out-of-State Students	2,260.00	
Health Service Fee	118.00	118.00
Student Activities Fee	190.00	190.00
Room and Board		
Room		
Double Occupancy	770.00	
Single Occupancy	1,155.00	
Additional Charge for private telephone service for students living in Cone Hall, Hawkins Hall and Phillips Hall.		
Double Occupancy	54.00	
Single Occupancy	108.00	
Board		
14-Meals Per Week	840.00	
21-Meals Per Week	950.00	
(Total cost for MOST in-state students on campus:	\$2,354.00)	
(Total cost for MOST out-of-state students on campus:	\$4,178.00)	
	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 spring semester because it is credited toward spring semester costs. Fall semester payments may be mailed to the University cashier prior to August 1, 1982. Payment for the spring semester may be mailed prior to December 17, 1982. 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 \$150.00 Partial Housing Payment and Security Deposit, along with a completed Housing/Food Service Contract, in order to reserve residence hall space. The \$150.00 Partial Housing Payment and Security Deposit consists of a \$100.00 pre-payment for the **spring semester** and a \$50.00 key and Security Deposit which remains on file with the University as long as the student is a resident in University housing.

A continuing student who is presently living on campus must only pay the \$100.00 pre-payment if the Security Deposit has previously been paid. However, a continuing non-resident student must pay the entire \$150.00 Partial Housing Payment and Security Deposit.

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. All students living on campus and all students living off campus taking 9 or more hours are required to pay the health service fee. Part-time students living off campus may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Center.

The **student activities fee** finances a broad range of student programs including campus organizations, entertainment, Student Union, Student Union Building fees and recreation and athletics.

Room Rates: Double and Single Occupancy

The room rate of \$800.00 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 — \$840.00 per academic year.
- 21-meals per week — \$950.00 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 entitlement 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 five dollars (\$5.00) for a duplicate card. You are advised to be careful not to misplace 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 \$54.00 per academic year for telephone service. A student occupying a single room pays \$108.00 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 twelve (12) semester hours of work each semester. Students taking twelve (12) or more hours per semester pay the same tuition and fees specified earlier for full-time students.



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

UNC-G Senior



Students Taking From 0-11 Hours (UNDERGRADUATE)

Undergraduate students taking fewer than twelve hours of work during a regular semester will be charged a prorated portion of the tuition and the activity fee. Health service fee is charged students taking nine or more hours who live off campus. However, such a student may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Center. All on-campus students pay the health service fee. Undergraduate tuition and fees for part-time students for the 1982-83 academic year are as follows:

Credit Hours	TUITION		FEES		TOTAL	
	In-State	Out-of-State	Health	Activity	In-State	Out-of-State
0	\$28.00	\$ 142.00			\$28.00	\$ 142.00
1-4	64.00	330.00		23.75	87.75	353.75
5	100.00	518.00		23.75	123.75	541.75
6-7	128.00	660.00		47.50	175.50	707.50
8	164.00	848.00		47.50	211.50	895.50
9-11	191.00	989.00	44.25	71.25	306.50	1,104.50
12 & over	218.00	1,130.00	59.00	95.00	372.00	1,284.00

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 credit student may not audit more than two courses per semester and is charged a fee of \$10.00 per course. A person who is not a registered credit student can receive a record of enrollment as a registered auditor. The fee is \$28.00 for each course audited. Visiting auditors are not registered students and may apply to the Office of Continuing Education to audit courses for a \$10.00 fee per course. See Admission Chapter for details.

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. Auditing or non-credit registration in applied music is not permitted.

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 Health Center. Students not living on campus who are confined to the Health Center are charged for the 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 are encouraged to purchase adequate health and accident insurance. A Student Accident and Sickness Insurance Plan is available to UNC-G students, and it meets the above requirements. Information on it may be obtained from the international adviser.

Students who elect not to pay the health service fee may be treated at the Health Center on a fee-for-service basis. 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 \$15.00 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 \$200-\$250 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 26 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 206.

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 Director of Residence Life by June 1.

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

Exceptions: 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 and death in the immediate family which necessitates student withdrawing.

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 \$100.00 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.

For Students Who Have Received Financial Aid

If it has been determined that any of a financial aid recipient's UNC-G charges (tuition, fees and/or room and board) are refundable in any amount, the student will not receive any of the refund until the Student Aid Office determines what portion of the refund, if any, needs to be repaid to the financial aid program(s) from which the student received funds.

When a student has received financial aid funds for purposes of indirect (non-institutional) educational costs such as books and supplies, personal expenses, off-campus living and food expenses, and/or travel expenses, the student should expect to be responsible for repaying any portion of the funds received which cannot be attributed to the expenses incurred during the student's actual period of enrollment.

Further information regarding refund/repayments of financial aid awards can be found in the Financial Aid section of this catalog.

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 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 a copy of the form.
4. Apply for a federal Pell Grant (formerly called 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 Pell Grant agency. The student will receive a "Student Aid Report" from the Pell Grant agency, and he should immediately forward all copies of the report to the Student Aid Office.

(The Pell Grant 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 March 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 March or December deadline. Undergraduate students should apply for a federal Pell Grant by checking the appropriate section of the "Financial Aid Form" and should send all copies of the resulting Pell Grant "Student Aid 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 Financial Aid." Undergraduate students must apply each year for the federal Pell 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 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 indicated on the applications.

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.

A student is expected to save between \$700 and \$900 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 or summer 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. Students are required to accept financial aid in writing before any disbursements are made.

Refund/Repayment of Aid Due to Withdrawal

Among other factors, the cost of education of the expected length of the enrollment period is used by the Student Aid Office in determining the amount of aid it offers to a student. If the period of enrollment is less than what the aid was based on, then the cost of education would also be less. On awards for the academic year, it is assumed that half of the aid is for each semester unless otherwise indicated on the award notification.

In accepting a financial aid award, the student signs a statement indicating acceptance of the responsibility of repaying any funds received which cannot reasonably be attributed to meeting the educational expenses incurred during the period of enrollment.

If it has been determined that any of a financial aid recipient's UNC-G charges (tuition, fees and/or room and board) are refundable in any amount, the student will not receive any of the refund until the Student Aid Office determines what portion of the refund, if any, needs to be refunded to the financial aid program(s) from which the student received funds.

In the case where a student has received financial aid funds for purposes of indirect (non-institutional) educational costs such as books, supplies, off-campus living and food expenses, and/or personal and travel expenses, the student should expect to be responsible

for repaying any portion of the funds received which cannot be attributed to the expenses incurred during the student's actual period of enrollment.

In determining the amount of a student's refund and/or repayment to the aid program(s) from which funds were received, the Student Aid Office uses formulas prescribed by federal regulations and institutional policy. Copies of the formulas used and further information regarding refund/repayment procedures are available from the Student Aid Office.

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 to \$1,000 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 Awards

UNC-G has a Competitive Awards Program which seeks to recognize entering freshmen with outstanding academic ability. Application forms and information may be obtained from the Student Aid Office. The application deadline is January 1 for the Reynolds, Alumni, Jefferson Standard and Ferguson Awards.

The following awards are given on the basis of academic excellence and evidence of leadership ability:

Katharine Smith Reynolds Awards. Approximately 12 Reynolds Scholars are selected each year for annual awards of \$1,500. Applicants must be entering freshmen who are legal residents of North Carolina.

Alumni Awards. All entering freshmen may apply for the Alumni Awards which are valued at \$1,500 per year. Approximately five Alumni Scholars are selected annually.

Jefferson Standard Award. One Jefferson Standard Award for \$1,000 is given each year to an entering freshman.



James S. and Frances C. Ferguson Award. All outstanding out-of-state entering freshmen may apply for this award. One student is selected every other year for an award of \$2,000.

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.

Under the Board of Governor's general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for two or more courses in a degree program, and demonstrate financial need. At UNC-G, priority for these grants is given to students who enroll full-time.

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 Office 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) 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 must begin six months after termination of at least half-time student status, and the student pays 5 percent interest on the unpaid balance of the loan principal. Repayment of an Institutional Loan, along with specified 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 up to \$75 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 to \$1,000.

Off Campus Employment. Students seeking off campus employment should register with the University's Job Location and Development Center, located in the Foust Building.

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.

Pell Grants

The Education Amendments of 1972 established the Pell Grant 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 Pell 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 Pell 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 Pell Grant agency about the financial circumstances of the student and his family. The Pell Grant agency will prepare and send a "Student Aid Report" directly to the student, indicating his eligibility for a federal grant. The student should forward all copies of 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 Pell Grant entitlement determined before an award can be made by UNC-G. If a student is not eligible for a Pell Grant, his eligibility for aid from UNC-G will not be affected. A student must reapply each year for a Pell Grant, and the amount of his grant may vary from year to year.

Social Security Benefits

Educational benefits are available to upperclass students who receive Social Security assistance. If the student is enrolled full time and was eligible in August 1981, he may qualify for reduced benefits until his 22nd birthday or until the program is phased out in 1985, whichever comes first.





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 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 per year. Total loan assistance at the undergraduate level may not exceed \$12,500 for dependent and independent students. The maximum loan for undergraduate and graduate work is \$25,000. These maximums are subject to change.

The federal government pays the interest on a Guaranteed Student Loan while a student is enrolled at least half-time. Repayment normally begins six months after the borrower graduates or terminates half-time enrollment. The student pays 9 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 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., 27602.

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" should be completed well before March 1 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, Recreation and Dance; Home Economics; Music; 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, 105 Julius Foust Bldg.

Assistant Dean: Jeutonne P. Brewer, 105 Julius Foust 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, Social Work and Sociology. It also includes several Interdepartmental Programs, the Residential College, the Medical Technology Program and the Honors Program. 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 the **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 possible 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 the 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. Most of these characteristics may be found in the offerings of more than one department; none of them should escape the student's consideration.

1. Learning Proficiencies

a. Language, Reasoning, and Discourse

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. The student should give special attention (at the outset of his college education) to improving his capacity to think clearly and to communicate effectively. The College requires six semester hours: English 101; and English 102 or an approved course in oral composition and delivery (Department of Communication and Theatre) or elementary logic (Department of Philosophy). As the student works with increasingly complex ideas in college, the need for further development of skills will be evident.

b. Foreign Language

A knowledge of a foreign language is one of the characteristics of the liberally educated person. This knowledge may be put to practical use by students who travel or engage in research or graduate study, but more important is the unique vantage point from which our own modes of thought may be 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 coming to know one's own language better. Indeed, increased skill in the use of language is advantageous in all disciplines. The College requires proficiency through the intermediate level in a foreign language: French, German, Greek, Italian, Latin, Russian, Spanish, or in the Self-Instructional Language Program (SILP). 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 courses.

Students who may wish to consider graduate study at any time in the future should be aware that many graduate programs demand knowledge of one or more 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.

c. Mathematics

Mathematics represents a significant achievement in the search for knowledge. It has influenced the way we think and the development of our science and technology. In recent years, the mathematical sciences have played an increasingly important and practical role in the natural and social sciences, business and

economics, and many other areas. The College requires three semester hours.

2. College Core Course: Western Civilization

This course is intended to acquaint incoming students with the basic structure, concepts and development of western civilization. It is designed to provide students with the kind of general knowledge of basic themes and events forming the foundation of their own culture. Additionally, it is assumed that through a survey of the classical, medieval and modern periods, the core course will impart a sense of chronology and development. This will not only provide students with a perspective useful in evaluating the events and crises of their own time but familiarize them with institutions, personalities and ideas which have long formed the core of liberal education and which can continue to serve as a valuable foundation for further work in a great variety of fields. The College requires the six semester hour interdisciplinary core course.

3. Areas of Knowledge

a. Natural Science

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. 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. The College requires 9-10 semester hours including: one course in physical science (chemistry, earth science, or physics) and one course in life science (biology, physical anthropology, or psychology). Since the natural sciences are primarily experimental sciences, to appreciate the manner in which the systematic study of the natural world is conducted, study in at least one laboratory science is required.

b. Social and Behavioral Science

The social and behavioral sciences pursue a systematically structured and quantitative investigation of individuals, of society and of political action. 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 and behavioral sciences emphasize social and other environmental factors affecting individual experience and behavior; others emphasize the structures and mechanisms of societies. The College requires nine semester hours: three courses from the following

disciplines with not more than one course in each discipline: anthropology, communication science, economics, geography, political science, psychology or sociology.

c. Humanities

(1) Fine Arts

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 meaning, form and experiences. 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. The College requires three semester hours: one course in art, drama, music, or dance.

(2) Literature

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. The College requires three semester hours: one literature course in Classical Civilization, English, German and Russian or the Romance languages.

(3) Foundations of Inquiry

History is the collective memory of civilization. Individuals truly participate in their civilization only to the extent that they share in this collective memory. The discipline of history normally emphasizes the cultural, intellectual, sociological and economic, as well as the political, past. The perspective gained through the study of history is both intrinsically interesting and useful as a guide in the act of individual decision on matters of social and political import.

Individuals not only share the collective memory of their civilization, but they live within themselves as well. We question, and should question, ourselves and our relationship to the world. An ordering of our thoughts from the individual viewpoint, a patient examination of how we know, and what we should do, and why we should appreciate experience, and what transcends our lives—these questions have always attracted some of the 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. The College requires three semester hours: one course in history, philosophy or religious studies.

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 63 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 Plan A

for
UNDECIDED MAJORS

FOR COLLEGE OF ARTS AND SCIENCES STUDENTS

FRESHMAN
(see page 77 for
explanation of
abbreviations)

FALL	SEMESTER HOURS	SPRING	SEMESTER HOURS
Language, Reasoning, and Discourse (CLRD) ¹	3	Language, Reasoning, and Discourse (CLRD)	3
Foreign Language (CFL) ²	3—4	Foreign Language (CFL)	3—4
Physical Science (CPS) ³ or Life Science (CLS)	3—4	Physical Science (CPS) or Life Science (CLS)	3—4
Mathematics (CMAT)	3	Social and Behavioral Science (CSBS)	3
Western Civilization (CWC)	3	Western Civilization (CWC)	3
Total Semester Hours	15-17		15-17

SOPHOMORE

Social and Behavioral Science (CSBS)	3	Social and Behavioral Science (CSBS)	3
Fine Arts (CFA) or Literature (CLIT) or Foundations of Inquiry (CFI)	6	Fine Arts (CFA) or Literature (CLIT) or Foundations of Inquiry (CFI)	3
Physical Science (CPS) or Life Science (CLS) ³	3—4	Courses in proposed major	6
Course in proposed major, elective, or intermediate Foreign Language	3	Elective or intermediate Foreign Language	3
Total Semester Hours	15—16		15

¹Students must take English 101.

²Proficiency through the intermediate level is required.

³The total natural science requirement (physical science and life science) is 9—10 semester hours. One course must include a laboratory.

For specific requirements in each category and a list of courses see page 63.



Suggested Study Plan B

for

UNDECIDED MAJORS

FOR COLLEGE OF ARTS AND SCIENCES STUDENTS

FRESHMAN
see page 77 for
explanation of
abbreviations)

FALL	SEMESTER HOURS	SPRING	SEMESTER HOURS
Language, Reasoning, and Discourse (CLRD) ¹	3	Language, Reasoning, and Discourse (CLRD)	3
Foreign Language (CFL) ²	3—4	Foreign Language (CFL)	3—4
Mathematics (CMAT)	3	Physical Science (CPS) ³ or Life Science (CLS)	3—4
Fine Arts (CFA) or Literature (CLIT) or Foundations of Inquiry (CFI)	3	Social and Behavioral Science (CSBS)	3
Western Civilization (CWC)	3	Western Civilization (CWC)	3
Total Semester Hours	15-16		15-17

SOPHOMORE

Social and Behavioral Science (CSBS)	3	Social and Behavioral Science (CSBS)	3
Fine Arts (CFA) or Literature (CLIT) or Foundations of Inquiry (CFI)	3	Fine Arts (CFA) or Literature (CLIT) or Foundations of Inquiry (CFI)	3
Physical Science (CPS) or Life Science (CLS) ³	3—4	Physical Science (CPS) or Life Science (CLS)	3—4
Courses in proposed major, electives, or intermediate Foreign Language	6	Courses in proposed major, electives, or intermediate Foreign Language	6
Total Semester Hours	15—16		15—16

¹Students must take English 101.

²Proficiency through the intermediate level is required.

³The total natural science requirement (physical science and life science) is 9—10 semester hours. One course must include a laboratory.

For specific requirements in each category and a list of courses see page 63.



Suggested Study Plan C for UNDECIDED MAJORS

FOR COLLEGE OF ARTS AND SCIENCES STUDENTS

FRESHMAN
(see page 77 for
explanation of
abbreviations)

FALL	SEMESTER HOURS	SPRING	SEMESTER HOURS
Language, Reasoning, and Discourse (CLRD) ¹	3	Language, Reasoning, and Discourse (CLRD)	3
Foreign Language (CFL) ²	3—4	Foreign Language (CFL)	3—4
Fine Arts (CFA) or Literature (CLIT) or Foundations of Inquiry (CFI)	3	Fine Arts (CFA) or Literature (CLIT) or Foundations of Inquiry (CFI)	3
Social and Behavioral Science (CSBS)	3	Social and Behavioral Science (CSBS)	3
Western Civilization (CWC)	3	Western Civilization (CWC)	3
Total Semester Hours	15-16		15-16

SOPHOMORE

Mathematics (CMAT)	3	Social and Behavioral Science (CSBS)	3
Physical Science (CPS) ³ or Life Science (CLS)	3—4	Physical Science (CPS) or Life Science (CLS)	6—8
Fine Arts (CFA) or Literature (CLIT) or Foundations of Inquiry (CFI)	3	Courses in proposed major, electives, or intermediate Foreign Language	6
Courses in proposed major, electives, or intermediate Foreign Language	6		
Total Semester Hours	15—16		15—17

¹Students must take English 101.

²Proficiency through the intermediate level is required.

³The total natural science requirement (physical science and life science) is 9—10 semester hours. One course must include a laboratory.

For specific requirements in each category and a list of courses see page 63.

The School of Business and Economics

Dean: David H. Shelton, 401 Business & Economics Bldg.

Assistant to the Dean: Robert D. Norton, 301 Business & Economics Bldg.

Administrative Assistant: Margaret S. Smith, 401 Business & Economics 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 liberal arts oriented 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 periodical, *The North Carolina Review of Business and Economics*. The Center for Economic Education, which is affiliated with the North Carolina Council on 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. The undergraduate degree curricula offered within the School seek to provide opportunities for all of these by combining 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 more general education than this is expected in most curricula.

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.

Accreditation

UNC-G has been accredited for decades by the Southern Association of Colleges and Schools. In addition, the professional undergraduate and graduate programs offered by the School of Business and Economics are accredited by the American Assembly of Collegiate Schools of Business and, in the case of programs leading to certification to teach, by the National Council of Accreditation in Teacher Education and the North Carolina Department of Public Instruction.

Admission to the School

In order to complete work for a B.S. or B.A. degree with a major in one of the School's departments, a student must first be formally admitted to the School.

Applications for admission must be filed with the University's Office of Academic Advising, and the School of Business and Economics will notify students of acceptance or rejection. Only students who have formal, written acceptance into the School and the department in which they propose to major will be permitted to register in advanced courses and complete work for the major involved.

Students are eligible for admission if:

1. They have completed at least 39 semester hours of work with a minimum cumulative grade point average of 2.0 (on a 4.0 scale) either at UNC-G or in acceptable transfer credit. NOTE: For a major in Business Administration a 2.0 grade point average on the foundation courses for the Bachelor of Science (listed below) is also necessary.
and
2. They have successfully completed, or are currently enrolled in, a group of essential foundation courses. These are:

For students in Bachelor of Science programs:

ACC 201 and 202, Principles of Accounting I and II

BDE 234, Principles of Computerized Data Processing

ECO 201, Principles of Microeconomics

ECO 202, Principles of Macroeconomics

ECO 350, Economic and Business Statistics

MAT 191, Calculus I

PSY 221, General Psychology or PSY 223,

Introduction to Psychology

SOC 211, Introduction to Sociology

For students in the Bachelor of Arts program:

BDE 234, Principles of Computerized Data

Processing

or
 BUS 235, Introduction to Digital Computer
 Programming
 ECO 201, Principles of Microeconomics
 ECO 202, Principles of Macroeconomics
 ECO 350, Economic and Business Statistics
 MAT 191, Calculus I

Application for admission to the School is possible while the student is still completing these foundation courses, but admission cannot be granted until they have been completed with passing grades.

Since foundation requirements are different, students who have been admitted to the B.A. program may not transfer to one of the B.S. programs without completing the additional background requirements and being admitted to the B.S. program.

Admission **will not normally be granted** to persons who have fewer than 18 semester hours left to complete in **their major field**. In special circumstances (such as transfer to UNC-G late in a degree program), students with academic records substantially better than the minimum required may petition the Head of the department in which they hope to major for late admission.

Admission to the School of Business and Economics does not guarantee admission to a specific major. Each student must also be accepted by the department in which he or she proposes to major.

Holders of baccalaureate degrees who wish to work toward second bachelor's degrees should apply for admission immediately upon enrolling in the University and consult carefully with an adviser regarding requirements for completing the second degree.

Applications for admission to any of the graduate programs offered by the School of Business and Economics should be filed through the UNC-G Graduate School.

The stated requirements for admission are minimum requirements, and bare compliance with them does not automatically imply admission. The School and its departments reserve the right 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 usually 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 accepted for transfer credit. Students are reminded, however, that the University has procedures for attempting to obtain credit for any course by examination and that passing grades on CLEP examinations may be used to establish credit in a few courses.

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. 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 are found in the Areas of Study Chapter under the appropriate subject matter headings. The major programs in Accounting, Business Administration and Economics do not have formal concentrations within them. The major in Business and Distributive Education has six concentrations within it. These are: Business Data Processing (the business applications of computing), Merchandising, Office Systems Administration, Comprehensive Business Teacher Education, Basic Business Teacher Education and Distributive Teacher Education. The last three concentrations lead to certification to teach, and the first three do not.

The University has 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 of completion of the second major if this is permitted. 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 of 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.

Sequencing of Course Work

Many students are eager to begin to take courses in their major field as soon as possible and sometimes attempt to do so before they should. It is not generally necessary or desirable to begin work in the major during the freshman year, and specialized courses should be reserved for the junior and senior years. The programs offered by the School vary considerably in flexibility. The most flexible is the Bachelor of Arts degree program

which is offered with a major in economics. Students rarely encounter serious scheduling problems in it. The professional programs, all of which terminate in the Bachelor of Science degree, must be approached with greater care, and students are urged to consult frequently with their advisers regarding the planning of schedules.

All of the professional programs include a group of courses whose purpose is to provide a common body of knowledge in business and related fields to the students in them. The order in which these courses are taken is important. As a general guide, the sample schedule set forth below should be helpful to all persons seeking to complete a B.S. program.

Freshman Year

English Composition*	0-3 s.h.
Natural Science*	3 or 4 s.h.
MAT 191**	3 s.h.
SOC 211*	3 s.h.
PSY 221 or 223*	3 or 4 s.h.
Humanities*	6 s.h.
Behavioral Science, Natural Science, Mathematics, Social Science or Foreign Language***	at least 6 s.h.
Electives	at least 3 s.h.
Total	at least 30 s.h.

*Necessary to satisfy general degree requirements.

**Necessary to satisfy general degree requirements; MAT 119 or other mathematics may have to be taken before 191.

***Necessary to satisfy general degree requirements; must be taken outside the School of Business and Economics.

Sophomore Year, First Semester

ACC 201	3 s.h.
ECO 201	3 s.h.
BDE 234 or ECO 350*	3 s.h.
Humanities**	3 s.h.
Behavioral Science, Natural Science, Mathematics, Social Science or Foreign Language***	3 s.h.
Total	at least 15 s.h.

Second Semester

ACC 202	3 s.h.
ECO 202	3 s.h.
BDE 234 or ECO 350*	3 s.h.
Behavioral or Social Science***	3 s.h.
Electives	at least 3 s.h.
Total	at least 15 s.h.

*Both BDE 234 and ECO 350 are required and should be taken during the sophomore year.

**Necessary to satisfy general degree requirements.

***Necessary to satisfy general degree requirements; must be taken outside the School of Business and Economics.

**Junior Year, First Semester**

BUS 310	3 s.h.
BUS 320	3 s.h.
BUS 330	3 s.h.
Other major requirements or electives	at least 6 s.h.
Total	at least 15 s.h.

Second Semester

BUS 340	3 s.h.
BUS 360	3 s.h.
Other major requirements or electives	at least 9 s.h.
Total	at least 15 s.h.

Senior Year

BUS 491	3 s.h.
Other major requirements or electives	at least 27 s.h.
Total	at least 30 s.h.
Total semester hours required for the degree	at least 122 s.h.

All course requirements apply equally to students whose first (or only) major is in one of the School's 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 Graduate Administrative Board. Enrollment for 1981-82 was approximately 3,000 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 (including speech communication and broadcasting/cinema); history; mathematics; political science; 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; counseling and guidance; drama; education of the deaf; educational administration; educational research and evaluation; educational supervision; elementary education (including early childhood education); English; foods, nutrition and food service management; French; general speech (including speech communication and broadcasting/cinema); health education; history; home economics education; housing and management; mathematics; physical education; physics; science; social studies; Spanish; special education (gifted and talented; cross-categorical); speech pathology and audiology.

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

Master of Library Science

Master of Music — majors in applied music (including conducting and vocal pedagogy); music composition; 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 counseling and guidance; educational administration.

Certificate of Advanced Study — Majors in elementary education; educational supervision; home economics education; music education; English education; business education and distributive education; mathematics education; social studies education; physical education.

Doctoral Degree Level

Doctor of Education — Majors in counseling and guidance; curriculum and teaching; educational administration; 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

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

The Summer Session at UNC-G coordinates 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 submit a Summer Session application. 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 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. Refer to sections on specific departments for further information on options within majors or concentrations.

*Teacher Education Program available.

School of Business and Economics

School of Education

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.)
 Business Data Processing
 Merchandising
 Office Systems
 Administration
 *Comprehensive Business
 Teacher Education
 *Basic Business
 Teacher Education
 *Distributive Teacher
 Education

Department of Economics

*Economics (B.A., B.S.)

*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

Speech Communication (B.A.)
 Broadcasting/Cinema
 Communication Studies
 *Speech Communication
 General Speech
 Drama (B.A.)
 Drama
 *Theatre Arts
 Drama (B.F.A.)
 Acting
 *Theatre Arts
 Design and Technical
 Direction
 *Education of the Deaf (B.S.)
 Preprimary
 Primary
 Secondary Subject Area
 Speech Pathology and
 Audiology (B.S.)

Department of Mathematics

*Mathematics (B.A., B.S.)
 Computer Science

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.)

Department of Political Science

*Political Science (B.A.) *Psychology (B.A.)

Department of Psychology

*Psychology (B.A.)


School of Health, Physical Education, Recreation and Dance

Dance Education (B.S.)
 *Teacher Education
 Teaching in Alternative Settings
 Health Education (B.S.)
 Community Health Education
 *School Health Education
 Physical Education (B.S.)
 Liberal Studies
 Scientific Studies
 Sport Communication
 *Teacher Education
 Recreation and Leisure Studies (B.S.)
 Municipal and Regional Therapeutic
 Outdoor/Environmental
 Dance (B.F.A.)

School of Home Economics

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

School of Music

Music (B.A.)
 Music (general)
 Music History
 Music (B.M.)
 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.)

Department of German and Russian

*German (B.A.)

Department of History

*History (B.A.)

Interdepartmental Studies
Major Concentration

Interdepartmental Studies
 International Studies
 Latin American Studies
 Russian Studies
 Linguistics
 Student-designed Majors

Minor Concentration

All concentrations in which majors are listed plus:
 Women's Studies
 Population Studies
 Asian Studies
 African Studies
 European Studies
 Urban Studies
 World Literature

Department of Religious Studies
 Religious Studies (B.A.)

Department of Romance Languages

*French (B.A.)
 *Spanish (B.A.)

Department of Social Work
 Social Work (B.S.)

Department of Sociology
 *Sociology (B.A.)

Special Programs
 Preprofessional Programs:
 Engineering/
 Law/Medicine,
 Dentistry and
 Veterinary Medicine/
 Pharmacy/Physical
 Therapy
 Honors Program
 Study Abroad
 Residential College
 Plan II

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 65.

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 — 36.

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 — 26. (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, Recreation and Dance; 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. However, students are reminded that they will be eligible 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.

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 ENG 101 or 102.

Students in the Residential College may elect R C 101.

Upperclassmen may choose ENG 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.

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



- 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.

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)

- Art** 105, 106, 301, 303, 304, 305, 306, 402, 403, 404, 405, 406, 407, 408, 409, 412, 413
- Classical Civilization** 201, 205, 211, 212, 221, 311, 313, 315, 335, 336, 397, 398
- Clothing and Textiles** 504, 514
- Communication and Theatre** 121, 171, 205, 320, 370, 380, 502, 517, 518, 532, 533, 534, 537, 581, 582
- Dance** 100, 200, 201, 202, 522, 523
- Education** 375
- English** 105, 106, 107, 201, 202, 211, 212, 213, 241, 251, 252, 261, 330, 331, 335, 337, 339, 340, 342, 343, 344, 345, 346, 351, 352, 357, 358, 359, 360, 371, 375, 380, 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** 203, 204, 205, 206, 220, 221, 222, 224, 303, 312, 322, 332, 342, 352, 362, 371a, 371b, 380, 510, 517, 520, 530, 540, 550, 552, 560, 571, 572, 580
- German** 203, 204, 205, 206, 215, 216, 217, 218, 221, 301, 302, 303, 304, 308, 315, 316, 323, 324, 327, 328, 333, 334, 337, 338, 347, 348, 349, 401, 402
- Greek** 201-202, 203, 204, 325, 326, 350, 351, 352, 353, 401, 402, 403, 404
- History** 255, 311
- Housing and Interior Design** 536
- Italian** 203, 204, 222, 293, 294, 517, 518
- Latin** 201, 202, 203, 204, 301, 302, 303, 326, 333, 342, 402
- Latin American Studies** 220
- Music** 214, 241, 243, 331, 332, 342, 343, 344, 511, 521, 529, 530, 531, 533, 534, 536, 537, 538, 568
- Philosophy** 111, 115, 119, 121, 201, 220, 231, 251, 252, 259, 267, 319, 321, 322, 325, 330, 335, 343, 344, 345, 346, 348, 351, 353, 357, 523, 525, 527, 545, 555, 559, 565
- Physical Education** 290
- Religious Studies** 110, 201, 202, 204, 205, 207, 211, 221, 231, 307, 309, 313, 315, 319, 322, 324, 325, 326, 340, 341, 342, 343, 344, 345, 346, 351, 352, 365, 401, 402, 403, 404
- Russian** 201, 202, 203-204, 313, 314, 315, 316, 401, 402
- Spanish** 203, 204, 205, 206, 220, 221, 222, 271, 317, 318, 321, 324, 326, 329, 330, 331, 333, 334, 393, 394, 507, 510, 515, 517, 518, 520, 525, 531, 535, 538, 545, 546, 571, 572

Western Civilization 101, 102

Women's Studies 309, 331

World Literature 301, 401

Natural Sciences and Mathematics (NSM)

- Anthropology** 253, 553, 555
- Biology** 101, 102, 105, 222, 241, 271, 277, 301, 324, 355, 372, 524, 527, 529, 535, 536, 538, 545, 546, 554, 570, 577, 581
- Chemistry** 103, 104, 111, 111L, 114, 114L, 205, 231, 233, 242, 306, 351, 352, 461, 462, 532, 552
- Computer Science** 133, 136, 233, 336, 342
- Geography** 103, 111, 112, 211, 212, 312a, 312b, 330
- Mathematics** 112, 119, 121, 191, 220, 292, 293, 311, 312, 320, 340, 345, 390, 394
- Philosophy** 211, 311, 575
- Physics** 101, 102, 135, 207, 208, 209, 235, 291, 292, 303, 305, 307, 308, 322, 323, 324, 331, 332, 334, 421, 493-494, 550
- Psychology** 223, 223L, 425, 449, 450, 451, 452, 453, 454
- Statistics** 108, 343, 351, 571, 572

Social and Behavioral Sciences (SBS)

- Anthropology** 101, 212, 213, 231, 233, 235, 237, 258, 345, 360, 362, 387, 411, 478, 479, 485, 497, 498, 524, 529, 533, 543, 547, 563, 576, 583, 585, 597, 598
- Business Administration** 312, 524
- Child Development and Family Relations** 212
- Classical Civilization** 312, 314, 401
- Communication and Theatre** 106, 132, 172, 206, 240, 340
- Economics** 101, 201, 202, 327, 336, 345, 346, 363, 370, 375, 493-494, 499, 510, 517, 518, 523, 527, 530, 540, 550, 551, 555, 560
- Education** 554
- Geography** 101, 114, 201, 202, 205, 301, 302, 303, 322, 338, 344, 491, 522
- Health** 360
- History** 101, 102, 207, 208, 209, 210, 211, 212, 213, 215, 216, 217, 218, 228, 233, 239, 240, 273, 274, 277, 278, 291, 292, 301, 302, 305, 307, 308, 313, 332, 337, 338, 339, 340, 341, 342, 343, 344, 348, 350, 351, 353, 354, 355, 358, 361, 363, 365, 367, 381, 383, 384, 385, 386, 401, 402, 493-494, 508, 512, 515, 517, 518, 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
- International Studies** 400a, 400b
- Latin American Studies** 220, 450
- Physical Education** 291
- Political Science** 105, 200, 210, 223, 240, 250, 260, 301, 305, 306, 310, 316, 317, 322, 324, 325, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 340, 341, 342, 343, 344, 345, 346, 355, 361, 381, 391, 399, 401, 402, 493-494, 505, 510, 512, 514, 520, 521, 528, 529, 530, 535, 550, 580

Psychology 221, 312, 326, 341, 342, 345, 346, 347, 361, 410, 412, 524

Social Work 311

Sociology 201, 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

Women's Studies 250, 332, 335, 336, 346, 450, 529, 531, 532

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, interdepartmental studies, Latin, mathematics, medical technology, philosophy, physics, political science, psychology, religious studies, social work, sociology, and Spanish are affected by these requirements. **Students who have not selected a major should follow an Arts and Sciences Suggested Study Plan.**

Regulations Regarding Liberal Education Requirements.

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 credit hours), the College Core Course in Western Civilization (6 hours), and the three General Areas of Knowledge consisting of Humanities (9 hours), Natural Science (9-10 hours), and Social and Behavioral Science (9 hours). Students who complete the College requirements will also satisfy the all-University requirements. The appropriate College designation shown in parentheses below is included in the description of courses approved to meet these requirements. For example (CLRD) in a course description indicates that the course may be used to satisfy the Language, Reasoning and Discourse requirement. The specific requirements within each of these categories follow:*

1. Learning Proficiencies — 15 hours
 - a. Language, Reasoning, and Discourse (CLRD), (6 hours)
Students must take English 101.
English 101, 102
Philosophy 115
Communication and Theatre 105, 231
 - b. Foreign Language (CFL), (6 hours)
Foreign Language proficiency through the intermediate level must be demonstrated.
French 203, 204
German 203, 204
Greek 203, 204
Italian 203, 204
Latin 201, 202
Russian 203-204
Spanish 203, 204
 - c. Mathematics (CMAT), (3 hours)
Mathematics 112, 119, 121, 191
Statistics 108
Computer Science 133

*The student can count a course in the major to satisfy College liberal education requirements.



2. College Core Course (CWC) — 6 hours
A two-semester interdisciplinary course in Western Civilization.
Western Civilization 101, 102
3. Humanities — 9 hours
One course from each category:
 - a. Fine Arts (CFA), (3 hours)
Art 105, 106
Dance 100, 200, 201, 202
Music 241, 342
Communication and Theatre 121, 171
 - b. Literature (CLIT), (3 hours)
Classical Civilization 205, 221, 335, 336
English 211, 212, 213, 251, 252
French 206, 222
Spanish 205, 206, 222
German 215, 216, 217, 218
Italian 222
Russian 201, 202
 - c. Foundations of Inquiry (CFI), (3 hours)
History 255, 311
Philosophy 111, 119, 251, 252
Religious Studies 110, 201, 205, 207
4. Natural Science — 9-10 hours
One course must include a laboratory; these courses are indicated by an asterisk.
 - a. Physical Science (CPS), (3-7 hours)
Chemistry 103, 104*, 111, 111L*, 114, 114L*, 306*
Geography 103, 111*, 112*, 211*, 212*
Physics 101*, 102*, 135, 209, 235, 291*, 292*, 305*
 - b. Life Science (CLS), (3-7 hours)
Anthropology 253*
Biology 101*, 102*, 105
Psychology 223, 223L*
5. Social and Behavioral Science (CSBS) — 9 hours
Three courses with no more than one course from any one department.
Anthropology 101, 212, 213, 258
Communication and Theatre 106, 172, 240
Economics 201, 202
Geography 101, 114, 201, 202
Political Science 105, 200, 210, 223, 240, 250, 260
Psychology 221
Sociology 201, 211, 222, 232

Note: Students who complete the College Liberal Education requirements will at the same time satisfy All-University Liberal Education requirements. Students who do not complete the College requirements, because of a change of major or some other reason, should note that courses from the same discipline cannot be used to satisfy All-University Liberal Education requirements in more than one area of knowledge (Humanities, Natural Sciences and Mathematics, and Social and Behavioral Sciences). For example, if the student selects GEO 111 to satisfy the University Natural Sciences and Mathematics requirement, he cannot select GEO 101 to satisfy the Social and Behavioral Sciences requirement.

Native speakers of foreign languages from foreign countries must satisfy the foreign language requirement in the following way:

- (a) English 101
- (b) English 102 or 103 (Philosophy 115 or Communication 105 or 231 to complete the College Language Reasoning and Discourse requirement if English 102 is not chosen)
- (c) English 223 or 224
- (d) Three semester hours of English at the 200-level or higher.

Any student may place out of these requirements by passing appropriate examinations.

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 220 and 221; French 220 and 221; German 301, 302, 303, 304, 315 or 316; Russian 201, 202, 313, 314, 315, 316, or 511; Classical Civilization 205, 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.

Cross-Listed Courses. A student taking a course cross-listed in his major department must register for it within the major; i.e. these hours count in determining the total in the major.

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, Urban Studies and World Literature. 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 105, Julius Foust 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.

Second Majors. The College offers second majors, which may be taken in conjunction with the first major. This program requires between 24 and 42 hours (for example, Bachelor of Science programs and some Interdepartmental majors) in each of two approved majors. Although each major must meet all of the requirements of the department, the hours from the second major can be applied toward the University-wide distribution requirements. A student with a first major outside the College who chooses a second major in one of the departments in the College is required to complete all of the departmental requirements for the second major but is not required to satisfy the College liberal education requirements. In the case of transfer students, at least twelve hours in each major must be taken at UNC-G. Students wishing to complete a second 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 not 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 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 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."



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 Honor Code

The complete statement of the Academic Honor Code is printed in the Student Handbook. The Student Handbook is available to all students in Elliott University Center.

Academic Advising

The Office of 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 in selecting courses and assistance in planning an individual program of study.

Once a major is selected, the student works with an assigned faculty 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 to 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

Freshmen and transfer students register for courses after the completion of their orientation programs. Dates are given in the UNC-G Calendar.

Former, special or unclassified students receive registration notices by mail specifying a particular date 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.

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.

A student must be enrolled for 12 hours to qualify for full-time certification to any organization and to reside in University housing.

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.

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 his faculty adviser and the instructor. 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 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 35 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 the course work.

2. The student is responsible for complying with any special attendance regulations specified by the 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 178.

No final examinations may be given except during the regular examination period 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 grade 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 Office of 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, the Counseling and Testing Center, and 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.

P/NP — Pass/Not Pass.

S/U — Satisfactory/Unsatisfactory.

W—Withdrawal/WF — Withdrawal-Failure/WN — Withdrawal Not Passing in a course graded exclusively on P/NP.

NC — Audit. NC 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.

Except for independent study or where specific provision is made in the course description, no student may repeat for credit a course for which the student has earned credit. If a student repeats such a course, the grade will be recorded on the transcript, but no additional credit will be allowed toward graduation or toward the grade point average.

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.

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 within the time set by the Admissions Office. 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; and, 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, 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 is considered full-time and 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 is considered part-time and must pass at least half of the work. Failure to meet these requirements will result in immediate 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.

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 apply for readmittance. **If readmitted, the student must then meet the minimum quality point ratio requirements at UNC-G on all hours attempted and as a minimum earn a semester quality point ratio of 2.0.**

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 and to have the credits transferred here for degree credits must be obtained from the Office of 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 (two terms) 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 32 for information about admission of transfer students and regulations regarding transfer credit.

Extension/Correspondence Credit

See page 33.

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 students 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 by the appropriate department head to the Office of the Dean of Academic Advising and should be entered on the student's record.

Special Examinations for Credit Hours Toward Graduation (see pages 31-32 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 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 examination 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, students may take 15 of their 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 and 9 of which must be in the minor if a minor is sought. Credit 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**, 3.70; for **cum laude**, 3.50. 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

A transcript is sent without charge along with the application for teacher certification. 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, Recreation and Dance, 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 64 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: Student 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 209 Forney. Those students who need to upgrade their communication skills are required or advised to take an appropriate speech course. Transfer students who are given transfer credit for one or more speech courses are **not** exempt from the test, however. Students placed in the "special" category will be referred to the University Speech and Hearing Clinic. 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.

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. **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.

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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. HEA 201.

3. Mathematics and Science: 3 semester hours each.
4. 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.
5. Two semester hours in physical education.

Note: Where appropriate, these general education course requirements may be selected to satisfy the all-University liberal education degree requirements.

Professional Education Requirements

1. PSY 221 (**General Psychology**).
2. EDU 381 (**The Institution of Education**).
3. EDU 450 (**Psychological Foundations of Education**).
4. One course in teaching reading in content area or other evidence of competence in teaching reading.
5. EDU 45x (**Teaching Practices and Curriculum**). For certification in English, 451 is required; language, 452; any social studies discipline, 453; mathematics, 457; any science, 459.
6. EDU 465 (**Student Teaching and Seminar**).

Social Studies Certification

Students majoring in economics, geography, history, psychology, political science or sociology are permitted to seek teacher certification in Social Studies. Students seeking Social Studies certification must take six (6) hours in each of five (5) of the following social studies departments, excluding their major department: anthropology, economics, geography, history, political science and sociology, with an additional three (3) hours in any of these five departments, for a total of 33 hours. For a student majoring in other than history, the additional three hours must be taken in history. Under unusual circumstances, exceptions regarding the distribution of these 33 hours are possible. The courses selected from these various social studies departments must be from an approved list available with the Office of Academic Advising, the student's major adviser and the Social Studies adviser in the School of Education. Substitution within a department may be made, but only with the approval of the student's major adviser and the department offering the course.

B.S. in Science Education

Those students wishing to gain certification to teach either biology, chemistry, physics or physical science may pursue the degree of Bachelor of Science in science education, with a concentration in one of those areas. In each case, the student is required to complete a major in addition to specific courses in related sciences. Professional education courses are required as well. Anyone wishing to pursue this means of obtaining certification to teach biology, chemistry, physics or physical sciences should contact the heads of the departments of the discipline involved, or in the case of physical science, contact either the Head of the Physics Department or the Chemistry Department. Information on any of these programs may also be obtained from Dr. Ernest Lee in the School of Education. It should be emphasized that in order to complete the rather extensive requirements for this degree within a four-year period the student would need to begin very



early in his or her academic career. Consequently, all interested students are encouraged to consult the above mentioned people at the earliest possible date.

Another option which students may pursue is to take an undergraduate major in either biology, chemistry or physics and to meet certification requirements by completing the necessary professional education requirements as described on the preceding page.

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, including an adequate score on National Teachers Examinations.

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 of 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. Departmental alpha code, i.e., ACC-Accounting. See page 272 for listing of abbreviations.
5. 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.

(CLRD), (CFL), (CMAT), (CPS), (CLS), (CSBS), (CFA), (CLIT), (CFI). Courses approved to satisfy the liberal education requirements in the College of Arts and Sciences are indicated by one of the following abbreviations in parentheses at the end of the course description: CLRD — Language, Reasoning and Discourse; CFL — Foreign Language; CMAT — Mathematics; CPS — Physical Science; CLS — Life Science; CSBS — Social and Behavioral Sciences; CFA — Fine Arts; CLIT — Literature; CFI — Foundations of Inquiry.

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

(418 Business & Economics Bldg./School of Business and Economics)

Charles D. Mecimore (1980), Professor and Head of Department/B.S., Pfeiffer College/M.S., U.N.C. at Chapel Hill/Ph.D., Alabama/CPA, State of North Carolina/CMA.

Susan B. Bennett (1981), Instructor/B.S., M.B.A., UNC-G.

William D. Cooper (1979), Assistant Professor/B.A., M.P.A., Georgia State/Ph.D., Arkansas/CPA, State of Arkansas.

Michael F. Cornick (1975), Lecturer/B.S., Purdue/M.B.A., Ph.D., U.N.C. at Chapel Hill.

Frederick L. Drake (1980), Lecturer and Vice Chancellor for Business Affairs/B.S., Alabama/CPA, State of Georgia.

Raymond E. Johnson (1980), Instructor/B.S., M.B.A., East Carolina.

Robert G. Morgan (1980), Associate Professor/B.A. Piedmont College/M. Acc., Ph.D., Georgia/CPA, State of North Carolina/CMA.

James H. Ogburn (1976), Lecturer and Assistant Director of Graduate Studies in Business Administration and Accounting/B.S., U.N.C. at Chapel Hill/M.B.A., City University of New York/CPA, State of North Carolina.

Agnes J. Price (1981), Instructor/B.S., M.Ed., UNC-G.

Phyllis A. Webster (1978), Professor/B.S., M.S., Indiana State/Ed.D., Northern Illinois/CPA, State of Indiana.

Charles Woelfel (1978), Professor/Ph.B., Notre Dame/M.S., Butler/Ph.D., Texas/CPA, 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: Formal admission to the School of Business and Economics, acceptance by Department of Accounting and completion of 126 semester hours of work. For a summary of admission requirements, see page 53.

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 MAT 191, PSY 221, SOC 211 and three additional semester hours in approved social and behavioral sciences other than economics or business administration.

Major Requirements

1. ACC 201, 202, 301, 302, 420, 430, 440, 442.
2. Accounting electives above the 200 level of not fewer than six semester hours or more than nine semester hours.
3. Transfer credit will be given for accounting courses at the 300 level or above only by examination.

Related Area Requirements

1. BDE 234.
2. BUS 310, 312, 320, 330, 340, 360, 491.
3. ECO 201, 202, 327, 350.

Electives

Electives sufficient to complete total semester hours required for degree.

Accounting-ACC/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. Pr. sophomore standing.
- 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.
- 300 Experimental Course: Accounting for Nonaccountants (3:3).** A nontechnical survey



course in financial and managerial accounting for students not in a major within the School of Business and Economics.

01 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. Three night tests in addition to above contact hours. Pr. 202 or 400, junior standing.

02 Intermediate Accounting II (3:3). A continuation of 301 with primary attention to theory and procedures involving noncurrent items. Relevant literature will be analyzed. Three night tests in addition to above contact hours. Pr. 301 with at least a C, admission to department.

10 Accounting for Not-for-Profit Organizations (3:3). Accounting for governmental and other not-for-profit organizations. Pr. 202 or 400, junior standing.

00 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. Pr. bachelor's degree.

20 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 or 400, junior standing.

21 Advanced Income Tax Accounting (3:3). A continuation of the course dealing with the principles of federal income taxation. Consideration of special accounting problems as well as the tax problems of partnerships, corporations, estates and trusts. Pr. 420.

30 Cost Accounting (3:3). Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making. Pr. 202 or 400, junior standing.

40 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. 302, 420, 430, ECO 350, or consent of instructor.

41 Accounting Theory (3:3). Analysis of the basic concepts and assumptions which underlie accounting methods and procedures. Appraisal of literature and position of professional accounting organizations, with special attention to controversial issues. Pr. 302 or consent of instructor.

42 Advanced Accounting Problems (3:3). Partnerships, special sales contracts, consolidations, fiduciaries, institutional entities, foreign exchange. Pr. 302 or consent of instructor.

43 Accounting Information Systems (3:3). Course is designed to provide an understanding of computerized systems for management and

control of accounting data. Emphasis given to integration with overall accounting system. Pr. 302.

499 Independent Research in Accounting (1 to 3). Individual study of an issue or problem(s) in accounting of particular interest to the student. Student must arrange time and course requirements with instructor prior to registration. Pr. 302 and senior standing and permission of faculty of Department of Accounting.

Courses for Graduates

- 600 Survey of Managerial Accounting (3:3).
- 613 Directed Studies in Accounting (1 to 3).
- 620 Tax Planning (3:3).
- 625 Financial Accounting (3:3).
- 626 Managerial Accounting (3:3).
- 628 Accounting Systems (3:3).
- 630 Seminar in Current Financial Accounting Topics (3:3).
- 631 Advanced Auditing (3:3).
- 640 Seminar in Current Managerial Accounting Topics (3:3).
- 641 Operational Auditing (3:3)
- 650 Seminar in Current Problems in Taxation (3:3).
- 651 Taxation of Corporations and Shareholders (3:3).
- 652 Estate and Gift Taxation (3:3).
- 660 Not-for-Profit Accounting (3:3).

Acting & Directing — See
Communication and Theatre.

Anthropology — Department of

(426 Graham Bldg./College of Arts & Sciences)

- Mary W. Helms** (1979), Professor and Head of Department/B.A., Pennsylvania State/M.A., Ph.D., Michigan.
- 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.
- Harriet J. Kupferer** (1961), Professor/B.S., UNC-G/M.A., Ed.D., New York/Ph.D., U.N.C. at Chapel Hill.
- Ronald Ray McIrvine** (1968), Assistant Professor/B.A., Colorado/Ph.D., Kansas.
- Joseph B. Mountjoy** (1969), 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** provides training in biosocial and behavioral science within the broader framework of a liberal arts education. The program presents a holistic view of the nature of man and society, past and present, as represented in linguistics, prehistory, biological anthropology, and cultural or social anthropology. It provides a solid foundation for both a basic liberal arts education and more specialized advanced study.

Departmental courses are offered within a four-semester (two-year) sequence to enable students to meet departmental requirements for the major within a two-year period. Copies of the course sequence are available in the department office. Since some courses are taught only once within the four-semester sequence, students planning to major in anthropology should begin to schedule required departmental courses at the earliest opportunity, preferably no later than the start of the junior year.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours), and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

30-36 semester hours in anthropology above the 100 level including:

1. ATY 213, 253, 360, 387, 411.
2. Nine hours at the 500 level.
3. Electives to complete the degree requirements.

Related Area Requirements

Courses according to interest and in consultation with major adviser. Selected courses in the following disciplines are particularly recommended for anthropology majors: classical civilization, geography, history, philosophy, religious studies, sociology, biology, psychology, communications.

Electives

Electives sufficient to complete total semester hours required for degree.

Anthropology Minor

21 hours in anthropology including:

1. ATY 212, 411.
2. Two courses from ATY 213, 253, 360, 387.
3. Electives to complete the degree requirements.

Anthropology-ATY/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. McIrvin. (SBS), (CSBS).
- 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), (CSBS).
- 213 Cultural Anthropology (3:3).** A comparative study of culture and its institutions. Theoretical aspects emphasized. (SBS), (CSBS).
- 231 Cultures of North American Indians (3:3).** Ways of life, both aboriginal and contemporary, of indigenous people of North America. Kupferer. (SBS).
- 233 Latin American Societies and Cultures (3:3).** Tribal and peasant groups with special emphasis on their place in contemporary Latin America. McIrvin. (SBS).
- 235 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).
- 237 Cultures of the Pacific (3:3).** An ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology and culture contact. Fitzgerald. (SBS).
- 253 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), (CLS).
- 258 World Prehistory (3:3).** Development of culture from its paleolithic beginnings through the rise of early civilizations. Mountjoy. (SBS), (CSBS).
- 331 Human Variation (3:3).** Physical differences within and between human populations: their source and effect. Robbins.
- 345 Political Anthropology (3:3).** Investigation of politics in nonindustrial societies. Emphasis on leadership and the political control of demographic, economic and ideological factors in



- native societies of North and South America, Africa and Asia. Helms. (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. McIrvine.
- 360 **Modern Archaeology (3:3).** Aims and strategies of modern archaeology, stressing how and why archaeology is done and its contributions to general anthropology. Mountjoy. (SBS).
- 362 **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. Mountjoy. (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 the emergence of anthropology as a scientific field. (SBS).
- 477 **Field Methods in Cultural Anthropology (3:3).** Review and discussion of major methodological principles and techniques used in anthropology.
- 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. Coleman. (SBS).
- 493-494 **Honors Work (3)-(3).**
- 497, 498 **Special Problems in Anthropology (1 to 3), (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, 502 **Selected Topics in Anthropology (3:3), (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. McIrvine. (SBS).
- 529 **Culture Change (3:3).** Development of culture and analysis of acculturation stemming from contacts of peoples of different cultural heritages. (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).
- 543 **Anthropological Perspectives on Homosexuality (3:3).** Critical examination of sociocultural dimensions of homosexuality in both non-industrial and industrial societies, with concentration on American culture. Fitzgerald. (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. Same as WMS 550. Kupferer.
- 553 **Human Identification (3:2:3).** An anthropological study of aspects of the human body that includes identification of individual bone and fragments; sex differences; age changes in bone and teeth; dermatoglyphics; ABO blood groups; paleopathology; somatology of living individuals. Pr. 253 or 3 hours of biological science. Robbins. (NSM).
- 555 **Human Evolution (3:3).** A study of the biological and cultural evolution of humans from pre-human forms. Pr. 253 or 3 hours of biological science. Robbins. (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. 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. 3 hours of anthropology, psychology or sociology. 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 213. (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).**

Apparel Arts Concentration —
See Home Economics.

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 of Vanderbilt.
- 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.
- Susan M. Canning (1980),** Assistant Professor/B.A., California State at Hayward/M.A., Ph.D., Pennsylvania State.
- Gilbert Frederic Carpenter (1963),** Professor and Director, Weatherspoon Gallery/A.B., Stanford.
- Arnold Doren (1978),** Assistant Professor/B.F.A., Rochester Institute of Technology.
- 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),** 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.
- Setsuya Kotani (1974),** Assistant Professor/B.F.A., Hawaii/M.F.A., Columbia.
- Cynthia Laymon (1979),** Assistant Professor/A.B., Indiana/M.F.A., Southern Illinois.
- 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),** Associate Professor.
- Martin G. Mugar (1980),** Assistant Professor/B.A., M.F.A., Yale.
- Roberta Rice (1976),** Assistant Professor/B.F.A., M.A., Virginia Commonwealth/Ph.D., Pennsylvania State.
- 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 certification.

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. Students are advised to enroll in Art 199 and apply for admission to Independent Study during the second semester of their sophomore year. Transfer students enroll during their first semester at UNC-G.

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 of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

24-36 semester hours in art above the 100 level.

Art History Concentration

1. ART 105 or 106, 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 or 106.
2. Two courses from ART 120, 140, 150.
3. Art History above 100 level: 12 semester hours.
4. Studio Art above 100 level: 12-24 semester hours.
5. ART 199 required for enrollment in independent study courses.

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.

A junior transfer cannot expect to complete a B.F.A. program in two years.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, ENG 101, 3 s.h.
2. Western Civilization Core Course, 6 s.h.
3. Humanities, one course (not in the major) from each of the three sub-areas, 9 s.h.
4. Natural Sciences, 6-8 s.h.
5. Social and Behavioral Science, 6 s.h.
6. Additional hours from categories listed above (not in the major), 6-8 s.h.

Major Requirements

Art Education I (General Art) Concentration

1. ART 105 or 106.
2. Four additional courses in Art History above 100 level.
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, and 199.
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. HEA 201.
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. PSY 221.
5. EDU 381, 450 and 470.
6. Recommended: One course from psychology, philosophy or religious studies.
7. 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:

1. Speech screening and medical clearance.
2. Quality point ratio of at least 2.2.
3. Pre-student teaching practicums 360 and 361.
4. Completion of 12 semester hours following admission to teacher education.
5. 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 of courses meeting each area requirement.)

Same as for Art Education I and II as listed above.

Major Requirements

Core Courses for All Concentrations

1. ART 105 or 106 and 199.
2. Four art history courses above 100 level.
3. 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

1. ART 120 or 150, 140, 240 and 285.
2. Advanced design courses from those numbered in 40's, 70's, or 80's: 10 semester hours.
3. 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.
4. 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 elective: 20 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

(normally, second semester sophomores and transfer juniors) submitting portfolios for admission to independent study for review should enroll. Grade: pass/not pass.

- 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.
- 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.
- 253 **Sculpture I (2:1:3).** A basic course. Not recommended to students who have taken 252. Pr. 150.
- 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.
- 273 **Fabric Crafts I (2:1:3).** Study of fabric surface design and fabric structures using tie dye, batik, quilting and 3-d form construction. Pr. 140 or consent of instructor.
- 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.

Art-ART/courses

Courses for Undergraduates

- 105 **Monuments in the History of Art (3:3).** Intensive analysis of selected monuments and artists. (H), (CFA).
- 106 **Survey of Western Art (3:3).** Historic survey of painting, sculpture and architecture from ca. 3000 B.C. to the twentieth century. (H), (CFA).
- 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 (3:1:4).** A basic course for nonart majors. Simplifies 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. Only art majors



- 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.
- 287 **Photographic Perception (2:1:3).** Designed to enhance visual awareness. Photographic vision, perception and language investigated. Lecture-discussion; problem solving through field and studio exercises with frequent critiques. Photographer and sitter roles explored through feedback. Pr. access to a Polaroid camera.
- 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).
- 307 **Experimental Course: Sculpture from the Renaissance to the Nineteenth Century (3:3).** Study of methods, materials and goals of sculpture which constitute a fundamental continuity within sculpture from 1400 to 1900.
- 308 **Experimental Course: Architecture of Egypt, Greece, Rome, Early Christian and Byzantium (3:3).** Western architecture of the Mediterranean world beginning in Egypt c. 2700 B.C. through Greece, Rome, the Roman Christian world, and finally the Byzantine style originating in Constantinople to about 1000 A.D.
- 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.
- 334 **Experimental Course: Paper Making (1).** The study of paper making as an art medium.
- 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. 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 pigments, 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.
- 357 **Experimental Course: Sculpture Welding Workshop (2:1:3).** An advanced course in sculpture, utilizing technical and aesthetic information in fabrication of sculpture. Pr. 140, 240, and an upper division design or sculpture course.
- 360, 361 **Art Education Practicum I, II (1:0:2), (1:0:2).** Professional objectives and working conditions of the art teacher presented in lectures, reading 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. 190 or consent of instructor. 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.
- 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. 105 or 106, 140.
- 374 **Experimental Course: Applied Fiber and Fabric Design (3:1:5).** Functional and decorative applications of the fiber and fabric media. Pr. 140.
- 375 **Metal Crafts II (2:1:3).** Continuation of 275. 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.
- 393 **Practicum in Art Careers (1).** A practicum experience for art majors for developing career goals and skills. May be repeated for credit. Pr. sophomore standing.
- 395 **Experimental Course: Portfolio Preparation (1).** Career planning for art majors. How to make slides and prints of art work, prepare and present a portfolio, contact employers and galleries and seek funds for working. A survival skills course.
- 398, 399 **Independent Studio III, IV (2), (2).** 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 to independent study and 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.
- 414 **Late Modern and Contemporary Art (3:3).** An historical analysis of the thematic concerns of contemporary art in Europe and America. Pr. 105 or 106; 301 suggested but not required.
- 415 **Experimental Course: Genesis of Modernism: European Art 1880-1910 (3).** Study of major developments in late 19th and early 20th century European art with emphasis on recent research that has changed these views. Pr. 306 or senior standing.
- 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.
- 437 **Experimental Course: Landscape Painting (3).** A study of traditional landscape painting with emphasis on the techniques of preparation and execution in drawing, watercolor and oil.
- 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 **Fiber Crafts III (4:2:6).** Advanced studies in floor loom and off loom fiber arts. Pr. 140, 271, 371 or consent 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.
- 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 and admission to independent study.
- 607 **The Portrait (3:3).**
- 608 **History Painting (3:3).**
- 609 **The Monument (3:3).**
- 612 **Expressionism (3:3).**
- 613 **Realism (3:3).**
- 617 **Problems in Contemporary Art (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).**

Courses for Advanced Undergraduates and Graduates

- 501 **Major Developments in the History of Sculpture (3:3).** Representative examples of Western and non-Western sculpture of all periods, with emphasis on sculptural thinking and methods. Pr. 305 or junior standing and consent of instructor or graduate standing.
- 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).**





- 659 Studio Problems, Sculpture (4).
- 661, Modern Painting (3:3), (3:3).
- 662
- 687, Painting Research Seminar (3:3), (3:3).
- 688
- 690 Experimentation and Analysis — Painting and the Graphic Arts (3:1:6).
- 699 Theses (2 to 6).
- 800 Graduate Registration.
- 801 Graduate Registration.

Basic Business Teacher Education —See Business and Distributive Education.

Biology — Department of

(312-C Life Sciences Building/College of Arts and Sciences)

- William K. Bates** (1966), Professor and Head of Department/B.A., Ph.D., Rice.
- Laura G. Anderton** (1948), Professor/B.A., Wellesley College/M.S., Brown/Ph.D., U.N.C. at Chapel Hill.
- Robert E. Cannon** (1972), Associate Professor/B.A., Earlham College/M.S., Ph.D., Delaware.
- Brenda L. Cralg** (1969), Teaching Assistant/B.S., UNC-G. Part-time.
- John S. Curtis** (1971), Instructor/B.A., Guilford College/M.A., UNC-G.
- Linda N. Curtis** (1974), Instructor/B.A., M.A., UNC-G. Part-time.
- Lois J. Cutter** (1963), Assistant Professor/B.A., M.S., Ph.D., Michigan.
- Bruce M. Eberhart** (1963), Professor/B.A., San Jose State College/Ph.D., Stanford.
- Robert E. Gatten, Jr.** (1978), Associate Professor/B.S., M.A., College of William and Mary in Virginia/Ph.D., Michigan.
- Dorothy M. Gibb** (1979), Instructor/B.A., Stirling/M.S., Imperial College, University of London.
- Georgia Hammond-Soltis** (1981), Instructor/B.S., M.A., College of William and Mary in Virginia. Part-time.
- 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.
- Brenda S. Madden** (1979), Instructor/B.A., M.A., UNC-G. Part-time.
- Ralph M. Morrison** (1960), Associate Professor/B.S., College of William and Mary in Virginia/Ph.D., Indiana.
- Odessa R. Patrick** (1958), Instructor/B.S., N.C.A&T State/M.A., UNC-G.
- Sarah Sands** (1958), Associate Professor/B.S., Salem College/M.T., Bowman Gray/M.S., Tennessee.
- Yvonne W. Singh** (1976), Instructor/B.A., UNC-G.

- Douglas E. Soltis** (1980), Assistant Professor/B.S., College of William and Mary in Virginia/M.A., Ph.D., Indiana.
- Robert H. Stavn** (1971), Associate Professor/B.A., San Jose State College/M.S., Ph.D., Yale.
- Matthew E. Stockard** (1978), 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 of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

All majors are required to complete BIO 101 and 102 or their six semester hour equivalent (determined by transfer credit or by department committee).

In addition to BIO 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: BIO 355, 535, 581.
2. Development: BIO 353, 554.
3. Diversity: BIO 222, 241, 524, 570.
4. Ecology: BIO 301.
5. Genetics and Evolution: BIO 592.
6. Physiology: BIO 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. CHE 114, 114L.
2. MAT 121 or 191.

The department highly recommends the following courses in addition to the required cognates:

1. CHE 351, 352, 354.
2. MAT 191 or STA 571.
3. PHY 101, 102.

Electives

Electives sufficient to complete total semester hours required for degree.

Biology Minor

A minimum of 15 hours in biology, including BIO 101 and 102 (or their equivalent) with at least one course from each of two of the six biology core categories, is required for a minor in biology.

Biology-BIO/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), (CLS). | 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). |
| 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. Recommended that 101 be taken before 102. (NSM), (CLS). | 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. |
| 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), (CLS). | 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 mechanism. 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). |
| | | 324 | Plant Physiology (3:2:3). Physiological processes involved in plant growth and behavior including effect of environmental factors. Pr. 101, 102 or CHE 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. |
| | | 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 CHE 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. 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 CHE 114.
- 493-494 Honors Work (3:3)-(3:3)**
- 499 Biological Problems (1 to 3).** Individual studies in biological research. Laboratory work and reading guided by regular conferences with instructor in charge. Times by arrangement. May be repeated for up to 6 hours credit with departmental permission.
- 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. The marine environment discussed where appropriate. Pr. 101, 102; 241, 301, 324 and CHE 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. CHE 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 BIO 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).

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.
- 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).
- 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.
- 549 Coordinating Course: Problems in Biology (1 to 3).** Current problems in biological sciences. Students make individual contributions in the form of independent reading, bibliographic work and simple laboratory experiments.
- 554 Experimental Development (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).
- 577 Mammalian Physiology (3:2:3).** Function of mammals at the cellular and organ system levels with laboratories. (NSM).
- 579 Environmental Physiology (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. Pr. 277 or 577.



- 580 **Environmental Physiology Laboratory (1:0:3).** Experiments on temperature regulation, metabolism, ventilation, respiratory pigments, activity and diving physiology, and osmotic regulation. Pr. or co. 579.
- 581 **General Microbiology (4:3:4).** Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 101, 102, CHE 114, 114L. (NSM).
- 582 **Pathogenic Bacteriology (4:3:4).** The study of pathogenic microorganisms and their relation to disease processes in man. Pr. 581 or permission of instructor.
- 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.
- 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 the higher animals and plants. Pr. general genetics course or its equivalent.
- 599 **Biology Seminar (1:1).** Oral reports and discussions of topics from current literature of biology by students, faculty and guest lecturers. Pr. senior or graduate standing. Grade: satisfactory/unsatisfactory.

Courses for Graduates

- 611 **Seminar in Ecology (3:3).**
- 614 **Seminar in Developmental Physiology of Insects (3:3).**
- 620 **Seminar in Microbiology (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 (3:3).**
- 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

(366 Business & Economics 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.
- Robert J. Angell** (1981), Associate Professor/B.S., U.N.C. at Chapel Hill/M.B.A., Virginia/D.B.A., Florida 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.
- John L. Eatman** (1981), Associate Professor/B.S., Atlantic Christian/M.S., Virginia/Ph.D., South Carolina.
- Gail P. Fannon** (1982), Instructor/B.S., M.A., Appalachian State/J.D., Campbell. Second semester 1981-82.
- George B. Flanigan** (1973), Professor and Associate Director, Center for Applied Research/B.S., Illinois at Chicago/Ph.D., Iowa.
- Barbara G. Frew** (1979), Lecturer/B.A., Upsala College/M.S., Miami.
- Hunter H. Galloway, III** (1974), Instructor/B.S., J.D., U.N.C. at Chapel Hill. Part-time.
- Dwight L. Gentry** (1970), Professor/B.A., Elon College/M.B.A., Northwestern/Ph.D., Illinois.
- Michael J. Glauser** (1981), Assistant Professor/B.S., M.S., Utah/Ph.D., Purdue.
- Sushil K. Gupta** (1981), Visiting Associate Professor/B.T., Indian Institute/M.B.A., Delhi/M.A.Sc., Toronto/Ph.D., Delhi.
- William A. Hailey** (1976), Associate Professor/B.B.A., Mississippi/M.B.A., Loyola of Chicago/D.B.A., Kentucky.
- Judy H. Johnson** (1981), Instructor and Director of Undergraduate Advising/B.S., M.B.A., UNC-G.
- Thomas O. Jones, Jr.** (1980), Lecturer/B.S.M.E., Pennsylvania/B.S.B.A., Southwestern Louisiana/M.B.A., D.B.A., George Washington.
- Frank P. Land** (1979), Assistant Professor/B.A., J.D., Colorado.
- Martha A. McEnally** (1980), Assistant Professor/B.A., Duke/M.B.A., U.N.C. at Chapel Hill/Ph.D., Texas at Austin.
- William E. Moran** (1979), Professor and Chancellor of UNC-G/A.B., Princeton/M.B.A., Harvard/Ph.D., Michigan.
- Terry W. Mullins** (1976), Assistant Professor/B.A., Raymond College/M.B.A., Ph.D., Houston.
- James H. Ogburn** (1976), Lecturer and Assistant Director of Graduate Studies in Business Administration and Accounting/B.S., U.N.C. at Chapel Hill/M.B.A., City University of New York/CPA, State of North Carolina.
- Thomas A. Petlit** (1975), Professor/B.A., California at Berkeley/M.B.A., Stanford/Ph.D., California at Berkeley.
- Edward J. Ryan, Jr.** (1979), Associate Professor/B.G.E., Omaha/B.S., M.B.A., Michigan State/D.B.A., George Washington.

Tapan Sen (1980), Assistant Professor/M.S., Calcutta/M.A., Eastern Illinois/D.B.A., Texas Tech.

William H. Taylor, Jr. (1982), Instructor/B.S., U.N.C. at Chapel Hill/M.B.A., East Carolina. Second semester 1981-82.

William L. Tullar (1973), Associate Professor/B.A., Wesleyan/Ph.D., Rochester.

James K. Weeks (1976), Associate Professor and Director, M.B.A. Program/B.A., Methodist/M.B.A., East Carolina/Ph.D., South Carolina.

E. Cameron Williams, Jr. (1982), Visiting Assistant Professor/B.S., U.S. Merchant Marine Academy/M.A., Central Michigan/Ph.D., U.N.C. at Chapel Hill. Second semester 1981-82.

Tony R. Wingler (1976), Associate Professor/B.A., Guilford College/M.S.B.A., UNC-G/D.B.A., Kentucky.

The Department of Business Administration was formed in 1974 as a major division of the School of Business and Economics. In the spring of 1982 it included twenty-five full and part-time faculty members as well as 1,050 undergraduate and 450 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 management information systems.

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 Associate Professor James K. Weeks, Director.

BUSINESS ADMINISTRATION MAJOR (Bachelor of Science)

Required: Formal admission to the School of Business and Economics, acceptance by the Department of Business Administration and completion of 122 semester hours of work. For a summary of admission requirements, see page 53.

Admission Requirements

Admission to the Department of Business Administration major requires admission to the School and a minimum grade point average of 2.0 on all required courses (ACC 201, 202, ECO 201, 202, 350, BDE 234, PSY 221, SOC 211, MAT 191). The grade point average required

for admission to the major is subject to change by faculty action.

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 MAT 191 and three semester hours in one of the following: biology, chemistry, geography or physics.
4. Two courses from Social and Behavioral Sciences Area (SBS): PSY 221 and SOC 211.
5. Four additional courses, outside the School of Business and Economics, from the areas of H, NSM, SBS, or elementary foreign language, to include three semester hours from SBS Area.

Major Requirements

1. BUS 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.
3. Transfer credit for students transferring from accredited two-year colleges will be given for business administration courses at the 300 level or above only by examination.

Related Area Requirements

1. BDE 234.
2. ACC 201, 202.
3. ECO 201, 202, 345, 350.
4. One of the following courses: ECO 319, 327, 346, 370, 375, 518, 523, 527, 530, 552, 560.

Electives

Electives sufficient to complete total semester hours required for degree.

Minors in Business Administration are not permitted.

Business Administration- BUS/courses

Courses for Undergraduates

- 235 Introduction to Digital Computer Programming (3:3:1).** Beginning course in computer programming using a higher level programming language. Includes topics in basic machine organization, problem formulation, numerical methods and applications in business, statistical and data manipulative procedures. Pr. MAT 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 in the major by accounting, business administration and economics majors, 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. junior standing, PSY 221, SOC 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, junior standing. (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. junior standing, PSY 221 or 223. Same as PSY 314.
- 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. junior standing, ECO 202.
- 330 The Legal Environment of Business (3:3).** A survey of the legal, political and ethical environment in which business decisions are made. Anti-trust, taxation, labor, and consumer and creditor laws are included. Federal and state laws are covered. Pr. junior standing.
- 331 Legal Aspects of Business Transactions (3:3).** Intensive study of contracts, sales, negotiable instruments, secured transactions, banking and other laws affecting the sale and distribution of goods and financing of such transactions. Pr. 330, junior standing.
- 332 Legal Aspects of Management (3:3).** Legal relationships of partners; partners and third parties, corporations, directors and stockholders; principals and agents; debtors and creditors; trustees and beneficiaries; administrators and estate property; and other fiduciaries. Pr. 330, or permission of instructor and junior standing.
- 340 Business Finance (3:3).** A course directed to the recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment and financial structure. Pr. junior standing, ACC 201 and 202 and ECO 201 and 202 or equivalent.
- 350 Management Information System Concepts (3:3).** A survey of foundation concepts: system definition, constraints, relationship of MIS to data processing, organizational and behavioral implications, system reliability and social responsibilities. Pr. 310, BDE 234 (for School of Business majors) or equivalent, and junior standing; or permission of instructor.
- 360 Production Management (3:3).** A survey course on 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. 310 and ECO 350.
- 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. Pr. junior standing.
- 416 Organizational Communication (3:3).** Theories of interpersonal and oral communication in organizations. Emphasis upon the use of oral communication to accomplish organizational objectives. Same as COM 416.
- 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 ECO 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. MAT 191, ECO 201, 350.
- 441 Financial Institutions and Markets (3:3).** Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation. Interrelationships between domestic and international financial markets. Government policy objectives and regulations as influences on the financial system. Pr. ECO 202.
- 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.
- 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.

- 451 Analysis of Management Information Systems (3:3).** A study of managerial decision making requirements, information system structures, data classification/coding, data base concepts, information output determination and feasibility analysis. Pr. 350.
- 452 Design of Management Information Systems (3:3).** Development of cost effective computer-based systems to produce information needed for managerial decision making as specified in the information analysis phase. Pr. 451, BDE 360, CSC 336.
- 461 Production and Inventory Control (3:3).** The development of an integrated production and inventory control system; decisions, problems and models for forecasting, capacity planning, inventory and shop floor control. Pr. 360 and ECO 350.
- 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.
- 472 Property and Liability Insurance (3:3).** A course designed to examine the coverages and exclusions found in direct damage and indirect loss contracts and liability insurance contracts as risk management devices for the treatment of pure risk. Pr. 370.
- 473 Risk Management (3:3).** A course designed to examine the risk management process of the firm involving the identification measurement and treatment of business exposures to loss by pure risk. Pr. 370.
- 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. 310, 320, 330, 340 and 360, senior standing.
- 493, 494 Honors Work (3:3), (3:3).**
- 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.

- 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. PSY 221 or 223 or BUS 312 or consent of instructor. Same as PSY 524. (SBS).
- 535 Personnel Psychology (3:3).** Applications of psychological methods and techniques to personnel work in business and industry. Focuses primarily on employee selection and training. Pr. PSY 221 or 223 or consent of instructor. Same as PSY 535.

Courses for Graduates

- 600 Management Processes and Operations (3:3).**
- 601 Management Systems (3:3).**
- 602 Production and Operations Management (3:3).**
- 604 Organizational Behavior in Management (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).**
- 651 Systems Simulation (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

(479 Business & Economics Bldg./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.
- Roy A. Boggs** (1980), Associate Professor/B.A., Capital/M.S., Pittsburgh/Ph.D., Texas.
- Kathy H. Brittain** (1981), Assistant Professor/B.S.E., M.S.E., Arkansas State/Ed.D., Memphis State.
- William S. Colson** (1981), Instructor/B.S., U.N.C. at Chapel Hill/M.Ed., UNC-G. Part-time.
- Mary U. Eagle** (1981), Instructor/B.S.S.A., M.Ed., UNC-G. Part-time, first semester 1981-82.
- George P. Grill** (1963), Professor/B.S., M.A., Appalachian State/Ed.D., North Dakota.
- Gerald L. Hershey** (1976), Professor/B.S., Shippensburg State College/M.S., Ph.D., Indiana.
- Sarah Wilson Jones** (1952), Assistant Professor/B.S., M.S., UNC-G.
- Henry A. Klaiber** (1981), Instructor/B.A., Bucknell.
- Gwendolyn Watson Loy** (1975), Associate Professor/B.S.S.A., M.Ed., Ed.D., UNC-G.
- Stephen R. Lucas** (1971), Professor/B.S., (Business Administration), B.S. (Distributive Education), M.A., Ph.D., Ohio State.
- Duane H. McCartney** (1970), Instructor/A.B., A.M., Northern Colorado. Part-time.
- Howard A. Maynard, Jr.**, (1977), Assistant Professor/B.S., M.A., Appalachian State/Ed.D., Georgia State. Leave of absence 1981-82.
- Benton E. Miles** (1971), Professor/B.S., M.S., Virginia Polytechnic Institute and State University/Ph.D., Ohio State.
- L. Paul Riley** (1981), Instructor/B.A., California at San Diego/M.B.A., UNC-G. Part-time.
- Anne C. Steele** (1980), Assistant Professor/B.A., Reed College/M.S., Ed.D., Lehigh.
- Robert C. Tesch** (1981), Associate Professor/B.S., New Mexico/M.Ed., Wayne State/Ed.D., Utah State.

The Department of Business and Distributive Education offers the Bachelor of Science degree with six concentrations. Three of these concentrations, **business data processing, merchandising, and office systems administration**, are alternatives for students who desire to prepare for employment in business firms and/or in governmental agencies. 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.

In addition, the department offers the Master of Science in Business Education degree and the sixth-year program 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)

Several concentration options are available in this major. All require formal admission to the School of Business and Economics and acceptance by the Department of Business and Distributive Education. Additional admission requirements exist for persons who wish to become teachers of business or distributive education. For a summary of School admission requirements, see page 53.

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.

In order to locate your desired concentration in this departmental explanation, look first for the concentration title. Each concentration is explained in detail as to the requirements for that specific concentration and is independent of the other five concentrations in the department. Concentrations in this catalog are presented in this order:

- Business Data Processing
- Merchandising
- Office Systems Administration
- Comprehensive Business Teacher Education
- Basic Business Teacher Education
- Distributive Teacher Education.

Business Data Processing Concentration

Required: 122 semester hours.

The Business Data Processing Concentration is intended for students who are interested in seeking employment as programmers, programmer-analysts, systems analysts, etc., with an option to pursue managerial responsibilities in the data processing field.

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 MAT 191, PSY 221, SOC 211 and three additional semester hours in approved social and behavioral sciences other than economics or business administration. See your adviser for assistance.

Major Requirements

BDE 309, 360, 361, 362, 460, 461, 542, 599.

Related Area Requirements

1. ACC 201, 202.
2. BUS 310, 320, 330, 340, 360, 491.
3. BDE 234.
4. ECO 201, 202, 350.

Electives

Electives sufficient to complete the total number of hours required for the degree, but not more than 12 semester hours of such electives may be taken in School of Business and Economics courses.

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

Same as for Business Data Processing Concentration.

Major Requirements

BDE 309, 506, 507, 508, 518, 550, and three semester hours approved elective in subject matter area.

Related Area Requirements

Same as for Business Data Processing Concentration.

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 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

Same as for Business Data Processing Concentration.

Major Requirements

Option 1 — Administrative Services

BDE 111 or exemption, 112 or exemption, 213, 221 or exemption, 222, 309, 335, 501, 502, 550.

Option 2 — Office Systems

BDE 309, 360, 501, 502, 542, 550, and BUS 517.

Related Area Requirements

Same as for Business Data Processing 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 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 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 MAT 191, SOC 211, PSY 221, ECO 201, 202 and three additional semester hours in approved social and behavioral sciences.

Major Requirements

BDE 111 or exemption, 112 or exemption, 213, 221 or exemption, 222, 309, 335, 360, 368, 463, 464, 465, 501, 550, 555.

**Related Area Requirements**

1. ACC 201, 202.
2. BUS 310, 320, 330, 340, 360, 491.
3. BDE 234.
4. ECO 201 and 202 (included in Liberal Education Requirements), 350.
5. Speech screening test requirements.
6. EDU 381, 450, 470.
7. HEA 201.
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 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

Same as for Comprehensive Business Teacher Education Concentration.

Major Requirements

BDE 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: ACC 301, 302, 420, 430.
2. Select one course from the following: BUS 235, 300; BDE 501.

Option 2 — Data Processing

1. BDE 362 or 460, 501.
2. Select one course from the following: BUS 235, 300.

Option 3 — Business Management

1. BUS 300.
2. Select two courses from the following: BUS 370, 517, 524; ECO 336.

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 School of Business and Economics courses.

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

BDE 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 10 semester hours of electives may be taken in School of Business and Economics courses.

Business and Distributive Education-BDE/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 found in business offices. Measurement by office standards. Pr. 213 or approved equivalent.
- 221, 222 **Shorthand and Transcription (3:5), 3:5).** Mastery of Gregg Shorthand. Application of the skills of shorthand, typewriting and English in transcription. Pr. 112 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 practices in collecting, presenting, analyzing and interpreting elementary statistical material. May not be taken if credit for ECO 350, PSY 310, STA 351, or SOC 319 has been received.
- 323 **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. 221, 222 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 approval of instructor.
- 361 **Business Computer Programming: Assembler (3:3).** Introduction to use of assembly language with emphasis on developing initial programming skill. Pr. 234 or equivalent.
- 362 **Business Computer Programming: RPG II/BASIC (3:3).** Analysis of two programming languages to prepare and generate business reports and to solve problems in business. Pr. 234 or equivalent.
- 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 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.
- 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.
- 460 **Business Computer Programming: COBOL II (3:3).** Advanced study of structured COBOL programming and team programming concepts and applications. Pr. 360 or equivalent.
- 461 **Database Processing (3:3).** Introduction to database processing with emphasis on file structures, commercial data bases, data definition language, query language and processing in a database environment. Pr. 460 or permission 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.
- 502 **Design of Administrative Support Systems (3:3).** In-depth analysis of factors involved in design of support systems such 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 special problems involved in merchandising.
- 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.
- 518 **Advanced Merchandising (3:3).** Merchandising policies, buying, stock planning and control and merchandise pricing in modern retail stores.
- 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. Pr. 502 or consent of instructor.
- 550 **Directed Business Practice (1-4:1:3-12).** Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. consent of instructor.
- 555 **Coordination of Cooperative Vocational Education Programs (3).** Philosophy, principles, strategies, techniques and procedures for coordination of cooperative vocational education programs. Emphasis on elements common to all areas of

- cooperative vocational education. Review and analysis of pertinent research.
- 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 ECM 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 ECM 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.

Business Data Processing — See Business & Distributive Education.

Chemistry — Department of

(221 Petty Science Bldg./College of Arts and Sciences)

- Harvey B. Herman** (1969), Professor and Acting Head of Department/B.S., Polytechnic Institute of Brooklyn/Ph.D., Syracuse.
- Walter H. Puterbaugh** (1964), Professor and Head of Department/B.A., Ph.D., Duke. Deceased 9-6-81.
- James C. Barborak** (1972), Professor/B.S., Ph.D., Texas.
- Joseph A. Dilts** (1970), Associate Professor/B.A., Ohio Wesleyan/Ph.D., Northwestern.
- Sherri R. Forrester** (1962), Associate Professor/B.S., Duke/Ph.D., Northwestern.
- John L. Graves** (1966), Assistant Professor/B.S., Oberlin College/Ph.D., Chicago.
- Marilyn M. Hurst** (1980), Lecturer/B.S., Centre College/M.S., Ph.D., Cincinnati.
- 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.
- 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), Associate Professor /B.Sc., M.Sc., D. Phil, Sussex.
- Patrick G. Parrish** (1979), Teaching Assistant/B.S., U.N.C. at Chapel Hill.
- Clarence H. Vanselow** (1964), Associate Professor/B.S., M.S., Ph.D., Syracuse.
- Paul S. Weller** (1980), Teaching Assistant/B.S., Lenoir-Rhyne College.

The Chemistry Department offers programs leading to either the Bachelor of Arts or the Bachelor of Science degrees at the undergraduate level and the Master of Science degree at the graduate level. The Department of Chemistry is included on the list of schools which have been accredited by the American Chemical Society. Students who follow the program leading to the B.S. degree are certified to the Society upon graduation as having met their rigorous requirements for undergraduate professional training in chemistry.

Students who elect chemistry as a major include those planning to work directly in chemical industry on completion of the undergraduate degree; those planning to continue their studies at the advanced graduate level and then enter either industrial or academic research and teaching; those preparing to teach at the secondary 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 related fields such as business, technical sales, and textiles. Many of our majors take considerable work in related programs, which include earning a minor, or in some cases a double major, in areas such as biology, economics, mathematics, physics or textiles.

One of the features of our undergraduate program which we particularly emphasize is the opportunity for students to engage in undergraduate research. The large majority of our majors do so, principally in their junior and senior years, and this provides excellent training for those who intend to continue their studies at the graduate level. We encourage undergraduate chemistry majors, particularly those planning to enter teaching as a career, to work as teaching assistants in our lower level laboratory courses. This provides valuable training as well as financial assistance.

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, provides sound training in chemistry. It offers fine preparation for those planning to enter medicine or dentistry, secondary school teaching, 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 is taken with regard to the prerequisite requirements.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

24-36 semester hours in chemistry above the 100 level.

1. CHE 111, 111L, 114, 114L, 231, 233, 242, 351, 352, 354, 501 or 502, 461 or 506.
2. Two courses from among CHE 532, 570b, and 581.
3. Additional courses from the current offerings of the Chemistry Department, to fulfill hours in the major.

Related Area Requirements

1. MAT 191, 292.
2. PHY 101, 102 or 291, 292.

Electives

Electives sufficient to complete total semester hours required for degree. Additional advanced courses in mathematics are advised.

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 and/or related sciences. 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 of courses meeting each area requirement.)

Same as for Chemistry Major (Bachelor of Arts) as listed above.

Major Requirements

34-42 semester hours in chemistry above the 100 level.

1. CHE 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. MAT 191, 292.
2. PHY 291, 292.
3. At least two courses selected from: CHE 320, 491, 492, 493, 494, 536, 552, 553; BIO 535, 536, 538; CSC 236, 342; MAT 293, 311, 340, 390, 394; PHY 303, 321, 322, 323, 324, 535, 550.

Electives

Electives sufficient to complete total semester hours required for degree. Additional advanced mathematics courses are advised.

Chemistry Minor

A student may earn a minor in chemistry by completing a minimum of 19 semester hours in chemistry of which not more than 8 semester hours may be applied from introductory level courses (CHE 103, 104, 111, 111L, 114, 114L and 306).

Chemistry-CHE/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. Not open to students who have already taken 111. (NSM), (CPS).
- 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), (CPS).
- 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. Students who lack high school chemistry should take the sequence 103, 104, 114. (NSM), (CPS).
- 111L General Chemistry I Laboratory (1:0:3).** Laboratory work to accompany 111. The latter course **must** be taken concurrently. (NSM), (CPS).
- 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), (CPS).
- 114L General Chemistry II Laboratory (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), (CPS).
- 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. (NSM), (CPS).
- 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). Not offered every year.
- 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. (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. (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.
- 371 Chemical Literature (1:1).** Instruction in use of the literature of chemistry. Pr. two years of chemistry including reading knowledge of German helpful. Forrester.
- 461 Physical Chemistry I (4:4).** Subjects treated include gases, thermodynamics, introduction to wave mechanics and atomic structure. Pr. 231, 233, PHY 292 and MAT 292. 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, electrochemistry and chemical kinetics. Pr. 461. 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.
- 464 Physical Chemistry II Laboratory (1:0:4).** Laboratory work related to 462. Pr. 462 (preferably taken concurrently), 463. Graves.
- 491, 492 Independent Study (1 to 3), (1 to 3).** 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.
- 493-494 Honors Work (3)-(3).** Not offered every year.

Courses for Advanced Undergraduates and Graduates

- 501, 502 Chemistry Seminar (1:1), (1:1).** Oral reports and discussion of topics from the current literature of chemistry by students, staff and guest lecturers.
- 506 Introductory Physical Chemistry (4:4).** 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. An option in the B.A. chemistry sequence and for students in biology, pre-medicine, 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, MAT 191, one year of physics.
- 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.
- 531 Instrumental Analysis (3:3).** Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. Pr. 231, 233, 352 (may be taken concurrently), PHY 292. Herman Jezorek. (NSM). (Formerly 532).
- 533 Instrumental Analysis Laboratory (1:0:4).** Laboratory work to accompany 531. Pr. 531 concurrently. Herman, Jezorek.
- 536 Computers in Chemistry (3:3).** An introduction to the analysis of chemical data and control of chemical instruments with digital computers. Designed primarily for chemistry majors but may be taken by other interested science majors. Pr. two semesters of chemistry beyond general chemistry; one semester of calculus; one year of physics; one semester of programming in a higher level language; or permission of instructor. Herman.

- 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. (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.
- 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 (3:1:7).** 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 high temperature and high pressure reactions, photochemistry, reaction kinetics, inert atmosphere reactions, microtechniques and the use of modern instrumentation to determine product structure. Pr. 242, 352, 354. Barborak, Dilts, Nile.

Courses for Graduates

- 604 **Advanced Polymer Chemistry (3:3).**
- 632 **Advanced Analytical Chemistry (3:3).**
- 641 **Advanced Inorganic Chemistry II (3:3).**
- 652 **Advanced Organic Chemistry II (3:3).**
- 661 **Advanced Physical Chemistry I (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
(220 McIver Bldg./College of Arts and Sciences)

Ann Pottinger Saab (1965), Professor and Acting Head of Department/B.A., Wellesley College/M.A., Ph.D., Radcliffe College.

John Douglas Minyard (1977), Associate Professor/A.B., A.M., Brown /Ph.D., Pennsylvania.

Susan C. Shelmerdine (1981), Lecturer/B.A., Smith College/M.A., Ph.D., Michigan.

Jeffrey Scott Soles (1977), Assistant Professor/B.A., Dartmouth/M.A., U.N.C. at Chapel Hill/Ph.D., Pennsylvania.

The study of Classics is the study of the origins of Western Civilization in the cultures of ancient Greece and Rome. Courses offered by the department will acquaint the student with the languages, literature, art, institutions, values and leading ideas of the Greeks and the Romans and explore their influence through later ages down to modern times. A major or minor in Classics thus can provide an excellent foundation for the graduate study of history, comparative literature, the history of art, comparative religion, English, linguistics and the history of philosophy as well as high school teaching or further study of the Greek and Roman civilizations themselves. It has also formed the background for many successful careers in medicine, law, journalism, government, religion and business.

Courses for beginners are offered in both Latin and Greek. Even at the elementary level, the study of values, ideas and the impact of language upon thought and culture is emphasized, along with work in vocabulary and grammar. Students are introduced to major works of literature as soon as possible. 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 and may be used to fulfill the College language requirement.

The department also offers a wide variety of courses in English translation, embracing the study of mythology, archaeology, drama, epic and the history of literature. Classical Civilization 201 (Classical Origins of the English Language) deals with the Greek and Latin elements in the English language and aims at increasing the student's practical understanding and command of our native language, as well as its historical and intellectual background. The courses (as designated) may be used to fulfill the College literature requirement or the University humanities requirement.

Students also have an opportunity in the summer to visit Rome and Athens, and other parts of the Classical world, and earn up to six semester hours of credit through the program 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 of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

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; C C 201, 205, 335, 336, 397, 398; HIS 209, 210, 351, 354, 355; PHI 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 areas 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 of courses meeting each area requirement.)

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: ATY 212, 213, 253, 258, 360, 411, 478, 479, 485; ART 301, 303, 304, 402; HIS 351, 353; PHI 251, 343; REL 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 of courses meeting each area requirement.)

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 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; C C 201, 205, 335, 336, 397, 398; HIS 209, 210, 351, 354, 355; PHI 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 of courses meeting each area requirement.)

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 ATY 212, 213, 253, 258, 360, 411, 478, 479, 485; ART 301, 303, 304; HIS 354, 355; PHI 251, 343; REL 204, 343, 352, 365.

Electives

Electives sufficient to complete total semester hours required for degree.

MINOR

Required: 15-21 semester hours.

The **Minor in Classical Civilization** complements majors in a wide variety of fields, including history, English, foreign languages, philosophy, anthropology, religious studies and art. Requirements are flexible to permit students to develop and extend their major plan of study. Minors in Greek or Latin will take at least 12 hours in the language and 3 hours in a Classical Civilization course. Minors in Greek or Roman Civilization will take at least 15 hours in a pattern of courses to be worked out with the department adviser as best suited to each student's academic program.

Classical Civilization-C C/ courses

Courses in English Translation

(No knowledge of Greek or Latin required.)

- 201 Classical Origins of the English Language (3:3).** Latin and Greek prefixes, stems and suffixes used in forming the English language. Aims at improving the student's ability to analyze critically his native tongue and increase his vocabulary. Minyard. (H).
- 205 Mythology (3:3).** Great myths of the world, with frequent references to the literature which they inspired. Greek, Roman and Norse mythologies stressed. Only primary sources read. Minyard, Shelmerdine. (H), (CLIT).
- 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 and their subsequent influence on later literature; Greek Old, Middle and New Comedy. Roman Tragedies of Seneca and comedies of Plautus and Terence. Shelmerdine. (H), (CLIT).
- 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. Soles. (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 structures. 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. Soles. (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 Virgil, 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, Shelmerdine. (H), (CLIT).

- 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 Aeschylus through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau and Anouilh, et al. (H).
- 401 Archaeological Practicum (1 to 3).** Participation in the department's archaeological work in Greece and opportunity to learn the field methods of Classical archaeology firsthand. Offered in the summer only. Soles. (SBS).
- 450 Internship in Classical Studies (1 to 6).** Supervised field experience in museums or institutes devoted to the study of Ancient Greece or Rome and/or visitation of classical sites. May be repeated once, for a maximum of 12 hours credit, with the provision that no more than 6 hours may be taken in the same country. Pr. consent of department head.

Greek-GRK/courses

- 150 Applied Modern Greek (International House) (1:1).** Training in spoken demotic Greek. May be repeated for credit up to 4 semester hours. Will not satisfy foreign language requirement. Open to all students with instructor's permission. Grade: pass/not pass.
- 201-202 Elementary Greek (3:3)-(3:3).** Introduction to Greek of the Classical period. Emphasis on understanding ancient principles of grammar and thought. Second semester: reading from the Bible and Classical authors to illuminate the central features of Western civilization and enable students to read the New Testament in its original language. Shelmerdine. (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, Herodotus, etc. Pr. 201-202 or two entrance units. Shelmerdine. (H), (CFL).
- 325, 326 Homer (3:3), (3:3).** Selections from *Iliad* and *Odyssey*. (H).
- 350, 351 Greek Lyric and Pastoral Poetry (3:3), (3:3).** Survey of Greek lyric poetry with emphasis on Sappho and Alcaeus; the pastoral poetry of Theocritus,

Bion and Moschus. 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 Herodotus and Thucydides. 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. Shelmerdine. 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 Sophocles, Aeschylus, Euripides and Aristophanes. (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.
- 493-494 Honors Work (3:3)-(3:3).**

Latin-LAT/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 further study of Roman literature and civilization and to provide for a greater understanding of English. Soles, Shelmerdine.
- 201, 202 Intermediate Latin (3:3), (3:3).** Review of fundamentals. Selected reading from Virgil'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), (CFL).
- 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).
- 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 Rebus 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 Virgil, 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 Virgil (3:3).** Virgil'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.
- 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.
- Charles H. Bell, III** (1980), Assistant Professor/B.S., Dayton/M.A., Ph.D., Bowling Green.
- Deborah Bell** (1980), Assistant Professor/B.A., Morehead State/M.F.A., Minnesota.
- Catherine S. Brown** (1981), Adjunct Professor/B.A., South Dakota/M.S., Ph.D., Oklahoma.
- Ralph E. Causby** (1966), Instructor/B.A., Lenoir-Rhyne College/M.S., Tennessee.
- Ginger H. Daughtry** (1980), Visiting Assistant Professor/B.A., M.Ed., UNC-G/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.
- Patty T. Earle** (1981), Adjunct Professor/B.A., Emerson/M.A., Kent State/Ph.D., UNC-G.
- L. Dean Fadely** (1969), Associate Professor/B.A., Florida State/M.F.A., Georgia/Ph.D., Pittsburgh.
- Sandra H. Forman** (1977), Lecturer/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.
- David W. Holmes** (1980), Associate Professor/B.S., M.A., Ball State/Ph.D., Syracuse.
- Kathleen M. Holmes** (1979), Lecturer/B.S., SUNY, New Paltz/M.A., Western Maryland. Part-time.
- Cynthia M. King** (1981), Assistant Professor/B.A., Delaware/M.Ed., Western Maryland/Ph.D., Illinois.
- Woodrow McDougald** (1981), Guest Lecturer in Television.
- Richard E. Mennen** (1977), Associate Professor/A.B., M.A., Catholic/Ph.D. Indiana.
- Herman D. Middleton** (1956), Excellence Fund Professor/B.A., Columbia/M.A., Teachers College, Columbia/Ph.D., Florida.
- Mariana Newton** (1969), Associate Professor/A.A., Cottey 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/A.B., 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.
- Edgar H. Shroyer** (1978), Assistant Professor/B.S., Ohio State/M.S., Gallaudet College/Ph.D., Pittsburgh.
- Robert W. Spires** (1981), Instructor/B.A., Western Kentucky/M.M.A., South Carolina.
- 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.
- William G. Thomas** (1981), Adjunct Professor/B.S., Appalachian/M.A., Washington/Ph.D., Florida.
- Robert J. Thurston** (1981), Instructor/B.M., M.A., Missouri, Columbia/M.F.A., U.N.C. at Chapel Hill.
- Rheudolph J. Wells** (1976), Adjunct Professor/B.S. Lynchburg College/M.D., Medical College of Virginia.
- William C. Wendt** (1980), Assistant Professor/B.A., Minnesota/M.A., Plttsburgh.
- Larry Wilder** (1981), Visiting Associate Professor/B.A., Bowling Green State/M.A., Wisconsin at Milwaukee/Ph.D., Pennsylvania State. Part-time, first semester 1981-82.

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 Science Laboratory; aids students, faculty and the public through the University Speech and Hearing Center; and assists clinics of area public schools and hospitals.

The Communication Studies Division provides opportunity for study of the theory and practice of interpersonal and public communication, including personal and group communication, debate and public address, communication theory, organizational communication, and oral interpretation. It conducts research through the Institute for Communication Research and Consulting, offers specialized training through the Speech Tape Laboratory, and assists community and state institutions in planning programs involving interpersonal, organizational, and public communication.

The Broadcasting/Cinema Division provides opportunity for study of the conditions, theories and practices of radio, television, and film production. Through the Media Club, 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 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 degrees 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 degrees 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, communication studies or theatre arts. Special courses and sequences 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, communication studies, broadcasting/cinema, and theatre.

DRAMA MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The Drama Major is the traditional theatre program, 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 emphasis 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.

Each undergraduate theatre student is required to develop an understanding of, and respect for, the various areas of technical theatre. B.A. theatre students are required to work on two crews each semester during the freshman year and one crew each semester during the sophomore, junior, and senior years.

A teacher education program for certification in theatre arts is also available.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

24-36 semester hours in the major above the 100 level.

1. COM 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 COM 171, 301, 533, 534, 581, 582.
3. Minimum of three theatre performance and production courses chosen from COM 250, 251, 252, 320, 391, 541.
4. Minimum of three theatre design and technologies courses chosen from COM 153, 253, 360, 365, 375, 376, or 528.
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 COM 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 COM 172, 529, 530, or 532.
7. Students in the Drama Major are expected to participate fully in the Theatre Division's production program (for which COM 150 is required under category 1 above).

Teacher Certification Requirements for Theatre Arts Certificate

(See Teacher Education chapter for full explanation.)

1. COM 105, 121, 122, 153, 172, 206, 251, 252, 320, 454, 528, 529, 533, 534, 541, 542, 596.
2. HEA 201.
- *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. PSY 221.
6. EDU 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 nine semester hours as follows: COM 231, 341 or 531; one from 340, 502, 530.

(*These requirements may be selected to satisfy Arts and Sciences and all-University liberal education degree requirements.)

Electives

Electives sufficient to complete the total semester hours required for degree.

SPEECH COMMUNICATION MAJOR (Bachelor of Arts)

Required: 122 semester hours.

Speech Communication is offered in four concentrations:

Broadcasting/Cinema provides a concentration with focus on the conditions, principles and practices of broadcasting, telecommunications, and film. The concentration 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.

Communication Studies provides a concentration with focus on the theory and practice of interpersonal and public communication. The concentration is appropriate for those interested in a liberal education with emphasis

on awareness and understanding of human communication. Special options are available in (1) speech, (2) rhetoric and public address, (3) organizational communication, and (4) speech/public relations.

General Speech is the traditional, broadly-based concentration which provides a program for those interested in a variety of courses in oral communication theory and practice.

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 of courses meeting each area requirement.)

Same as for Drama Major 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. COM 102, 106, 112, 171, 172, 291, 393, 510 or 516 or 540, 517 or 518, 532.
2. Other courses from among COM 210, 302, 333, 340, 370, 380, 381, 392, 399, 410, 411, 509, 510, 512, 517, 518, 519, 540, 585, 591, or approved substitute(s).
3. Six semester hours from among courses in Communication Disorders, Communication Studies, or Theatre are allowed in addition to the maximum of 36 semester hours in broadcasting/cinema.
4. For continuation in the Broadcasting/Cinema concentration, students must earn a grade point average of 2.2 or higher in the following: 106, 171, 172, 291, or 393.

Communication Studies

1. COM 101, 105, 106, 112, 205, 206, 502, and 530.
 - a. **Speech:** Other courses from among COM 210, 231, 291, 320, 340, 341, 380, 392, 412, 416, 505, 520, 529, 531, 532, 538, or approved substitute. Maximum of 36 semester hours beyond the 100 level in Communication Studies only, or 42 hours in Communication Studies and Broadcasting/Cinema.
 - b. **Rhetoric and Public Address:** Other courses must include COM 231, 341, 505 or 531, 532, 538, with additional hours from among 320, 340, 416, 520, 529. Required cognate course: ENG 219 and 319 or 223. ENG 224 strongly recommended.
 - c. **Organizational Communication:** Other courses must include COM 340, 341, 416, and 3 to 15 semester hours from among 210, 231, 291, 380, 392, 505, 531, and 532. Required cognate courses: BUS 310, 312, 517, and BUS/PSY 314.* Recommended electives: ECO 201, PSY 505, BUS/PSY 535.*



- d. **Speech/Public Relations:** Other courses must include COM 172, 341 or 505 or 531, and 6 to 18 semester hours from among 210, 291, 333, 340, 380, 392, 399, 412, 416, 532.

Required cognate courses: ENG 219, 223, 224, 319.

Recommended Electives: SOC 331, ECO 201, 202, 336, 350, BUS 320, PSY/BUS 524.

2. Six semester hours from among courses in the other areas of knowledge within Communication and Theatre are allowed in addition to the maximum of 36 semester hours above the 100 level in Communication Studies.

*As PSY 221 is a prerequisite for many of these courses, it is recommended to satisfy a liberal education requirement.

General Speech

1. Approval by the Department of a curriculum designed to achieve a balance between or among two or more divisions within the Department of Communication and Theatre: Communication Disorders, Communication Studies, 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 above the 100 level in the approved General Speech studies curriculum.

Speech Communication Teacher Certification

1. COM 105, 121, 122, 153, 172, 206, 231, 251, 320, 340, 341, 454, 529, 530, 541, 596.
2. HEA 201.
- *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. PSY 221.
6. EDU 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 evaluation done by the Department.
9. Students may seek certification in Theatre Arts simultaneously by the addition of three courses: 252, 528, and 542.

*These requirements may be selected to satisfy Arts and Sciences and all-University liberal education degree requirements.

Electives

Electives sufficient to complete the total semester hours required for degree.

SPEECH PATHOLOGY & AUDIOLOGY MAJOR (Bachelor of Science)

Required: 122 semester hours.

The **Speech Pathology and Audiology Major** provides a preprofessional program for those preparing for graduate study. The major as outlined is designed to satisfy some requirements for North Carolina certification in Exceptional Children and Youth in speech-language and hearing, although no certificate or licensing is awarded until completion of the Master's degree. No more than 15 hours in clinical practice courses may be used to satisfy degree requirements. Instruction is designed to meet American Speech-Language-Hearing Association standards.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, 6 s.h.
2. Mathematics, 3 s.h.
3. Western Civilization Core Course, 6 s.h.
4. Humanities, one course from each of two sub-areas, 6 s.h.
5. Natural Sciences, one course from each of the two sub-areas, 6-8 s.h.
6. Social and Behavioral Science, 9 s.h.

Note: Where appropriate, course 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. COM 133, 134, 240, 241, 336, 337, 338, 339, 465, 551, 570, 575.

Note: Six semester hours of Communication Studies, Broadcasting/Cinema, or Theatre courses are allowed in addition to the maximum of 42 semester hours in Communication Disorders.

Related Area Requirements

1. PSY 221 or a substitute approved by the Director of the Division of Communication Disorders.
2. CDF 302 or PSY 326.
3. PSY 502 or approved substitute and one course chosen from among PSY 341, 345, 503, 504, 505.

Additional Requirements

1. HEA 201.
2. Three semester hours in mathematics.
3. Three semester hours in two of the following: anthropology, sociology, economics, geography, political science or history.
4. PSY 221.
5. COM 465, EDU 381 and 430, 450 or 574.
6. Competence in teaching reading.



7. Completion of pre-student teaching field experience.
8. Two semester hours in physical education.
9. Students must have a 2.2 overall quality point ratio to be admitted to teacher education and a 2.3 quality point ratio in all courses with a COM prefix in order to be admitted to student teaching. No grades below C in required courses with a COM prefix are acceptable.

Note: The above requirements should be completed as part of the undergraduate program; certification also requires a graduate degree.

Electives

Electives sufficient to complete total semester hours required for degree.

Communication and Theatre and the department of the student's concentration.

Teacher Certification Requirements

1. HEA 201.
2. Three semester hours in mathematics.
3. PSY 221.
4. COM 461, EDU 381 and 430 or 450 or 574.
5. Competence in teaching reading.
6. Completion of pre-student teaching field experience.
7. Students must have a 2.2 overall quality point ratio to be admitted to teacher education and a 2.3 quality point ratio in all courses with a COM prefix in order to be admitted to student teaching. No grades below C in required courses with a COM prefix are acceptable.

Electives

Electives sufficient to complete total semester hours required for degree.

EDUCATION OF THE DEAF MAJOR (Bachelor of Science)

Required: 122 semester hours.

The **Education of the Deaf Major** 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 a concentration such as pre-school education, elementary education or others 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 ten miles from the campus. The program is certified by the Council on Education of the Deaf.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

Same as for Speech Pathology and Audiology Major 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. COM 133, 135, 240, 241, 461, 481, 483, 570, 573, 577, 578, and, when applicable, 485.

Related Area Requirements

1. PSY 221.
2. CDF 302 or PSY 326.
3. SOC 211 or approved substitute.
4. EDU 381.
5. PSY 502 or approved substitute.

Concentration

1. 20-24 semester hours in elementary education, pre-school education, secondary education or in another sequence approved by the Department of

DRAMA MAJOR/Bachelor of Fine Arts

Required: 124 semester hours.

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 major. **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.

Students select from or are placed in one of three concentrations: B.F.A. in Acting, B.F.A. in Theatre Arts, or B.F.A. in Design and Technical Direction.

As part of developing the appropriate professional understanding, each B.F.A. student in Theatre Arts is required to work on two crews each semester during the freshman and sophomore years and one crew each semester during the junior and senior years. B.F.A. Acting concentration students must work two crews each semester in the freshman year and one crew each semester in the sophomore, junior, and senior years. B.F.A. transfer students are required to work on two crews each semester for the first year in the program and one crew each semester for the second and third years.

The B.F.A. student may not engage in theatre practice outside the Department without departmental approval.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, ENG 101, 3 s.h.
2. Western Civilization Core Course, 6 s.h.
3. Humanities, one course (not in the major) from each of the three sub-areas, 9 s.h.
4. Natural Sciences, 6-8 s.h.
5. Social and Behavioral Science, 6 s.h.
6. Additional hours from categories listed above (not in major), 6-8 s.h.

Acting Concentration

Major Requirements

1. COM 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, 581, 582, 590, and 592.
2. Two courses from COM 253, 365, 366, 375, 376.
3. COM 256 or equivalent theatre practicum at Parkway Playhouse.
4. Constant and vigorous participation in the Theatre Division's production program; 150, repeated for 6 semester hours.

Related Area Requirements

1. MUS 125, 126.
2. Two courses from DCE 105, 205, or 305, begun at the appropriate level; two courses from DCE 103, 203 or 303, begun at the appropriate level; DCE 217, 349.

Theatre Arts Concentration

(For students intending M.F.A. in Directing or in Stage Management.)

Major Requirements

1. COM 106 or 206, 121, 122, 153, 251, 252, 291, 301, 533, 534, 541, 542, 581, 582.
2. Three courses from COM 365, 123 or 366, 375, 376, 539.
3. COM 256 or equivalent theatre practicum at Parkway Playhouse.
4. Constant and vigorous participation in the Theatre Division's production program, COM 150, repeated for 4 semester hours; 450 repeated for 8 semester hours.

Design and Technical Direction Concentration

Major Requirements

1. COM 106 or 206, 121, 122, 123, 153, 210, 250 or 541, 253 or 366 or 360, 365, 375, 376, 377, 522, 533, 534, 583, 584.
2. Two courses from COM 543, 544, 545.
3. COM 256 or equivalent theatre practicum at Parkway Playhouse.
4. Constant and vigorous participation in the Theatre Division's production program; COM 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-COM/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.
- 102 Orientation to Broadcasting and Cinema (1:1).** Introduction to the fields of radio, television, and cinema for prospective students in the Broadcasting/Cinema Concentration.
- 105 Speech Composition and Delivery (3:3).** Essentials of speech making, with emphasis on the development of personal skill in effective organization and delivery of oral messages. (CLRD).
- 106 Communication in Society (3:3).** Introduction to contemporary theory and practice of human communication, including communication models; interpersonal, public and mass communication; intercultural and interracial communication; the effects of advertising, propaganda and political campaigning. Pood. (SBS), (CSBS).
- 112 Speech Performance (3:3).** Theory and practice of voice and diction, including pronunciation, pitch, rate, volume, and quality. Special sections for communication and theatre majors. Other sections are open enrollment. 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), (CFA).
- 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. Thurston.
- 123 Stage Costuming Techniques (2:2:3).** Basic principles of costume sewing, construction, selection, care and management. Practical experience in supervised laboratory.



- 130 Radio-TV-Cinema Laboratory (1:0:3).** Supervised participation in any phase of the broadcasting/cinema program. May be repeated for credit for a total of 6 hours. Pr. approval of supervisor for the appropriate activity undertaken.
- 132 Introduction to Communication Disorders (3:3).** An introduction to disorders of human communication. Not required for majors in communication disorders. Newton. (SBS).
- 133 Introduction to Phonetics (3:3).** Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations.
- 134 Speech and Hearing Science (3:3).** Acoustic principles of speech and hearing; analysis of the acoustic characteristics of speech and physiological correlates; speech perception.
- 135 Sign Language for the Deaf I (3:3).** American Sign Language and fingerspelling with emphasis on the development of basic receptive and expressive skills.
- 150 Theatre Practice (1:0:4).** Departmental workshop. Open to any student who is interested in participating in any phase of the theatre production programs. May be repeated for credit.
- 151 Forensics Laboratory (1:0:3).** 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.
- 153 Stage Make-up (2:0:4).** Study and practice in make-up application techniques and creating character make-up designs for corrective, age, imaginative and period stage make-up.
- 171 The Development of the Cinema (3:3:3).** Development of motion picture industry. Examination of filming equipment and film techniques. Specific kinds of films and their influence on contemporary society. (H), (CFA).
- 172 The Development of Broadcasting (3:3).** Emergence, structure and scope of radio, television and cable. Examination of broadcasting theories and practices, with emphasis on audience influences on broadcasting and the effect of broadcasting on individuals and society. (SBS), (CSBS).
- 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. Pood. (SBS).
- 210 Basic Broadcast Electronics (3:3).** Theory, principles, and application of radio and television broadcast equipment. Pr. 172. (Formerly 310).
- 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.
- 231 Argumentation and Debate (3:3).** Analysis of issues and arguments of current public interest; training in the presentation of reasoned, persuasive oral discourse. Fadely. (CLRD).
- 240 Language and Speech Development (3:3).** Theory and evidence of the chronological development of phonology, syntax, semantics and pragmatics in the child. (SBS), (CSBS).
- 241 Anatomy and Physiology of the Speech and Hearing Mechanism (3:3).** Anatomical structure and function of human speech. Practical and theoretical considerations of speech production based upon neuromyological investigation.
- 250 Fundamentals of Acting (3:3).** Understanding and appreciation of the problems, demands, and disciplines of the actor's art.
- 251 Acting I (3:1:4).** Introduction to acting techniques: voice, movement, warmup exercises for the actor, Spolin improvisation exercises and stage movement.
- 252 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 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.
- 256 **Applied Summer Theatre I (4:0:12).** Supervised practical experience in various areas of summer theatre production. Offered only at Parkway Playhouse.
- 257 **Mime and Theatre Movement (1:0:6).** 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 **Musical Theatre Dance (1:0:6).** Basic principles of stage dance for the musical theatre. Rehearsal of choreography to provide concrete techniques. Pr. 251 or beginning dance course. Offered only at Parkway Playhouse.
- 259 **Musical Theatre Performance (1:0:6).** Basic principles for character development for musical theatre. Rehearsal, coaching, and vocal exercises. Pr. one semester of a beginning acting course. Offered only at Parkway Playhouse.
- 291 **Television Production (3:2:2).** Introduction to basic television techniques and studio operations. Pr. for B/C majors 172. (Formerly 391).
- 301 **Writing for the Theatre (3:3).** Exercises in dramaturgical technique. Composition of one-act plays. Middleton.
- 302 **Writing for the Screen (3:3).** The study of the techniques of script writing, both adaptations and original material. Pr. 171 or ENG 330 or permission of instructor. Same as ENG 302.
- 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).
- 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 **Sign Language for the Deaf II (3:3).** Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems. Pr. 135 or permission of instructor.
- 336 **Articulation Disorders (3:3).** Analysis of defective articulation-resonance as related to faulty development and to orofacial, neurologic, and sensory disabilities. Techniques for remediation. Pr. 133, 134, 240, 241.
- 337 **Language Disorders (3:3).** Nature, theory, measurement, and management of language problems in children and adults. Emphasis on
- problems in children. Pr. 133, 134, 240, 241.
- 338 **Voice Disorders (3:3).** Factors related to voice disorders in children and adults. Procedures for the examination of voice. Remediation techniques. Pr. 133, 134, 240, 241.
- 339 **Rhythm Disorders (3:3).** Basic theories and principles in the onset, development and maintenance of stuttering and similar disorders. Principle factors in measurement, diagnosis, and treatment.
- 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 public speaking, including study of audience analysis, choice of speaker's subject and purpose, collecting and organizing materials, and delivering speeches.
- 350 **Studio Theatre Practice (1:0:3).** Supervised production work in the Studio Theatre. May be repeated for credit.
- 351 **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 permission of acting faculty.
- 352 **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.
- 364 **Experimental Course: Theatrical Design (3:2:3).** Functions of the designer, stylistic approaches and problems of composition, floor plans and work drawings, perspective, methods for executing and rendering on scale, painting scenery. Costume design, the human figure, fabrics and textures, and costume plate, media, and techniques.
- 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. (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 instructor.
- 377 **Design Practicum (1:0:3).** Practice in designing in 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 (3:3:2).** 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.
- 392 **Radio-Television News Production (3:3).** Gathering, writing, editing, rewriting and producing news and features for broadcast media. Pr. 291 or permission of instructor.
- 393 **Introduction to Cinematography (3:3).** Introduction to cinematography with emphasis on equipment, technical skills, and construction and production of film ideas. Pr. 171 and permission of instructor. Batcheller.
- 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. 106, 112, 171, 172, and 291 or 393. **Permission of a faculty supervisor is required prior to registration.** May be repeated for credit.
- 410 **Broadcasting Internship (1 to 6).** Field learning experience in local broadcast media. Academic supervision provided by faculty member and direction in the field provided by job supervisor. Students may repeat enrollments for a total of 6 semester hours in 410 and/or 411. Pr. 106, 112, 171, 172, 291, 393, 532, 540 and departmental approval.
- 411 **Cinema Internship (1 to 6).** Field learning experience in local film industry. Academic supervision provided by faculty member and direction in the field provided by job supervisor. Students may repeat enrollments for a total of 6 semester hours in 410 and/or 411. Pr. 106, 112, 171, 172, 291, 393, 510, 517 or 518, 532 and departmental approval.
- 412 **Communication Internship in Public Relations (1 to 6).** Field learning experience in agencies involved in public relations. May be repeated for a maximum of 6 semester hours credit. Open to majors only. Pr. senior standing and approval by Communication Studies Division.
- 416 **Organizational Communication (3:3).** Theories of interpersonal and oral communication in organizations. Emphasis upon the use of oral communication to accomplish organizational objectives. Pood. Same as BUS 416.
- 430 **Advanced Radio-TV-Cinema Laboratory (1:0:3).** Supervised participation at an advanced level in any phase of the Broadcasting/Cinema program. May be repeated for credit for a total of 6 hours. Pr. junior standing and approval of supervisor for the appropriate activity undertaken.
- 450 **Advanced Theatre Practice (1:0:4).** 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).** The philosophy, means, and methods for conducting classes and structuring curricular and cocurricular speech and theatre activities. Required for Speech Communication and Theatre Arts teacher certification. Offered in alternate years. Last offered Fall, 1981. 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. King.
- 465 **Clinical Practice in the Public School (6 to 12).** Clinical practice in speech pathology in the school environment, under supervision of University supervisor and cooperating therapist.
- 465 **(Education)** See EDU 465.
- 473 **Intermediate Cinematography (3:3).** Further study of principles and techniques of film communication through practice by shooting and editing several short films in Super 8. Pr. 171, 393.
- 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.

- 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.
- 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.
- 493-494 **Honors (3:3)-(3:3).** The honors project may be a part of the Communication Disorders, Communication Studies, Broadcasting/Cinema, or Theatre programs.

Courses for Advanced Undergraduates and Graduates

- 502 **Semantics (3:3).** Words and 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).
- 505 **Advanced Speech Composition and Delivery (3:3).** Composition and delivery of various types of speeches, such as the lecture, the deliberative address, the eulogy, and the entertaining speech. Speechwriting; extemporaneous and manuscript delivery. Pr. 105, 231, or 341, or graduate standing.
- 509 **Media Sound Production (3:3).** History, aesthetics, and techniques of sound production in media, with an emphasis on motion picture sound production. Pr. 171, 172, 210, 291, 393. Spires.
- 510 **Advanced Cinematography (3:3).** Advanced principles and techniques of film production. Pr. 393 and/or permission of instructor; 512 recommended.
- 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. 291, 376, or 393 or permission of instructor. Batcheller.
- 516 **Advanced Film and Television Writing (3:3).** The advanced study of screenwriting with emphasis on the writing of original full-length material. Pr. 171, 291, 302, and 393, or permission of instructor.
- 517 **The Auteur Director (3:2:3).** The works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. 171 or ENG 330 or graduate standing. Same as ENG, FRE, ITA, SPA 517. (H).
- 518 **Studies in Film Genre (3:2:3).** 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 ENG 330 or graduate standing. Same as ENG, ITA, SPA 518. (H).
- 519 **Film Animation (3:3).** Study of historical and theoretical development of animated film. Pr. 171 (or ENG 330) and 393, 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 graduate standing.
- 522 **Advanced Stagecrafts (3:2:3).** Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials. Pr. 122 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 and language pathologist—classroom teacher relationship. Closed to Communication Disorders majors.
- 528 **Technical Practice for the School and Community Theatre (3:3).** Study of design techniques and the execution of scenery, lighting, and costuming for low budget play and musical production. Pr. 122 or permission of instructor.
- 529 **Voice and Speech Production (3:3).** Physiology of the vocal mechanism; phonetics; dialects; exercises designed to develop vocal strength, resonance, and flexibility. 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. 105, 231 or 341 or graduate standing. 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).
- 535 **Scene Drafting and Construction (3:3).** Advanced problems in scene construction combined with the development of scene drafting skills and techniques. Offered in alternate years. Pr. 375 or permission of instructor.



- 537 **American Public Address (3:3).** Public communication from the colonial era to 1943. Emphasis on the role of speech communication in pulpits, courts, legislative bodies, ceremonial events, the public platform, and on radio. (H).
- 538 **Contemporary Public Address (3:3).** Significant speakers in the United States from FDR to the present, including Truman, MacArthur, Nixon, Johnson, King, and Kennedy. Emphasis on political speaking; standards of public address in modern society. Tedford.
- 540 **Directing for Television (3:2:3).** Fundamental principles of directing for television. Laboratory directing experience. Pr. 172, 291. Spires.
- 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 Theatre Arts 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 instructor. Nomikos.
- 545 **Advanced Stage Lighting Design (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.
- 551 **Speech and Language Disorders: Diagnostic Procedures (3:2:2).** Differential diagnosis of speech, language, voice and rhythm problems. Pr. 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. 241 or equivalent. Earle.
- 555 **Advanced Sign Language Interpreting (3:3).** Advanced manual communication with emphasis on interpreting and translating for deaf adults in specialized settings. Pr. 335 or permission of instructor.
- 556 **Aural Rehabilitation (3:3).** Principles and methods of auditory training, speechreading and use of sensory aids. Pr. 570 or permission of instructor.
- 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, 241, or permission of instructor. Earle.
- 570 **Audiology (3:3).** Introduction to the field of clinical audiology. Includes anatomy, physiology, and disorders of the hearing mechanism and interpretation of basic measurements of auditory function. Dixon.
- 571 **Clinical Practice in Speech-Language Pathology (1 to 3).** Clinical methods in diagnosis and therapy. May be repeated for credit. Pr. permission of instructor. Newton, Prater, Earle, Daughtry.
- 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 of hearing and management of hearing impairment. 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. 133 or equivalent.
- 578 **Teaching Language to the Deaf (3:3).** Systems for developing language in the individual with severe hearing impairment. Pr. 240 or equivalent.

- 579 **Experimental Methods in the Management of Speech and Language Disorders (3:3).** Special methods in management of speech and language disorders. Emphasis on behavior modification. Pr. 568 or equivalent and permission of instructor. Strong.
- 581, 582 **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).
- 583, 584 **Period Styles of Stage Decor I, II (3:3), (3:3).** First semester: Stage design and decor of the architectural styles and decoration from Antiquity to the Renaissance. Second semester: Stage design and decor of the architectural styles and decoration from the Renaissance to the present. Pr. 533, 534, or permission of instructor.
- 585 **Advanced Radio-TV-Film Production (3:2:3).** Advanced principles of radio, television, and film production and techniques. Pr. 291, 393, 509, 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.
- 590 **Contemporary Acting I (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. 351 and 352 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 and/or 540 prior to registration.
- 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. 351 and 352 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. 12 hours of Communication and Theatre or permission of instructor.
- 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.

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).**
- 615 **Seminar on Deafness (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-Language Pathology (1 to 3).**



- 676 Advanced Clinical Practice in Audiology (1 to 3).
- 677 Internship in Communication Disorders (3 to 9).
- 679 Theatre Management (3:3).
- 680 Graduate Practicum in Theatre (3:0:9).
- 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).
- 695 Master Production in Theatre (3:0:9).
- 696 Advanced Creative Drama (3:3).
- 698 Experimental Design in Communication Disorders (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, Recreation and Dance.

Composition-Theory — See Music.

Comprehensive Business Teacher Education — See Business and Distributive Education.

Computer Science — See Business and Distributive Education and Mathematics.

Consumer Services — See Home Economics.

Dance, Dance Education — See Health, Physical Education, Recreation and Dance.

Data Processing — See Business and Distributive Education.

Dentistry — See Medicine, Dentistry and Veterinary Medicine.

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

(462 Business and Economics 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. Leave of absence, second semester 1981-82.
- Abul H. Azam** (1980), Instructor/B.A., Dacca/M.A., Duke.
- Bruce J. Caldwell** (1978), Assistant Professor/B.A., William and Mary/Ph.D., U.N.C. at Chapel Hill. Leave of absence, 1981-82.
- Robert A. Connolly** (1981), Instructor/B.A., M.A., Maryland.
- James R. Frew** (1979), Assistant Professor/B.S., Oakland/M.S., Ph.D., Purdue.
- Robert R. Gottfried** (1981), Visiting Assistant Professor/B.A., Davidson College/Ph.D., U.N.C. at Chapel Hill.
- Barry T. Hirsch** (1976), Associate Professor/B.A., Ph.D., Virginia. Leave of absence, 1981-82.
- G. Donald Jud** (1971), Professor and Director of Center for Applied Research/B.A., M.A., Texas/Ph.D., Iowa.
- David M. Kemme** (1979), Assistant Professor/B.A., Miami/M.A., Ph.D., Ohio State. Leave of absence, 1981-82.
- John W. Kennedy** (1956), Professor and Vice Chancellor for Graduate Studies/B.A., M.A., Duke/Ph.D., U.N.C. at Chapel Hill.
- Charles J. LaCivita** (1981), Assistant Professor/B.E.E., Detroit/M.B.A., Valdosta State College/Ph.D., California at Santa Barbara.
- 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.
- Karen Leppel** (1980), Assistant Professor/B.A., Douglass College/M.A., Ph.D., Princeton.
- William T. Long III** (1981), Instructor/B.A., U.N.C. at Chapel Hill/M.A., Duke. Second semester 1981-82.
- Donald L. McCrickard** (1975), Associate Professor/B.A., Ph.D., U.N.C. at Chapel Hill.
- Edward L. Millner** (1978), Instructor/B.A., Hampden-Sydney College.
- J. Wilson Mixon** (1979), Associate Professor/B.A., South Carolina/M.A., Ph.D., University of Washington.
- John L. Neufeld** (1974), Associate Professor/B.A., Yale/Ph.D., Michigan.
- John G. Redmond** (1974), Lecturer/B.A., M.A., UNC-G. Part-time.
- Terry G. Seaks** (1972), Professor/B.A., Washington & 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.
- James M. Watts** (1981), Lecturer/B.S., M.A., Ph.D., Kentucky. Part-time.
- Michael L. Winchell** (1982), Instructor/B.A., M.A., UNC-G. Second semester 1981-82.
- Paul M. Zipin** (1981), Lecturer/B.A., Temple/M.A., Pennsylvania State/Ph.D., Connecticut. Part-time, first semester 1981-82.

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. 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: Formal admission to the School of Business and Economics, acceptance by the Department of Economics and 122 semester hours of work. For a summary of admission requirements, see page 53.

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.

Major Requirements

1. ECO 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

BUS 235 or BDE 234.

Electives

Electives sufficient to complete total semester hours required for degree.

ECONOMICS MAJOR (Bachelor of Science)

Required: Formal admission to the School of Business and Economics, acceptance by the Department of Economics and 122 semester hours of work. For a summary of admission requirements, see p. 70.

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 MAT 191, PSY 221, SOC 211 and 3 additional semester hours in approved social and behavioral sciences other than economics or business administration.

Major Requirements

1. ECO 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. BDE 234.
2. BUS 310, 320, 330, 340, 360 and 491.
3. ACC 201 and 202.

Electives

Electives sufficient to complete total semester hours required for degree.

Economics Minor

Eighteen semester hours of economics excluding ECO 101, 319, 336, 350.

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 of 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-ECO/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 Principles of Microeconomics (3:3).** An introduction to microeconomic principles and methods of analysis. Topics include: market system, supply and demand, shortages and surpluses, study of competition and monopoly. Economic principles used to study specific social problems. (SBS), (CSBS).
- 202 Principles of Macroeconomics (3:3).** An introduction to elementary macroeconomic principles and methods of analysis. The application of macroeconomic principles to selected social issues. Topics include the national income, the monetary system, inflation, recession, the national debt, international trade and economic growth. Pr. 201 or consent of instructor. (SBS), (CSBS).
- 319 Quantitative Analysis I (3:3).** Introduction to mathematical methods in economics and

business. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization. Pr. MAT 119 or equivalent and ECO 201 or 400. (Formerly 419).

- 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).
- 336 Consumer Economics (3:3).** Applies economic principles to problems of the consumer in his effort to maximize utility. An analysis of the consumer movement and of the role of government in the area of consumer protection. Pr. 201. (SBS).
- 345 Intermediate Microeconomic Theory (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, MAT 191. (SBS).
- 346 Intermediate Macroeconomic Theory (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 STA 351, SOC 314, or PSY 310 and ECO 350. Pr. MAT 191.
- 360 International Monetary Economics (3:3).** An analysis of the balance of payments and alternative international monetary systems. Monetary and fiscal policies under the gold standard, fixed exchange and flexible exchange systems. The breakdown of the Bretton Woods system and the current exchange rate policies of central banks. Pr. 327.
- 363 European Economic History (3:3).** A study of the evolution of European economies from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor and capital. Pr. 201. Same as HIS 363. (SBS).
- 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).

- 375 **Monopoly, Competition and Public Policy (3:3).** Government regulation and control of markets. Emphasis on antitrust law and economics as well as control by regulation. 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.
- 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

- 505 **Economics for Educators (3:3).** Principles of economics with application to selected problems such as: economic growth, inflation, monetary and fiscal policy, international trade, and monopoly and competition. Designed for pre-service and in-service teachers; not open to majors in economics and business administration. May not count toward a graduate degree in economics or business administration.
- 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 **American Economic History: Colonial Times to 1865 (3:3).** Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. Pr. 201 or consent of instructor. Same as HIS 517. (SBS).
- 518 **American Economic History: 1865 to Present (3:3).** Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability and rapid growth. Pr. 201 or consent of instructor. Same as HIS 518. (SBS).
- 519 **Quantitative Analysis II (3:3).** Mathematical analysis of economic problems. Includes applications of integral calculus, differential equations and game theory to economic growth, market stability, dynamic input-output models and imperfect competition. Pr. 319 or equivalent; 345 or equivalent.
- 523 **Economics of the Public Sector (3:3).** Course examines market failure, public goods, economic efficiency, income distribution and decision making in non-market sector. Economic analysis of major taxes and expenditures with emphasis on incidence and allocative effects. Pr. 201. (SBS).
- 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).
- 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).** Empirical study of economic relationships. Basic economic models such as demand equations, consumption functions, supply models are estimated using economic data. The computer is used to implement the least squares computations. Pr. 201 and 350, equivalents or consent of instructor.
- 553 **Economic Forecasting (3:3).** Forecasting economic trends and fluctuations. Applications of regression analysis, exponential smoothing techniques and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels. Pr. 201, 202 and 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).
- 563 **Energy Economics and Policy (3:3).** Economic analysis of energy problems and policies.

Examines cartel models, alternative vs conventional fuels, energy pricing policies, nuclear energy, national security issues and conflicts between energy development and environmental protection. Pr. 201.

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).**
 655 **Modeling Economic Systems (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 (3:3).**
 695 **Seminar and Research in Economics II (3).**
 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), Diplomat, American Board of Professional Psychology (School Psychology).
- Jack I. Bardon** (1975), Excellence Fund Professor/B.A., Case Western Reserve/M.A., Ph.D., Pennsylvania.
- Elisabeth Ann Bowles** (1956), Associate Professor/B.A., UNC-G/M.A., Ph.D., U.N.C. at Chapel Hill.
- Gaila Marie Twitty Bradley** (1981), Lecturer/B.S., Alabama/M.S., UNC-G/Ph.D., Maryland. Part-time.
- 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.
- Sandra Buike** (1980), Assistant Professor/B.A., M.A., Ph.D., Michigan State.
- 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.
- Andrea A. Carstens** (1982), Instructor/Texas Women's/M.A., Ph.D., UNC-G. Part-time, second semester 1981-82.
- Christian B. Carstens** (1982), Instructor/B.A., Georgia/M.A., UNC-G. Part-time, second semester 1981-82.
- 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.
- Judith F. Davie** (1981), Assistant Professor/A.B., Birmingham-Southern College/M.S., A.M.D., Ph.D., Florida State.
- Lois Virginia Edinger** (1962), Professor/B.A., Meredith College/M.Ed., Ph.D., U.N.C. at Chapel Hill.
- A. Lawrence Fincher** (1980), Lecturer and Vice Chancellor for Administration and Planning/B.S., Tennessee/M.S., Vanderbilt/Ph.D., Michigan.
- Terry Orman Ford** (1981), Lecturer/B.S., M.Ed., Austin Peay/Ed.D., Memphis State.
- 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.S., 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.
- 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), Assistant Professor/B.S., Notre Dame/M.S., SUNY, Geneseo/Ed.D., Harvard.
- Richard Harwood** (1977), Lecturer and Director of Placement/B.A., Harvard/M.Ed., Ed.D., Virginia.
- Shirley L. Haworth** (1975), Assistant Professor, Assistant Dean for Undergraduate Teacher Education, Coordinator of Field Experience and Coordinator of Teacher Education/B.A., Guilford College/M.Ed., Ed.D., UNC-G.
- Dennis D. Hengstler** (1979), Lecturer and Evaluation Specialist, Office of Institutional Studies/B.S., Ball State/M.S., Illinois.
- Theodore C. Hines** (1975), Professor/A.A., B.A., George Washington/M.L.S., Ph.D., Rutgers.
- Margaret Ann Hites** (1975), Research Associate and Assistant to the Dean/B.A., Birmingham-Southern College/M.A., UNC-G. Part-time.
- Robert W. Hites** (1975), Associate Professor and Director of Admissions/B.A., Mercer/M.A., Ph.D., Ohio State.
- Gerald G. Hodges** (1979), Assistant Professor/A.B., U.N.C. at Chapel Hill/M.S., Florida/M.L.S., Rutgers/Ph.D., Florida.
- Jon Gary Hoover** (1974), Associate Professor/B.S., SUNY, Oswego/M.A., SUNY, Buffalo/Ph.D., U.N.C. at Chapel Hill.
- Marleen B. Ingle** (1980), Lecturer and Director of Student Aid/B.A., College of Wooster/M.A., Syracuse.
- D. Michelle Irwin** (1978), Associate Professor and Associate Dean/B.A., Ph.D., Minnesota.
- Richard M. Jaeger** (1976), Professor/B.A., Pepperdine/M.A., Ph.D., Stanford.
- David H. Jonassen** (1976), Associate Professor/B.S., M.Ed., Delaware/Ed.D., Temple.
- Louis J. Karmel** (1970), Professor/B.A., Roosevelt/Ph.D., U.N.C. at Chapel Hill.
- Ernest W. Lee** (1966), Associate Professor/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.
- R. Fritz Mengert** (1971), Assistant Professor/B.S., Ohio State/M.Ed., Kent State/Ph.D., Ohio State.
- 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.
- Roland H. Nelson Jr.** (1970), Professor/B.A., Duke/M.Ed., Virginia/Ed.D., Harvard.
- John M. Novak** (1982), Instructor/B.A., Ohio/M.A., Western Carolina/Ed.D., Florida. Part-time, second semester 1981-82.
- 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.

- 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/B.A., Richmond/M.A., Ph.D. Connecticut.
- Wanda C. Powers** (1976), Assistant Professor/B.A., M.Ed., Ed.D., UNC-G.
- Michael D. Priddy** (1980), Instructor/A.B., M.Ed., U.N.C. at Chapel Hill. Part-time.
- 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.
- Claude P. Ragan** (1982), Instructor/B.A., Tennessee at Chattanooga/M.A., Ph.D., Fuller. Part-time, second semester 1981-82.
- Donald Reichard** (1973), Adjunct Associate 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.
- Alan R. Samuels** (1979), Assistant Professor/B.A., New York/M.S., Chicago/M.L.S., Pratt Institute/Ph.D., Rutgers.
- H. Svi Shapiro** (1979), Assistant Professor/B.S., London/M.S., Pennsylvania/Ed.D., Boston.
- Chiranjil Lal Sharma** (1963), Professor/B.A. Agra/M.A., Aligarh/Ph.D., Chicago/Ph.D., London.
- Harold R. Snyder** (1981), Visiting Professor/B.S., Buffalo/M.S., Ithaca/Ed.D., SUNY.
- 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.
- Robert T. Tomlinson** (1981), Lecturer and Director of Residence Life/B.S., Indiana State/M.Ed., Ed.D., Mississippi State.
- Nicholas A. Vacc** (1979), Professor/B.S., Western Reserve/M.S., Syracuse/Ed.D., SUNY, Albany.
- Ada L. Vallecorsa** (1980), Assistant Professor/B.S., M.Ed., California State College/Ph.D., Pittsburgh.
- Patricia H. Wall** (1980), Instructor/B.A., Guilford College/M.Ed., UNC-G. Part-time.
- Richard H. Weller** (1971), Associate Professor/B.A., M.A.T., Ed.D., Harvard.
- Kieth C. Wright** (1980), Professor/B.A., Willamette/M.Div., Union Theological Seminary/M.L.S., Ph.D., Columbia.

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.

The 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: 124 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 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. Refer to the general discussion of Teacher Education on page 73.

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 Sciences 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. EDU 201 (co-listed as CDF 302), 381.
2. Block semester: EDU 346, 430, 443, 444.
3. Student Teaching and Seminar: EDU 461 or 462.

Electives

(0-9 semester hours). Courses selected in consultation with the student's adviser.

Elementary Certification Requirements

1. PHY 305; CHE 306; MAT 301 and 302; physical geography; a U.S. history course; a social science elective chosen from sociology, anthropology or political science; a biology course; a literature course; ART 363 (for which ART 190 is a prerequisite); MUS 361; P E 341; PSY 221; HEA 201.

Concentrations:

1. **Early Childhood Education (K-3)**—Eighteen semester hours of courses above the 100 level including the following: EDU 202, CDF 532, COM 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, economics, geography, history, political science, sociology), mathematics, science [biology, chemistry, physics, earth science (in Geography Department)], foreign language and language arts.

death. Designed to contribute to the student's general education as well as to subsequent professional development. Required of Early Childhood Education majors.

- 210 Career/Life Planning (2:2).** Introduction to career/life planning; knowledge of career development theories and decision-making theories; emphasis on collecting information related to the world of work and relating this information to the individual.
- 310 Helping Skills (3:3).** Skills useful for facilitating helping relationships. A practical model for counseling and learning about helping by practicing the helping skills. Pr. advanced undergraduates in appropriate major.
- 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 reading. (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 teachers of the dominant American philosophy of education. Required of students seeking teacher certification.
- 430 Psychological Foundations of Education (4:3:2).** Designed to develop an understanding of classroom learning and instruction and the role of the teacher in the elementary classroom. Required field experience in school settings provides students with the opportunity to observe classroom practice and to develop their own professional skills. The course emphasizes the organization and management of the classroom, provision for individual differences, and evaluation of instruction. It also provides an introduction to working with exceptional children in the regular classroom.
- 443 Teaching Practices and Curriculum in Reading and Other Language Arts (4:3:2).** Designed to develop skill in planning and in teaching reading, writing, listening and speaking in elementary school with emphasis on developmental reading. Consideration given to a variety of approaches to reading/language arts instruction with public school classroom observation and participation required. 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

Education-EDU/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

- 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 observation 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 teachers. 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 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 cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Pr. 346, 381, 430, 443, 444. Offered fall semester only.
- 465 Student Teaching and Seminar (6).** 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, 470 and methods course.

- 470 Reading Education for Secondary and Special Subject Teachers (2:2).** 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.
- 493-494 Honors Work (3:3)-(3:3).**

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, correlational methods, and linear regression which will provide a conceptual and theoretical foundation for more advanced work and a thorough grounding in computational procedures and interpretation of results. Pr. elementary algebra.
- 502 Intermediate Statistical Methods in Education (3:3).** A course in applied inferential statistics which will provide a conceptual foundation in applied probability, methods of estimation, hypothesis testing and elementary analyses of variance. Concept learning, applications, computer analysis and computational algorithms are stressed. Pr. 501 or equivalent.
- 506 Institutes in Education (1 to 3).** Practicum or workshop experiences to focus on issues, problems or approaches in the profession. Students may apply no more than three (3) hours of this course to any degree program and will receive "S" or "U" credit only.
- 510 Survey of Adult Education (3:3).** 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. Pr. 443 or equivalent or permission of instructor.
- 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 **Curriculum and Teaching of the Language Arts in the Elementary School (3:3).** An in-depth study of pertinent research relating to each area of the language arts program. Special consideration will be given to how these research findings can be implemented into daily classroom instruction. Recent developments in the use of media, instructional techniques, and materials for instruction will be examined and evaluated.
- 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.
- 523 **Bilingual-Bicultural Education (3:3).** Intended for those concerned with the integration of non-English speakers into the mainstream of school and society as bilinguals. Students will apply language and culture learnings to specific classroom situations and will develop materials suitable for bilingual instruction. Pr. 1 course in linguistics, 1 course in cultural awareness, or permission of instructor.
- 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.
- 531 **Assessment in Special Education (3:3).** Theoretical knowledge and practical experience with various assessment procedures applicable to children with special needs. Appropriate for severely handicapped, moderately impaired, mildly impaired and gifted and talented. For special education majors. Pr. consent of instructor.
- 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. PSY 221 and 426 or equivalent and consent of instructor. May not be taken by students who have credit for PSY 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. For special education majors. Pr. 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. teaching experience, enrollment in a teacher preparation program or consent 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 nurturing and educating these children. Demonstration 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. Pr. 430, 450 or consent of instructor.
- 576 **Counseling and Guidance with Children (3:3).** The functions, relationships, organizations and administration of counseling and guidance with children. Professional development in relation to counseling and guidance problems with children. Pr. or co. 610 or permission of instructor.
- 574 **Principles of Guidance (3:3).** A course designed to study issues, problems and new approaches in helping relationships. Emphasis is placed on current topic(s) of interest.
- 579 **Student Development in Higher Education (3:3).** A study of student development services. Areas such as admissions, orientation, career counseling, academic advising, student activities, housing and financial aid are reviewed. Pr. permission of instructor.
- 588 **Fundamentals of Educational Administration (2:3).** 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.
- 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).**
- 638a,b **Seminar in Secondary Education (3:3), (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, Evaluation and Research 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).**
- 649a,b **Practicum in Special Education — Gifted and Talented (3:3), (3:3).**
- 649c,d **Practicum in Special Education — Cross Categorical (3:3), (3:3).**
- 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 Instruction (3).**
- 656 **Advanced Counseling Theory and Practice (3:3).**
- 658 **Planning of Educational Facilities (3:3).**
- 659 **Educational Finance (3:3).**
- 660 **The School Principalship (3:3).**
- 661 **Ethics and Education (3:3).**
- 665 **Seminar in Professional School Psychology (3:3).**
- 667 **Foundations of Educational Measurement Theory (3:3).**
- 669 **Career Development (3:3).**
- 670 **Educational Measurement and Evaluation (3:3).**

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 and Ethical Dimensions of the Educational Decision-Maker (3:3).**
- 605 **Developmental Psycholinguistics (3:3).**
- 606 **Introduction to Administration of Higher Education (3:3).**
- 608 **Seminar in Early Childhood Education (3:3).**
- 609 **Epistemology and Education (3:3).**
- 610 **Helping Relationships (3:3).**
- 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).**



- 671 Understanding and Counseling Adolescents (3:3).
- 672 Theory and Practice of Individual Intelligence Testing (4:3:4).
- 673 Group Applications (3:3).
- 674 Career Counseling (3:3).
- 675 Internship in School Psychology (1 to 6).
- 676 Organization and Administration of Student Development Services (3:3).
- 677 School Certification (3:3).
- 678 Professional Orientation (3:3).
- 679 History of Education in the United States (3:3).
- 680a,b Internship (3:3), (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 Public School Law (3:3).
- 688 Contemporary Problems Seminar (1 to 3).
- 689 Seminar in Leadership Development (6).
- 690 Supervised Practicum in School Administration (3).
- 691 Principles of Educational Administration (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 (3 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 Internship (3 to 9).
- 781a,b Counseling Internship Supervision (1 to 6).
- 799 Dissertation (12).
- 800 Graduate Registration.
- 801 Graduate Registration.

Library Science/ Educational Technology-LST/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 contents study, search strategies, question negotiation and current problems in the provision of information service in libraries.
- 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).** Advanced 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

- 600a **Foundations of Librarianship (3:3).**
- 600b **Problems and Issues in Librarianship (3:3).**
- 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 (3:3).**
- 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.

Sophomore Year
1st Semester

Courses	Semester Hours
PHY 291.....	4
MAT 292 or 293.....	3
ART 222.....	2
ECO 201 or elective.....	3
CSC 137.....	3
Physical Education.....	1
	16

2nd Semester

Courses	Semester Hours
PHY 292.....	4
MAT 293 or elective.....	3
Electives.....	6-9
Physical Education.....	1
	14-17

Elementary Teacher Education Certification — See Education.

Engineering — Preprofessional Program

Advisers: C.H. Vanselow, Associate Professor, Department of Chemistry/318 Petty Science Bldg. or Robert B. Muir, Associate Professor, Department of Physics/109B Petty Science Bldg.

A two-year pre-engineering curriculum is offered. This curriculum is planned for students who transfer to other institutions offering engineering programs. Students interested in engineering should contact one of the above advisers as soon as possible, especially those who cannot take Mathematics 191 their first semester.

Freshman Year
1st Semester

Courses	Semester Hours
ENG 101 or exemption.....	3
CHE 111, 111L.....	4
MAT 119 or 191.....	3
WCV 101 or elective.....	3
Elective.....	3
Physical Education.....	1
	17

2nd Semester

Courses	Semester Hours
ENG 102 or exemption.....	3
CHE 114, 114L.....	4
MAT 191, 121 or 292.....	3
MAT 220.....	3
Elective.....	3
Physical Education.....	1
	17



ENGLISH — Department of

(132-A McIver Bldg./College of Arts and Sciences)

- Robert Oren Stephens** (1961), Professor and Chairman of the Department/B.A., Texas A. and I./M.A., Ph.D., Texas.
- Tamara Agha-Jaffar** (1980), Instructor/B.A., Beirut College for Women/M.A., American University of Beirut/Ph.D., Washington State. Part-time, first semester 1981-82.
- Anne B. Allen** (1981), Instructor/B.A., Western Carolina/M.A., Ph.D., UNC-G. Part-time.
- Murray D. Arndt** (1968), Assistant Professor and Director, Residential College/B.A., M.A., Catholic/Ph.D., Duke.
- Denise N. Baker** (1975), Associate Professor/B.A., Michigan/M.A., California, Santa Barbara/Ph.D., Virginia.
- Walter H. Beale** (1971), Associate Professor and Director of Composition/B.A., Wake Forest/M.A., Ph.D., Michigan.
- Jane McCaskey Beatty** (1975), Instructor/B.A., Marshall/M.A., U.N.C. at Chapel Hill. Part-time.
- Linda B. Bragg** (1970), Lecturer in the Department of English and the Residential College/B.A., Bennett College/M.A., Western Reserve/Ph.D., Union Graduate School.
- Jeutonne P. Brewer** (1973), Associate Professor and Assistant Dean, College of Arts and Sciences/B.A., Harding College/M.A., Ph.D., U.N.C. at Chapel Hill.
- Martha G. Brown** (1981), Instructor/B.A., Troy State/M.A., Ph.D., UNC-G. Part-time.
- Jeff D. Bryant** (1981), Instructor/B.A., Austin College/M.F.A., UNC-G. Part-time, first semester 1981-82.
- 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.
- James L. Clark** (1979), Instructor/B.A., Florida State/M.Div., Duke/M.F.A., UNC-G. Part-time.
- Elizabeth C. Crabtree** (1982), Instructor/B.A., M.Ed., UNC-G. Part-time, second semester 1981-82.
- Keith Cushman** (1976), Associate Professor and Director, Honors Program/B.A., Harvard/Ph.D., Princeton. Leave of absence, second semester 1981-82.
- 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 1981-82.
- Mary Peek Dungey** (1980), Instructor/B.A., Chestnut Hill College/M.A., N.C. A&T State. Part-time.
- James Nelson Ellis** (1963), Professor/B.A., M.A. Oklahoma/Ph.D., Texas.
- James E. Evans** (1971), Associate Professor and Director of Graduate Studies in English/B.A., U.N.C. at Chapel Hill/M.A., Ph.D., Pennsylvania.
- Mary E. Gibson** (1978), Assistant Professor/B.A., U.N.C. at Chapel Hill/M.A., Ph.D., Chicago. Leave of absence, 1981-82.
- Lorelei H. Goode** (1980), Instructor/B.A., College of St. Catherine/M.A., Minnesota. Part-time, first semester 1981-82.
- Ronald W. Greene** (1980), Instructor/B.A., U.N.C. at Chapel Hill/M.A., Western Carolina. Part-time, first semester 1981-82.
- Kelley E. Griffith Jr.** (1968), Associate 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.
- David W. Hiscoe** (1980), Instructor/B.A., M.A., N.C. State.
- Kenneth A. Hovey** (1977), Instructor/B.A., Cornell/M.A., Graduate Theological Union/M.A., Ph.D., Virginia.
- Deborah Seabrooke Huger** (1978), Instructor/B.A., Cornell/M.F.A., UNC-G. Part-time, first semester 1981-82.
- Charlene B. Kelly** (1980), Instructor/B.A., Whittier College/M.L.S., California at Los Angeles/M.A., Wake Forest. Part-time.
- Robert L. Kelly** (1968), Associate Professor/B.A., St. Benedict's College/M.A., Kansas/Ph.D., Oregon. Leave of absence, first semester 1981-82.
- Henry Tompkins Kirby-Smith Jr.** (1967), Associate Professor/B.A., University of the South/M.A., Harvard.
- William G. Lane** (1969), Professor/B.A., Furman/M.A., Ph.D., Harvard.
- Steven J. Lautermilch** (1973), Associate Professor/B.A., John Carroll/M.A., Ohio/Ph.D., Michigan. Leave of absence, first semester 1981-82.
- Jeffrey L. McClellan** (1980), Instructor/B.A., Bowling Green State/M.A., UNC-G. Part-time, first semester 1981-82.
- Mary E. Parker** (1981), Instructor/B.A., Western Michigan/M.F.A., UNC-G. Part-time.
- Pamela L. Postma** (1981), Instructor/B.A., DePauw/M.F.A., UNC-G. Part-time, first semester 1981-82.
- David E. Rigsbee** (1978), Instructor/B.A., U.N.C. at Chapel Hill/M.A., Johns Hopkins.
- Joseph Rosenblum** (1980), Instructor/B.A., Connecticut/M.A., Ph.D., Duke. Part-time, first semester 1981-82.
- Irwin W. Smallwood Jr.** (1974), Instructor/B.A., U.N.C. at Chapel Hill. Part-time.
- Christopher Spencer** (1970), Professor/B.A., Princeton/M.A., Ph.D., Yale.
- Frank H. Stringfellow, Jr.** (1981), Instructor/B.A., Yale/M.A., Cornell. Part-time, first semester 1981-82.
- Charles P.R. Tisdale** (1967), Associate 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.
- Marilyn T. Tyler** (1980), Instructor/B.A., Concordia Teachers College/M.A., Lutheran School of Theology at Chicago/M.A., UNC-G. Part-time.
- 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.
- Eric A. Weil** (1981), Instructor/B.S., Bowling Green State/M.F.A., UNC-G. Part-time, first semester 1981-82.
- Craig H. White** (1979), Lecturer/B.A., U.N.C. at Chapel Hill/M.A., Appalachian.
- Lela A. Zacharias** (1975), Associate 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. In

addition, the Department of English and the School of Education jointly offer the Certificate of Advanced Study in English Education, a sixth-year program for teachers.

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 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.

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.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

English majors have wide choice among the courses offered in fulfilling the minimum of 27 hours in English above the 100 level. The student will need to meet requirements in three areas:

1. ENG 211, 212, 251 (213 and 252 are optional). These requirements are intended to afford students an overview of English and American literature that will give perspective and the means of more capably choosing courses. The survey courses should be taken in the sophomore and junior years, in chronological sequence and not concurrently.
2. One course in language (ENG 260, 321, 513) or criticism (549, 551) or creative or expository writing (221-226).
3. Four courses in literature: Two courses in major authors or genres, one before 1800, one after. Two courses in literary movements or period surveys, one before 1800, one after.

4. One additional course from either 2 or 3 above. Of the 27 hours required, 6 hours must be in courses at the 500 level. Only one course in Shakespeare may be used for the minimum requirements and applied to either 3 or 4 above.

Note: ENG 321 and 322 are required for **teacher certification**. ENG 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 are advised to limit the number of courses in English taken each semester, except the block semester, to allow a portion of the 36 hours in the major for each semester after the freshman year. Ordinarily no student should take more than 9 hours in English in any one semester. Students are urged to take cognate courses at the optimum time; for example, students enrolled in ENG 211, 212, would be well advised to enroll also for HIS 273, 274, and to take a year of American history with ENG 251, 252. While no cognate courses are required for the English major, students would be well advised to consider work in such closely allied areas as foreign language and literature in translation, classical civilization (especially C C 205), history, philosophy, communications, anthropology and music or art appreciation.

Electives

Electives sufficient to complete total semester hours required for degree.

English Minor

(ENG 101 and 102 satisfy the College composition requirement and do **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 ENG 201, 202, 211, 212, 213, 251, 252.
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.

English-ENG/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).** Designed to
102 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), (CLRD).
- 103 **English as a Second/Foreign Language (3:3).** Emphasis on the active use of language skills: speaking, listening, reading, writing. Restricted to students whose first language is not English. Does not satisfy the University composition requirement.
- 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, Tisdale. (H).
- 202 **European Literary Masterpieces (3:3).** Extensive reading of complete works in translation: Moliere, Goethe, Dostoevsky, Tolstoy, Kafka and others. Buchert, Tisdale. (H).
- 211 **English Masters: Medieval and Renaissance (3:3).** Major poets and dramatists read within the context of the times: Chaucer, Spenser, Shakespeare, Milton and others. Tucker and staff. (H), (CLIT).
- 212 **English Masters: Neoclassical to Modern (3:3).** Major authors of the Augustan, Romantic and Victorian periods studied in relation to their times and traditions: Pope, Swift, Wordsworth, Tennyson and others. Tucker and staff. (H), (CLIT).
- 213 **Modern English Masters (3:3).** Major poets, dramatists, novelists, critics as they reflect public and private concerns in the twentieth century: Yeats, Joyce, Conrad, Shaw, Eliot and others. Tucker and staff. (H), (CLIT).
- 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. Gibson, Hamilton, Smallwood.
- 221, **Writing of Poetry (3:3), (3:3).** For students beyond
222 the freshman year. Pr. consent of instructor. Kirby-Smith.
- 223, **Writing of Essays (3:3), (3:3).** Writing of expository
224 and critical prose for students beyond the freshman year. Baker, Evans, Kirby-Smith, Lautermilch, Tucker. (EC).
- 225, **Writing of Fiction (3:3), (3:3).** For students beyond
226 the freshman year. Bragg, Chappell, Zacharias.
- 227 **Experimental Course: Writing for the Professions (3:3).** Consideration of typical career communication forms: letters, memoranda, formal reports. Theory application in situations involving writing and speaking. Practice utilizing professional research techniques, including interviews, questionnaires, literature search, company data. Crabtree.
- 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 Masters (3:3).** Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Poe, Whitman and others. Griffith and staff. (H), (CLIT).
- 252 **Modern American Masters (3:3).** Late nineteenth and twentieth century authors and their contributions to the development of modern thought: Twain, Frost, Faulkner, Hemingway and others. Griffith and staff. (H), (CLIT).
- 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, Lautermilch.
- 261 **Dialects of American English (3:3).** 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).
- 302 **Writing for the Screen (3:3).** Study of the techniques of script writing, both adaptations and original material. Pr. 330 or COM 171 or permission of instructor. Same as COM 302.
- 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. Gibson, Smallwood.
- 320 **Feature Writing and Reviewing (3:3).** A writing workshop: values and journalistic practices in writing feature articles and reviews; includes book reviewing and critical writing on other arts. Pr. 219 or permission of instructor. Gibson.



- 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 teaching composition. This course satisfies a state requirement for prospective English teachers. Beale, Brewer.
- 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 modern texts, ranging from the popular to the technical. Pr. satisfactory completion of University composition requirement. Staff.
- 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. 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 Shakespeare, Ibsen, Hellman, Wharton, Lessing, Woolf, Dickinson and Bishop. Bragg, Gibson. Same as WMS 331. (H).
- 335 **Science Fiction (3:3).** 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, Kelly, 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*. 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*. 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. Gibson, 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. Cushman. (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. Davis, Ellis, Griffith. (H).
- 357 **Twentieth-Century British Poetry (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 (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).
- 493-494 **Honors Work (3:3)-(3:3).** (H).

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 Studies in Yeats and Joyce (3:3).** Major achievements of these Irish authors. Cushman, Watson. (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. Beale. (H).
- 513 History of the English Language (3:3).** The origins and development of the English language, 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).
- 515 Teaching English as a Second Language (3:3).** Theories of second language acquisition in relation to first language acquisition. Principles and techniques of teaching non-native speakers a native competence of English sounds, syntax and pragmatics. ESL and bidialectalism. Brewer.
- 517 The Auteur Director (3:2:3).** The works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. 330 or COM 171 or graduate standing. Same as COM, FRE, ITA, SPA 517. (H).
- 518 Studies in Film Genre (3:2:3).** 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 COM 171 or graduate standing. Same as COM, ITA, SPA 518. (H).
- 519 Contemporary Publishing (3:3).** 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. Pr. 321 or 660 desirable. Beale.
- 524 Writing — Advanced: Analytical and Technical (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 chairman 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 chairman of department. Chappell, Watson.
- 529, Writing — Advanced: Plays (3:3), (3:3).** Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and chairman of department. Watson.
- 530** undergraduates: marked ability in imaginative writing and permission of instructor and chairman of department. Watson.
- 531 The American Transcendentalists (3:3).** Writings of the New England Transcendentalist group with intensive study of contributions by 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. Darnell, Stephens. (H).
- 533 The Realistic and Naturalistic Novel (3:3).** American novel (1860-1920). Includes Twain, James and Dreiser. Ellis, Darnell, Griffith. (H).
- 534 The Modern American Novel (3:3).** Major works by Faulkner, Hemingway, Fitzgerald, and others. Davis, Ellis, Kirby-Smith. (H).
- 536 Chaucer (3:3).** Chaucer's major works, including *The 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. Baker, 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).** Major comedies, histories, tragedies selected for topical study. Related background readings and criticism. Buchert, Kelly, Spencer. (H).
- 541 Milton (3:3).** Milton's major poems and his most important prose works in their seventeenth-century setting. Charles, Spencer. (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).** Major English Romantic poets, Wordsworth through Keats, with attention also to essayists and letters. Dixon, Lane. (H).
- 548 The Modern Novel (3:3).** Selected novelists with comparison of English and American masters. Cushman. (H).
- 549 Literary Criticism: the Major Texts (3:3).** Important critical writings from Plato to modern times. Special attention to English criticism. Buchert, Bulgin, Lautermilch. (H).
- 550 Modern English Literature (3:3).** Selected outstanding twentieth-century 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, mythic and



- archetypal, "new critical" and "post new critical" theories. 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 Marlow. 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, Evans, 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 with emphasis on the novel in the eighteenth century. Bulgin, Evans, Griffith, Lautermilch. (H).
- 568 **The English Novel from Austen through Hardy (3:3).** Historical and critical study with 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, continental, English, and American. Buchert, Baker. (H).
- 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 **Studies in Wordsworth (3:3).**
- 644 **Romantic Poetry (3:3).**
- 645 **Studies in Victorian Poetry (3:3).**
- 646 **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).**
- 656
- 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
- 673, **Graduate Tutorial in Writing: Poetry (3:3), (3:3).**
- 674
- 675, **Graduate Tutorial in Writing: Plays (3:3), (3:3).**
- 676
- 677, **Special Problems in Writing (3:3), (3:3).**
- 678
- 680 **Teaching Internship in English (3).**
- 693 **Classical Rhetoric (3:3).**
- 694 **Modern Rhetorical Theory and Criticism (3:3).**
- 699 **Thesis (6).**

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
- 611, **Seminar in the Literature of the English**
- 612 **Renaissance (3:3), (3:3).**
- 617a,b **Studies in Lyric and Narrative Verse: (a) Romantic; (b) Victorian (3:3), (3:3).**



- 701 **English Studies: Genres and Modes (3:3).**
 799 **Dissertation (12).**
 800 **Graduate Registration.**
 801 **Graduate Registration.**

Environmental Studies — See Geography.

European Literature in Translation:

- ENG 201, 202
 FRE 220, 221
 GER 211, 212, 221, 301, 302, 303, 304, 315, 316
 RUS 201, 202, 313, 314, 315, 316 (Polish), 511
 SPA 220, 221

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).

- John J. Hidore** (1980), Professor and Head of Department/
 B.A., State College of Iowa/M.A., Ph.D., State University
 of Iowa.
D. Gordon Bennett (1967), Associate Professor/B.A., East
 Carolina/M.A., Ph.D., Michigan State.
G. Douglas Carroll (1972), Visiting Assistant
 Professor/B.S., Appalachian/M.A., U.N.C. at Chapel
 Hill/M.P.A., Harvard/Ph.D., U.N.C. at Chapel Hill. Part-
 time.
Carl F. Dinga (1971), Assistant Professor/B.A.,
 Valparaiso/M.A., Ph.D., Indiana State.
Craig L. Dozier (1960), Professor/B.A., Wisconsin/M.A.,
 Maryland/Ph.D., Johns Hopkins.
Charles R. Hayes (1970), Associate Professor/B.A., Knox
 College/M.S., Wisconsin/Ph.D., Chicago.
Jeffrey C. Patton (1980), Visiting Assistant Professor/B.S.,
 M.A., Bowling Green State/Ph.D., Kansas.

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 Major and Concentrations

- Urban Planning
- Earth Science/Environmental Studies

Required: 122 semester hours.

The **Geography Major** requires a set of core courses making up 18 credit hours. Students may pursue a general major, or they may select courses so as to emphasize one of these areas: urban planning 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 of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

A minimum of 27 hours in geography above the 100 level.

Core Courses for Geography Major and Concentrations

1. GEO 321, 322, 323, 522.
2. One course from GEO 103, 211, 212.
3. One course from GEO 114, 202, 301, 302, 303.
4. One from GEO 338, 344, 560 a, b, c.

Urban Planning Concentration

Recommended courses: GEO 103, 111 or 212, 112, 205, Courses in economics, sociology, political science and history as recommended by department.

Earth Science/Environmental Studies Concentration

Recommended courses: GEO 103, 111 or 212, 112, 205, 211, 312a, b, 330. Courses in astronomy (in Physics Department), other physics and biology courses as recommended by department.

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: GEO 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 from the Earth Science and Environmental Studies Concentration.

Related Area Requirements

General Geography Major

No specific courses required. Suggested courses in other departments and schools as recommended by the department (see above).

International Studies — See page 180.

Population Studies Minor — See page 184.

Urban Studies — See page 184.

Geography Minor

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 Planning — 202, 301, 302, 303, 330, 344.
3. Minor emphasizing Environmental Studies — Six courses from list of courses included under this emphasis. GEO 303 also recommended.
4. Minor emphasizing Geographic Techniques — 201, 321, 322, 323, 522, 590 (for the student 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.

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), (CSBS).
- 103 Introduction to Earth Science (3:3).** A survey of the basic concepts and processes integrating the nature of the earth's three primary physical systems: the solid earth and continents; the ocean basins and the oceans; and the atmosphere's weather. (NSM), (CPS).
- 111 Physical Geology (3:2:3).** An introduction to the nature and origin of minerals and rocks, the dynamic internal processes of the earth responsible for the creation of continents and ocean basins and the external processes which shape world landscapes. Field trips. (NSM), (CPS).
- 112 Historical Geology (3:2:3).** A chronological examination of the physical and biological history of the earth. Topics include the concepts and techniques presently employed to decipher the evolution of the continents, ocean basins and life on the planet. Emphasis is placed on North American geology. Field trips. (NSM), (CPS).
- 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), (CSBS).
- 201 Cultural Geography (3:3).** An introductory game/project oriented course concerned with the characteristics, description, development and spatial arrangements of world cultures or "way of life." (SBS), (CSBS).
- 202 World Production and Marketing Systems (3:3).** The characteristics and location of the world's resources, theory of industrial location, world patterns of industry. (SBS), (CSBS).
- 205 Environmental Change: Its Nature and Impact (3:3).** Man's interaction with the physical environment, human problems arising from misuse of natural resources; planning for and control of man's use of his environment with consideration for the future. (SBS).
- 211 Physical Geography: The Atmospheric Environment (3:2:3).** An introduction to the nature, origin, processes and dynamics of the earth's atmospheric environment. Consideration also of man's inadvertent modification of weather and of the inherent variability of climate with time. (NSM), (CPS).
- 212 Physical Geography: Landscape Processes (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 systems are also considered. (NSM), (CPS).

Geography-GEO/courses

Courses for Undergraduates



- 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).
- 307 **Experimental Course: Agricultural Geography (3:3).** The nature of major agricultural systems, including production, processing and distribution, that dominate food production patterns of the earth. The interaction of man and the environment that delimits and limits the production of various agricultural products. Pr. 6 hours of geography and economics courses or permission of instructor.
- 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).** Lectures provide an introduction to the science of cartography with an emphasis on the use of maps as descriptive and analytical tools. Laboratory work is an introduction to map making: drafting, compilation, design and symbolization.
- 322 **Field and Research Techniques (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 (3:3).** 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. Pr. 103 or 211 or 212 or consent of instructor. (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 issues. May be repeated for credit when topic varies. Same as SOC 491. (SBS). Not offered every year.

Courses for Advanced Undergraduates and Graduates

- 522 **Seminar in Population and Urban Studies (3:3).** An advanced study of population processes and urban concepts from an interdisciplinary viewpoint. The course will deal with several theoretical and methodological approaches. Particular attention will be given to the synthesis of these approaches. Pr. consent of instructor. Same as SOC 522. (SBS).
- 560a,b,c **Seminar in Regional Geography (3:3), (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. 338 or 344. Not offered every year.
- 590, 591 **Special Problems in Geography (3), (3).** 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)

- Robert P. Newton** (1970), Professor and Acting Head of Department/B.A., M.A., Rice/Ph.D., Johns Hopkins.
- Joachim T. Baer** (1973), Professor/B.A., Indiana/Ph.D., Harvard.
- Doryl G. Jensen** (1979), Lecturer/B.A., M.A., Brigham Young.
- Otto H. Koester** (1979), Lecturer/B.A., M.A., Wisconsin. Part-time.
- Vicki J. Lepp** (1981), Lecturer/B.A., M.A., Washington State.
- Frederick M. Rener** (1961), Associate Professor/B.A., M.A., Ph.D., Toronto.

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 film, records and tapes, is coordinated with classroom work. Students may also elect to live in UNC-G's International House which has a German wing. Students on the German floor are encouraged to use the German language for daily communication.

For all interested students a German coffee hour (Kaffeestunde) is held once a week, and the UNC-G's film program provides a German and a Russian full-length film each month.

Each summer there is a Summer Study Abroad travel program in East and West Germany in collaboration with Guilford College.

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 of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

30-36 semester hours in German above the 208 level including at least:

1. Two courses from 209, 210, 309, 310 or 307.
2. All of the four core courses: 323, 327, 333 and 337.
3. One course from 315, 316.
4. Nine elective credits from: 308, 324, 328, 334, 338, 347, 348, 349, 401, 402. Courses "Read in English" may be used for Major credit if an appropriate amount of the reading is done in German.

Note: Further courses from the above group (4) may be taken up to the 36 hr. limit, including courses read in English. Courses at the one-hundred level and in the sequence 203-208 do not count toward the major.

Related Area Requirements

Suggested but not required: ENG 201, 202, 339, 340; FRE 220, 221; HIS 291, 292, 573; RUS 201, 202, 313, 314, 315, 316; SPA 220, 221; PHI 252; all courses listed under World Literature.

Electives

Electives sufficient to complete total semester hours required for degree.

German Double Major

24-36 hours in German including the first three categories required for the primary German major plus three elective credits taken from the courses in category four. Further required are 24-36 hours in another approved major.

German Minor

15 hours above the 102 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:

RUS 203-204 (3:3)-(3:3).

RUS 305, 306 (3:3), (3:3).

German-GER/courses

Courses Read in English

German Literature Courses Read in English translation are as follows:

- 217, 218 **Masterworks of German Literature Read in English (3:3), (3:3).**
 221 **Germanic Mythology. Readings in English (3:3).**
 301, 302 **German Literature Survey Read in English (3:3), (3:3).**
 303 **Modern German Drama Read in English (3:3).**
 304 **Modern German Fiction Read in English (3:3).**
 315, 316 **German Civilization. Readings in English (3:3), (3:3).**

A full description of the above courses will be found in numerical order in the German courses listed below.

- 101-102 **Elementary German (3:3)-(3:3).** Essentials in 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.
- 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.

Intermediate German: 203-210

- 203, 204 Intermediate German. Readings in Literature (3:3), (3:3).** Readings and discussion of German short stories, poetry and plays of various periods, at an intermediate level. Concurrent review of grammar. Pr. 101-102. (H), (CFL).
- 205, 206 Intermediate German. Non-Fictional Cultural Readings (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. (H).
- 207, 208 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.
- 209, 210 Intermediate German. Beginning Conversation (3:3), (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.
- 215, 216 Advanced German. Introduction to German Literature (3:3), (3:3).** Representative works in prose and verse. Readings in German. (H), (CLIT).
- 217 Masterworks of German Literature Read in English (3:3).** Reading and discussion in English translation of some of the best works of German literature: the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. (H), (CLIT). (Formerly 211).
- 218 Masterworks of German Literature Read in English (3:3).** Reading and discussion in English translation of some of the best works of German

literature: Naturalism, Turn of the Century, Expressionism, New Objectivity, Parabolic drama, Contemporary writers. (H), (CLIT). (Formerly 212).

- 221 Germanic Mythology. Readings in English (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. (H).
- 301, 302 German Literature Survey Read in English (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. (H).
- 303 Modern German Drama Read in English (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).
- 304 Modern German Fiction Read in English (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. (H).
- 307 Advanced German Grammar (3:3).** Intensive study of German grammar (including features not covered in lower levels of instruction) and of the contrasting structures of German and English. Introduction to reference tools. Pr. two intermediate German courses or equivalent.
- 308 History of the German Language (3:3).** Study of major language changes from Indo-European to modern High German, of short texts in Old High and Middle High German literature and of theories of language change. Pr. two intermediate German courses or equivalent. (H).
- 309, 310 Advanced German Conversation and 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. Attendance at Kaffee-Stunde required unless excused by instructor. Pr. one semester of 209, 210 or the equivalent.
- 315, 316 German Civilization. Readings in English (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. (H).

- 319, 320 **Divided Germany. Readings in English. (3:3), (3:3).** 319—Cultural and social contracts in the two German States; 320—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.
- 323 **Early German Literature to 1700 (3:3).** Readings from important literary works of the medieval period (*Tristan, Parzival, Nibelungenlied*), the Reformation (Martin Luther, Hans Sachs, *Faustbuch*) and the Baroque (Opitz, Gryphius, Fleming, Grimmelshausen). (H). (Formerly 317).
- 324 **Topics in German Literature to 1700 (3:3).** Studies of specific literary movements, genres, authors, or themes in the literature of Medieval Germany, of the Reformation or of the Baroque. May be repeated for credit when topic varies. Pr. two intermediate German courses or equivalent. (H).
- 327 **Eighteenth Century German Literature (3:3).** Discussion of readings representing important writers and currents of thought from the end of the Baroque through the Enlightenment and Sturm und Drang to German Classicism. especially Lessing, Goethe and Schiller. (H).
- 328 **Topics in Eighteenth Century German Literature (3:3).** Discussion of readings related to specific topics in German literature of the 18th century. Topics might be individual authors, genres or themes. May be repeated for credit when topic varies. Pr. two intermediate German courses or equivalent. (H).
- 333 **Nineteenth Century German Literature (3:3).** Discussion of readings representing important writers and currents of thought in literature from early Romanticism to Realism. Writers include Novalis, Tieck, Eichendorff, Kleist, Grillparzer, Heine, Stifter, Hebbel, Storm, Keller. Pr. two intermediate German courses or equivalent. (H).
- 334 **Topics in Nineteenth Century German Literature (3:3).** Discussion of readings related to specific topics in 19th century German literature. Topics might be individual authors, genres or themes. May be repeated for credit when topic varies. Pr. two intermediate German courses or equivalent. (H).
- 337 **Modern German Literature (3:3).** Works of modern writers: Hauptmann, Mann, Rilke, Musil, Hesse, Kafka, Brecht, Broch, Böll, Grass, Dürrenmatt, Frisch. (H).
- 338 **Topics in Modern German Literature (3:3).** Discussion of readings on specific topics such as individual authors, genres or themes. May be repeated for credit when topic varies. Pr. two intermediate German courses or equivalent. (H).
- 347 **German Fiction Topics (3:3).** Studies in German prose fiction dealing with a single genre (*Märchen, Roman, Novelle, Erzählung*), a specific theme or a specific author. May be repeated for credit when topic varies. Pr. two intermediate German courses or equivalent. (H).
- 348 **German Drama Topics (3:3).** Studies in German

drama dealing with specific periods, authors, themes or genres (tragedy, comedy, *Hörspiel, Volksstück, Fastnachtspiel*). May be repeated for credit when topic varies. (H).

- 349 **German Poetry (3:3).** Reading, reciting and interpretation of German poetry, especially the lyric. Study of verse forms and style. (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).

Russian-RUS/courses

Courses in English Translation

Russian Literature in English translation courses are as follows:

- 201, 202 **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.

- 101-102 **Elementary Russian (3:3)-(3:3).** Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.
- 101a, 102a **Elementary Russian Drill (1:1), (1:1).** 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.
- 201, 202 **Russian Literature in Translation (3:3), (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), (CLIT).
- 203-204 **Intermediate Russian (3:3)-(3:3).** Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature. (H), (CFL).



- 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. Baer. (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),**
402 **(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. Baer. (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 (Belyj, 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, Recreation and Dance.

Health, Physical Education, Recreation and Dance — School of

(Room 204, Coleman Gymnasium)

- Richard A. Swanson** (1980), Professor and Dean of School/B.S., M.Ed., Wayne State/Ph.D., Ohio State.
- Emily G. Adams** (1979), Instructor/B.F.A., North Carolina School of the Arts/M.F.A., Hawaii.
- Janet Adams** (1980), Instructor/B.F.A., N.C. School of the Arts. Part-time.
- Lois E. Andreasen** (1971), Associate Professor/B.S., Pennsylvania State/M.A., Ph.D., Texas Woman's.
- Kate R. Barrett** (1970), Professor/B.S., Bouvé-Boston

- College, Tufts/M.S., Ph.D., Wisconsin.
- Pearl Berlin** (191), Professor/B.S. Sargent/M.S., Ph.D. Pennsylvania State.
- Michael A. Berticelli** (1980), Instructor/B.S., Maine at Farmington/B.S., M.Ed., Maine at Orono.
- Roger K. Brown** (1979), Instructor/B.S., Georgia State College/M.P.R.A., U.N.C. at Chapel Hill. Part-time, second semester 1981-82.
- Valerie C. Bryan** (1976), Instructor/B.A., Clemson/M.A., The Citadel.
- Robert J. Charles, Jr.** (1980), Instructor/B.S., Maryland/M.S., Mankato State.
- Gay E. Cheney** (1976), Professor/B.S., Bouvé School-Tufts/M.S., Wisconsin/Ph.D., U.C.L.A.
- Charles F. Ciccarella** (1980), Instructor/A.B., M.S., Northeastern.
- Robert J. Dailey** (1979), Instructor/B.S., Plymouth State College/M.Ed., Springfield College.
- Doris T. Davis** (1980), Instructor/B.S., North Carolina Central/M.Ed., UNC-G. Part-time, second semester 1981-82.
- Anne W. Deloria** (1975), Assistant Professor/B.S., M.S., Michigan.
- Linda L. DeShazo** (1979), Instructor/B.S., James Madison/M.S., Tennessee. First semester 1981-82.
- Mark B. Dignan** (1977), Associate Professor/B.S., M.S., Utah/Ph.D., Tennessee.
- Blanche W. Evans** (1979), Assistant Professor/B.S., Florida State/M.Ed., Georgia State/Ed.D., Georgia.
- James A. Fitch** (1977), Assistant Professor/B.S., Eastern Kentucky/M.H.Ed., Brigham Young/Ph.D., Southern Illinois.
- Lynne P. Gaskin** (1965), Instructor/B.S., Wesleyan/M.S.P.E., UNC-G.
- Raymond E. Grady** (1979), Instructor/B.S., Michigan/M.S., Florida State.
- Doreen M. Grochmal** (1982), Instructor/B.S., Southern Illinois/M.S., Tennessee. Second semester 1981-82.
- Janet C. Harris** (1980), Assistant Professor/B.S., M.S., U.C.L.A./Ph.D., California at Berkeley.
- Gail M. Hennis** (1950), Professor and Assistant Vice Chancellor for Graduate Studies/B.S., Purdue/M.S., Ph.D., Iowa.
- Nancy G. Hubbard** (1970), Instructor/B.A., Oberlin College/M.Ed., UNC-G. Part-time.
- William B. Karper** (1978), Assistant Professor/B.S., East Stroudsburg 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), Associate Professor/A.B., Taylor/M.A., Minnesota/Ph.D., Ohio State.
- Rhonda L. Lerner** (1980), Instructor/B.S., UNC-G/M.S., Pennsylvania State.
- Christine Loken-Kim** (1979), Instructor/B.A., Michigan/M.A., U.C.L.A.
- Rosemary McGee** (1954), Professor/B.S., Southwest Texas/M.S., Illinois State/Ph.D., Iowa.
- E. Doris McKinney** (1970), Professor/B.S. Sargent/M.S., Indiana/Ed.D., Boston/M.P.H., Minnesota.
- Melissa F. Macaulay** (1980), Instructor/B.S., Rutgers/M.A., Montclair State College.
- 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), Associate Professor/B.S., North Dakota/M.S., George Williams College/Ed.D., Boston.
- Steven F. Philipp** (1981), Assistant Professor/B.S., California at Davis/M.Ag., Ph.D., Texas A & M.
- Marie I. Riley** (1963), Associate Professor/B.S., New York State Teachers College/M.A., Iowa/Ph.D., Florida State.



- Sarah M. Robinson** (1976), Associate Professor/B.S., UNC-G/M.S., Springfield/Ph.D., Wisconsin.
- James R. Sellers** (1976), Professor/B.S., M.Ed., N.C. State/Ed.D., Georgia.
- Dorothy B. Silver** (1974), Artist-in-Residence/B.A., Randolph-Macon Woman's College/M.F.A., UNC-G.
- Marian K. Solleder** (1966), Professor and Assistant Dean/B.A., Oberlin College/M.A., Iowa/Ph.D., Ohio State.
- Susan W. Stinson** (1979), Assistant Professor/B.A., Hood College/M.A., George Washington.
- James R. Swiggett** (1967), Instructor and Academic Adviser/B.S., High Point College/M.Ed., UNC-G.
- Mary E. Taylor** (1978), Assistant Professor/B.S., SUNY at Cortland/M.A., Ph.D., Cornell.
- Stephen B. Thomas** (1981), Instructor/B.S., Ohio State/M.S., Illinois State.
- Emily T. Tyler** (1980), Instructor/B.S., Mary Baldwin College/M.P.H., U.N.C. at Chapel Hill. Part-time.
- 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.
- Jerry D. Wilkerson** (1979), Assistant Professor/B.S., Ohio/M.Ed., Cincinnati/Ph.D., Indiana.

for development of understandings and insights into the social and philosophical bases of dance in other arts. Modern, ballet, ethnic 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. Three courses, other than dance, from Humanities Area (H).
3. Two courses in Natural Sciences & Mathematics Area (NSM): BIO 105 and elective.
4. Two courses from Social & Behavioral Sciences Area (SBS): recommended ATY 212.
5. 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

46 semester hours in dance.

1. Appropriate level technique courses in ballet and modern dance every semester of residency - 16 semester hours.
2. Student must complete a 300 level competency, determined by dance faculty, in ballet and modern dance to be eligible for the B.F.A. in Dance.
3. DCE 100, 201 or 202, 215 or 216, 217, 251, 341, 343, 349, 350, 351, 470.
4. DCE 250 should be repeated once.
5. Six semester credits from the following: DCE 109, 201, 202, 250, 342, 348, 449, 450 or 451.

Related Area Requirements

1. ART 140 or 150.
2. MUS 207 or 578.
3. COM 250.
4. P E 376.

Electives

Electives sufficient to complete total semester hours required for degree.

DANCE EDUCATION MAJOR (Bachelor of Science)

Required: 126 semester hours.

The Dance Education Major prepares students for teaching 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.

The School of Health, Physical Education, Recreation and Dance offers graduate and undergraduate courses leading to the bachelor's, master's and doctor's degrees.

The School provides varied programs of studies which are designed to meet specialized interests of students and the requirements of state and national accrediting agencies in professional education in health education, physical education, dance and recreation. Bachelor of Science teacher certification programs offered include physical education-teacher education, school health education and dance education. Students who do not seek certification to teach in the public schools may select Bachelor of Science programs in the general concentration in physical education, community health education, recreation and leisure studies and dance education (teaching in alternative settings). The Bachelor of Fine Arts degree is offered with a major in dance as a creative and performing art.

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 education, physical education, recreation and leisure studies, and dance, the school conducts recreation, intramural and intercollegiate programs. These are designed within the framework of the educational philosophy of UNC-G and provide opportunities for recreation and sports for all students and interested faculty members.

DANCE MAJOR (Bachelor of Fine Arts)

Required: 126 semester hours.

The Dance Major is planned with recognition of the need of the dancer for a rigorous program of dance training,



The **Teacher Education Concentration** is for students desiring North Carolina certification for public school teaching K-12.

The **Teaching in Alternative Settings Concentration** is for students desiring to teach in non-school settings.

Teacher Education Concentration

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): BIO 105, mathematics.
5. Two courses from Social & Behavioral Sciences Area (SBS) including PSY 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

58 semester hours in dance.

1. Appropriate level technique courses in ballet and modern dance every semester in residence up to 14 semester hours.
2. Student must complete a 200 level competency, determined by dance faculty, in ballet and modern dance to be eligible for the B.S. in Dance.
3. DCE 100, 109, 201 or 202, 216, 217, 251, 342, 348, 350, 351, 449, 450, 460, 461, 462, 463, 470.
4. DCE 250 should be repeated once.
5. One course elected from: DCE 341 or 451.
6. Remaining dance courses elected from DCE 201, 202, 215, 343, 349 or 250.

Related Area Requirements

1. PE 376.
2. MUS 207 or 578.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. Speech screening test and appropriate course if test results indicate.
2. HEA 201.
3. EDU 381 and 430 or 450.
4. EDU 517 or 470.

Electives

Electives sufficient to complete total semester hours required for degree.

Teaching in Alternative Settings Concentration

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): BIO 105, natural science elective.
5. Two courses from Social & Behavioral Sciences Area (SBS) including PSY 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.

Major Requirements

58 semester hours in dance.

1. Appropriate level technique courses in ballet and modern dance every semester in residence up to 14 semester hours.
2. Student must complete a 200 level competency, determined by dance faculty, in ballet and modern dance to be eligible for the B.S. in Dance.
3. DCE 100, 109, 201 or 202, 216, 217, 251, 342, 348, 350, 351, 449, 450, 460, 463, 470, 475.
4. DCE 250 should be repeated once.
5. One course elected from DCE 341 or 451.
6. Remaining dance courses elected from: DCE 201, 202, 215, 343, 349 or 250.

Related Area Requirements

1. P E 376.
2. MUS 207 or 578.
3. HEA 201 or P E 390 or HEA 338.
4. EDU 430 or 450.

Electives

Electives sufficient to complete total semester hours required for degree.

HEALTH EDUCATION MAJOR (Bachelor of Science)

There are two health education concentrations available, Community Health Education and School Health Education. Each requires the completion of a minimum of 124 semester hours.

The **Community Health Education Concentration** is designed to prepare students for careers within a variety of health settings. Opportunities for health educators are available in national, state and local health agencies, health/human services organizations, business and industry.

The **School Health Education Concentration** prepares



students for teaching positions in public and private schools and, with the selection of appropriate elective courses, for some types of health education positions in community health agencies and organizations.

Admission to the Health Education Major Programs

As soon as a student wishes to declare a health education major, he should consult with the Admissions Coordinator, in order to be assigned an adviser and receive information about the various aspects of the programs.

Admission to the Professional Program is based upon the following criteria:

1. Completion of a minimum of 12 semester hours at UNC-G.
2. Achievement of a minimum quality point average of at least 2.2 upon the completion of 60 credit hours.

Admission to the Senior Practicum (HEA 428 or HEA 461, 462) is based upon the following criteria:

1. Prior admission to the Professional Program.
2. Completion of all early field experience requirements.
3. Achievement of a quality point ratio of at least 2.2.
4. Achievement of a quality point ratio of at least 2.5 in all **Health** courses.

Information about specific procedures to follow in seeking admission to either of the health education programs can be obtained from the Division Coordinator, the Admissions Coordinator, or the student's adviser in the Health Education Division.

Community Health Education Concentration

Required: 124 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): to be fulfilled by BIO 101, 102.
4. Two courses from Social & Behavioral Sciences Area (SBS): to be fulfilled by PSY 221 and SOC 211.
5. Four additional courses from any one, all or combination of the three areas above or in an elementary foreign language.

Major Requirements

43 semester hours in health.

HEA 201, 310, 327, 340, 345, 360, 369, 405, 428, 467, 480, 515, 520, 525.

Related Area Requirements

19 semester hours as follows:

1. BIO 277, COM 341, LST 547, SOC 232 or PSY 347.
2. Two of the following from two different departments: BIO 380, PSC 210, 223, HEA 347, psychology elective.

Electives

Electives sufficient to complete total semester hours required for degree, including speech test and appropriate course if test results indicate.

School Health Education Concentration

Required: 124 semester hours.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Community Health Education Concentration.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

40 semester hours in health.

HEA 327, 338, 345, 360, 369, 460, 461, 462, 463, 464, 465, 467, 480, 520, 525.

Related Area Requirements

1. BIO 277, COM 341, LST 547, SOC 232 or PSY 347.
2. Two of the following five courses from two departments: PSC 210, 223, HEA 310, 347, psychology elective.
3. One of the following three courses: HEA 450, FNS 213, CDF 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 and appropriate course if test results indicate.
2. HEA 201.
3. EDU 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 Concentrations:

Liberal Studies
Scientific Studies
Sport Communication

Required: 122 semester hours.

The General Physical Education Major has three concentrations with six curricular options none of which leads to teacher certification.

The Liberal Studies Concentration is designed for those students who have a broad interest in human movement as an academic discipline with a theoretical base. It



continues the premise of broad study from the University liberal arts requirements by ensuring academic work in aesthetic and performance, historical and philosophical, and behavioral and biological areas. The program has no specific career orientation in keeping with the general view of liberal arts studies.

The **Scientific Studies Concentration** is designed for students preparing for graduate or professional schools in programs related to (1) exercise physiology option, (2) biomechanics option or (3) the behavioral foundations option of physical education and sport. These options are provided for those students who, upon entering undergraduate school, have well-defined professional goals which require advanced degrees.

The **Sport Communication Concentration** provides options for the student seeking career preparation in either sport journalism or sport broadcasting (radio/TV).

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H). For **Radio TV Sport Option**, include COM 172.
3. Two courses from Natural Sciences & Mathematics Area (NSM): BIO 101, 102.
4. Two courses from Social & Behavioral Sciences Area (SBS): For **Behavioral Foundations Option**, include PSY 221. For **Sport Journalism/SID Option**, include SOC 201 or 211. For **Radio/TV Sport Option**, include SOC 201 or 211 and PSY 221.
5. Four additional courses from any or all of the three areas above: For **Liberal Studies Concentration** and **Biomechanics Option**, include BIO 271, 277. For **Exercise Physiology Option**, include CHE 104, BIO 271, 277. For **Behavioral Foundations** and **Sport Communication Options** include BIO 271, 277.

Major & Related Area Requirements

Core Courses for the General Concentrations

1. P E 109, 291, 351, 376, 476, 480; 10 semester hours including individual and dual sports, team sports, dance and aquatics (at least **three** activities must be completed at intermediate level or higher in two of the above four areas).

Liberal Studies Concentration

1. P E 210, 290, 352, 563, 575; 2 semester hours of non-traditional activities; 3 semester hours of physical education elective. Required: 42 semester hours in physical education.
2. Related Areas: DCE 100 or ART 105 or 190; **one** of the following: DCE 201, 202, 522, 523; P E 474; **two** of the following: BIO 231; FNS 213; CDF 302 or EDU 201 or HEA 369; EDU 202; ATY 101, 253; PSY 450; P E 431; **two** of the following from different departments: HEA 310; REC 101; ATY 212, 213, 348; P E 373, 488; PSY 326, 342, 347; SOC 201, 211, 232, 561, 571.

Scientific Studies Concentration/Exercise Physiology Option

1. Required: 28 semester hours in physical education.
2. Related Areas: BIO 355, 380; CHE 103, 114, 114L; CSC 137; STA 108, 571, 572; one additional science course.

Scientific Studies Concentration/Biomechanics Option

1. P E 431, 575. Required: 31 semester hours in physical education.
2. Related Areas: CSC 137; STA 108, 571, 572; PHY 101, 102 (if student has had no calculus) or PHY 291, 292 (if student has had calculus): 6 to 7 additional hours in science courses.

Scientific Studies Concentration/Behavioral Foundations Option

1. P E 488. Required: 28 semester hours in physical education.
2. Related Areas: STA 571 or 572: **seven** of the following from at least two different departments: ATY 101, 213, 348; PHI 111, 201; PSY 312, 326, 341, 342, 345, 347, 440, 505; SOC 201, 211, 232, 428, 561, (if SOC 232 is selected, PSY 342, 361 may be taken rather than PSY 347.)

Sport Communication Concentration/Sport Journalism/SID Option

1. P E 210, 290, 471, 474, 477. Required: 38 semester hours in physical education.
2. Related Areas: SOC 331; HEA 236; ENG 219, 319; LST 547, 562.

Sport Communication Concentration/Radio/TV Sport Option

1. P E 210, 373, 471, 474, 488. Required: 39 semester hours in physical education.
2. Related Areas: SOC 331; COM 210, 291, 380, 392, 540.

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 or coaching. Throughout the program of preparation for teaching, there are extensive

opportunities for observation, participation, assisting and "mini-teaching" and coaching experiences with public school students. There is also opportunity to study and have field experiences 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): BIO 101, 102.
4. Two courses from Social and Behavioral Sciences Area (SBS) including PSY 221.
5. Four additional courses from any one, all or combination of the three areas above or in an elementary foreign language. Include BIO 271, 277.

Note: Where appropriate, teacher certification requirements may be selected to fulfill liberal education requirements.

Major Requirements

51 semester hours in physical education

P E 85, 86, 87, 88, 89, 94, 95, 96, 97, 98, 99, 109, 210, 217, 351, 354, 359, 369, 373, 376, 381, 449, 452, 454, 461, 462, 464, 468, 470, 575, plus 3.5 semester hours of elective activities (P E 57-79 or approved course designated in the General Activity Program. At least 3 activities must be at Level II or above.)

Related Area Requirements

HEA 236 or 338.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. Meet speech screening test requirements.
2. HEA 201.
3. EDU 381 and EDU 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.

Coaching Minor

Students seeking teacher certification in any unit of the University other than physical education may choose coaching as a minor. A minimum of 16 semester hours is required for a coaching minor.

Required: P E 376, 390, 477, 488, 575; HEA 338 or American Red Cross Advanced First Aid Course. Elect one: P E 290, 291, 352, 373 or 530. Refer to page 73 for University-wide Teacher Education requirements.

RECREATION AND LEISURE STUDIES MAJOR (Bachelor of Science)

Concentrations in

Municipal and Regional Recreation
Therapeutic Recreation
Outdoor/Environmental Education

Required: 122 semester hours.

The Recreation and Leisure Studies 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, and Outdoor/Environmental Education. The program is accredited by the National Recreation and Park Association's Council on Accreditation. Graduates may find career opportunities in a variety of recreational and leisure service 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 studies 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): BIO 101, 102, or 105.
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.

Major and Related Area Requirements: Core Courses for All Concentrations

1. REC 101, 201, 202, 301, 401, 411.
2. Two of the following: REC 251, 261, 271.
3. Two of the following: REC 302, 310, 321, 331, 412, 421, 431.
4. Related areas: SOC 561 or COM 341, STA 571.

Municipal and Regional Recreation Concentration

1. REC 251, 351, 451, 551.
2. One of the following three courses: PSC 223, 310 or 513.
3. GEO 302 or 323.
4. SOC 331 or 343.
5. One of the following four courses: BUS 310, 320, 330 or BDE 234.

Therapeutic Recreation Concentration

1. REC 261, 361, 461, 561.
2. Related Areas: PSY 341, P E 381; one of the following six courses: CDF 302, PSY 326, 342, EDU 201, 202, HEA 369 and one of the following four courses: HEA 310, 334, 360, 560.

Outdoor/Environmental Education Concentration

1. REC 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-DCE/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. (H), (CFA).
- 103 **Beginning Modern Dance I (1:0:3).** Introduction to the movement techniques of modern dance. Open to all students. (Formerly P E 145).
- 105 **Beginning Ballet I (1:0:3).** Introduction to the techniques of the classical ballet including alignment, positions, port de bras and allegro combinations. Open to all students. (Formerly P E 144).
- 107 **Classical Ballet Technique of the Danseur (1:0:3).** An introduction to the study of classical ballet technique with emphasis upon men's technique. Pr. consent of instructor.
- 109 **Understanding Motion in Dance (1:1:2).** An introduction to understanding motion in dance. Laboratory experiences in various approaches to motion which are significant to dance as an art form. Open to dance majors and others by permission.
- 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.
- 200 **Dance Appreciation (3:3).** Dance as an art form: historical and aesthetic perspectives, basic dance elements and the relationship to other arts. Lectures, films, demonstrations and practical dance experience. Non-dance majors only. (H), (CFA).
- 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), (CFA).
- 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), (CFA).
- 203 **Low Intermediate Modern Dance I (1:0:3).** Refinement of beginning skills, emphasis on development of technical abilities and performance qualities. Open to all students. Pr. permission of instructor. (Formerly P E 245).
- 205 **Low Intermediate Ballet I (1:0:3).** Technique course designed to increase skills in classical ballet. Open to all students. Pr. permission of instructor. (Formerly P E 244).
- 211 **Modern Dance (1:3).** Technique course designed to increase skill in modern dance. Pr. two semesters of modern dance. For dance majors only. May be repeated for credit.
- 212 **Modern Dance (1:3).** Continuation of 211. For dance majors only. May be repeated for credit.
- 213 **Ballet (1:3).** Technique course designed to increase skill in classical ballet. Pr. two semesters of ballet. For dance majors only. May be repeated for credit.
- 214 **Ballet (1:3).** Continuation of 213. For dance majors only. May be repeated for credit.
- 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. May be repeated for credit.
- 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. two semesters of dance technique (modern or ballet) or permission of instructor.
- 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, MUS 207.
- 303 High Intermediate Modern Dance I (1:0:3).** Continuation of technical and aesthetic principles of contemporary dance. Emphasis on individual style and creative expression. Pr. permission of instructor. (Formerly P E 247).
- 305 High Intermediate Ballet I (1:0:3).** Continuation of classical ballet technique with emphasis on petit and grand allegro, adagio and variations. Open to all students. Pr. permission of instructor. (Formerly P E 246).
- 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. May be repeated for credit.
- 312 Modern Dance (1:3).** Continuation of 311. For dance majors only. May be repeated for credit.
- 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. May be repeated for credit.
- 314 Ballet (1:3).** Continuation of 313. For dance majors only. May be repeated for credit.
- 316 Intermediate Modern Jazz Dance (1:0:3).** Continuation of 216. Pr. 216 or permission of instructor.
- 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, MUS 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 implication 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. 103 or 203 or equivalent and COM 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 permission of instructor. May be repeated for credit.
- 412 Modern Dance (1:3).** Continuation of 411. Pr. permission of instructor. May be repeated for credit.
- 413 Ballet (1:3).** Advanced work in the skills and techniques of classical ballet. Pr. 313 and 314 or permission of instructor. May be repeated for credit.
- 414 Ballet (1:3).** Continuation of 413. For dance majors only. May be repeated for credit.
- 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 understanding 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. 251, 351 and 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.
- 476 **Selected Topics in Dance (1 to 3).** Current topics and issues in dance as art, education or therapy for students with sufficient preparation for intensive study of identified area. May be taken twice for credit. Pr. consent of 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.
- 525 **Improvisational Bases of Choreography (1:3).** Advanced study of improvisational dance elements, spontaneous aesthetic choices and group interactions, as a preparation for choreography and teaching. Pr. advanced undergraduates and graduates in 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 from 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).**
- 687 **Dance Performance (2:1:3).**
- 690 **Experimentation and Analysis (3:3).**
- 695 **Independent Study (1 to 3).**
- 699 **Thesis (3 to 6).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

Health-HEA/courses

Courses for Undergraduates

- 201 **Health: A Personal Look (3:3).** Study of health needs and problems designed to foster understandings and attitudes needed for intelligent decision-making related to present and future health behaviors. Fulfills teacher certification requirements. Elective for all others.
- 236 **First Aid (1:1).** American Red Cross Standard Course leading to certification for those who qualify. Students may not take both 236 and 338 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. 201 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. 201 or permission of 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. 201 or permission of instructor.
- 338 **Safety and First Aid (3:3).** Factors essential to safety in home, school and community. American Red Cross Advanced First Aid and Emergency Care Course. Cardiopulmonary Resuscitation Modular Course (CPR). Certification as an



- instructor for those who qualify. Elective for sophomores, juniors, seniors. Students may not take both 236 and 338 for credit.
- 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 content relevant to college students followed by analysis of such content to derive health information appropriate for elementary children. Includes methodologies for conduct of elementary school health program.
- 345 Field Experiences in Health Education (2:1:3).** Observing and assisting in health education programs in selected agencies and schools. Development of observation and teaching skills. Health education majors only. Pr. 201, 327; and completion of or concurrent enrollment in 310 or 369.
- 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. 201 or permission of instructor. (SBS).
- 369 Lifetime Health Concerns (3:3).** Selected predictable physical, mental and social health concerns from prenatal life through adulthood. Special emphasis on prenatal life through adolescence. Pr. 201 or BIO 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. 201 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).** 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 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 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 **Field Experience in Community Health Education (3 or 6).**
- 676 **Problems Seminar (3).**
- 695 **Independent Study (1 to 3).**
- 699 **Thesis (3 to 6).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

Physical Education- P E/courses

Elective Courses in Physical Education

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

- 57-79 **Selected Activities — Elective program (.5:3 [½ semester]).** For Teacher Education Concentration. 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]).** Required for Teacher Education Concentration. 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.

- 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.
- 109 **Understanding of Human Movement I (1:0:3).** The study of basic human movement concepts through personalized meaningful physical experiences.
- 119 **Personalized Physical Education (1:0:3).** A course 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).** A survey of the basic principles and techniques of physical conditioning.
- 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 \$110.00, 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/Camping (1:0:3).** Basic hiking/camping skills, compass and topographical map use. Includes 6 two-hour class sessions and 2 weekend hiking/camping trips. Fee: approximately \$20.00 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).** 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.
- 130 **Weight Training (1:0:3).** Introduction to weight training with emphasis on principles, techniques and development of individualized programs.
- 131 **Jogging (1:0:3).** Course designed for the beginning jogger including basic skills and knowledge, graduated jogging programs and self-testing procedures.
- 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 \$40.00 includes skate rental and rink fee.
- 142 **Social Dance (1:0:3).** Basic dance fundamentals, emphasizing the fox-trot, swing or jitterbug, cha-cha-cha, waltz, tango, polka, rumba, samba and current popular dances.
- 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.
- 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 \$45.00, includes use of off campus court: students provide 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.
- 200 **Experimental Course: Aerobic Dance (1:3).** Combination of dance steps and exercises set to music; a variety of new strength, stamina and flexibility exercises performed with music.
- 201 **Intermediate Volleyball (1:0:3).** Introduction to advanced techniques, knowledge and strategies of volleyball. Pr. 101 or instructor's approval.
- 210 **Understanding of Human Movement II (1:0:3).** The study of fundamental movement patterns through the application of basic movement concepts acquired in 109. Pr. 109.
- 211 **Movement Concepts Applied to Physical Education (2:1:3).** The study of basic human movement concepts with applications to efficient and effective fundamental movement patterns. For transfer students only. Students may not receive credit for this course and 109, 210.
- 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 first hand experience with students of various backgrounds, ages 5-16, through observation and participation in elementary and secondary public schools.
- 220 **Fitness for Life (2:0:6).** Principles and methods for developing and maintaining physical fitness. Emphasis on the development and conduct of a personal program designed for continuing participation throughout life.
- 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 \$110.00 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.
- 240 **Introduction to World Folk Dance (1:0:3).** Basic experiences in folk dance designed to acquaint the beginning student with the steps, patterns, formations, national characteristics and cultural settings of dances from all parts of the world.
- 243 **Intermediate Folk Dance (1:0:3).** Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns and formations. Pr. 240 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.
- 257 **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. (Formerly 157).
- 258 **Advanced Lifesaving and Lifeguarding (2:1:2).** The skills, knowledges and techniques of lifesaving and lifeguarding. Certification in Advanced Lifesaving, CPR and Pool Lifeguarding are possible. Pr. ability to swim 500 yards using front crawl, sidestroke, breaststroke and backstroke; perform a standing front dive in reasonably good form; surface dive to a depth of 8 feet and swim 20 feet under water; tread water for 1 minute.
- 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 lifesaving. 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.
- 261 **Springboard Diving (1:0:3).** Personal skills, rules, judging, scoring, coaching and training techniques, and relevant mechanical principles for 1 meter and 3 meter springboard diving. Pr. 151 or equivalent or permission of instructor.
- 263 **Skin and Scuba Diving (2:1:2).** Skills, knowledges and techniques of skin and Scuba diving in preparation for diver certification. Course does not lead to final certification. Fee for equipment rental. Pr. 254 or equivalent or permission of instructor.
- 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 \$15.00 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 \$15.00 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.
- 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).
- 301 **Advanced Sport Technique (1:0:3).** Advanced tutorial in individual sports. Meets concurrently with intermediate level class. May not be taken in lieu of existing advanced course. May be taken once for each sport studied. Pr. intermediate course(s) in the sport(s) selected and permission of Physical Education Division Coordinator.
- 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 only to juniors and seniors in elementary education and home economics; others by permission of instructor.
- 351 **Principles of Physical Education (3:3).** Biological, sociological, psychological, educational and philosophical foundations of physical education including definition, relationship and application of principles to teaching physical education. Goals and objectives of physical education.
- 352 **Philosophy of Sport (3:3).** An overview of philosophical concerns related to the study of sport and sport experiences, examined with the use of current sport philosophy literature.
- 354 **Teaching Elementary School Physical Education (2:0:6).** Significance of observation in teaching physical education with development of skill in observing movement of children. Planning and organizing for teaching and how the teaching/learning process affects children's motor development. Pr. 217, 359.
- 358 **Aquatic Facilities Management (3:3).** Design, programming, personnel practices, maintenance, operating procedures, public relations and record keeping as they apply to the management and administration of camp waterfronts, pools and beaches. Pr. 259 or equivalent or permission of instructor.
- 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.
- 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, PSY 221 or consent of instructor.
- 376 Kinesiology (3:2:3).** 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. Pr. BIO 271 or consent of instructor.
- 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.
- 383 Instruction of Swimming for the Handicapped (3:2:2).** Methods and practice experience in teaching swimming to handicapped persons. Handicapping conditions and how these affect the teaching and learning of swimming. Liability insurance coverage required (available in class). Pr. 259 or equivalent or permission of instructor.
- 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. Supplies cost approximately \$12.
- 431 Biomechanics (3:3).** The introduction of mechanical principles and analysis techniques for the study of human movement. Cinematographical and noncinematographical techniques presented in the evaluation of movement skills. Pr. 376 and PHY 102 or permission of instructor.
- *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 Teaching Secondary School Physical Education (2:0:6).** Planning and organizing for teaching and observation of movement in secondary physical education. Special emphasis on analysis of teaching process, field experiences and selection of appropriate content for secondary students. Pr. 217, 354, 359 or consent of instructor.
- *461, 462 Student Teaching in Physical Education (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.
- 471 Sport Communications Internship: Broadcasting or Journalism (4:0:8).** Field learning experiences in local/university broadcast media, newspaper sport departments or sport information offices under the direction of a qualified expert. Academic supervision by faculty member. Majors only. Pr. senior student with departmental approval.
- *Block courses in professional semester for teacher education majors.**
- 474 History of American Sport (3:3).** Examination of the development and significance of sport in American society.
- 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 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, HEA 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 PSY 221.
- 493-494 **Honors Work (3:3)-(3:3).**

Courses for Advanced Undergraduates and Graduates

- 530 **Play, Games and Sport (3:3).** Examination of major conceptualizations of play, games and sport; comparisons and contrasts among the concepts.
- 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 as a developmental human process and 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 **Development of Physical Education in the Western World (3:3).** An historical overview of the development of physical education in Western Civilization from classical times to the present age.
- 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.
- 575 **Physiology of Exercise (3:3:2).** The physiological basis of human physical performance and physical fitness with emphasis on the acute responses and chronic adaptations of the body to exercise. Pr. BIO 271, 277 or permission of instructor.
- 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 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 (3:3).**
- 612 **Research in Physical Education II: Design and Analysis (3:3).**
- 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).**
- 630 **Interpretive Processes of Sport (3:3).**
- 631 **Sport in Contemporary Life (3:3).**
- 643 **Mechanical Analysis of Motor Skills (3:3).**
- 644 **Psychological Aspects of Sports (3:3).**
- 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 (3:3).**
- 649 **Seminar in Physical Education (3:3).**
- 650 **Scientific Factors Affecting Human Performance (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 (3:2:3).**
- 659 **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 (3:3).**
- 678 **Physiology of Human Performance (3:3).**
- 695 **Independent Study (1 to 3).**

- 697 **Project in a School Setting (3 to 6).**
 698 **Field Project in Physical Education (6).**
 699 **Thesis (3 to 6).**
 713 **Research in Physical Education III: Advanced Seminar (3).**
 799 **Dissertation (12).**
 800 **Graduate Registration.**
 801 **Graduate Registration.**

Recreation-REC/courses

Courses for Undergraduates

- 101 **Recreation and Leisure in Modern Society (3:3).** Survey of historical and philosophical foundation of recreation and leisure; examination of the public, quasi-public, private and commercial agencies providing recreation and leisure services.
- 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, 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.
- 211 **Leisure: Its Uses and Resources (3:3).** Survey of the philosophical dimensions of leisure, the leisure delivery system, the evolution of leisure life-styles and the need for educating for leisure-oriented living. Not open to recreation majors.
- 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 to 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.
- 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 to 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.
- 321 **Commercial Recreation (3:3).** Study of nature and function of recreation in commercial agencies and settings. Survey of the development and operation of commercial goods and services offered in the leisure market.
- 331 **Outdoor Challenge/Adventure Education Programs (3:3).** Principles and practices of outdoor challenge/adventure education; administrative considerations for selection, use design and implementation of outdoor challenge/adventure programs. Pr. P E 124, 268 or 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, 201, 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. PSY 310 or equivalent.
- 412 **Problems in Recreation (3:3).** Identification and critical analysis of current problems in selected areas of recreation. Opportunity for student 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, 411.
- 421 **Problems Seminar (3:3).** Specific course title identified by subscript, e.g., Problems Seminar: Travel and Tourism. The nature of the problems themselves and their impact on society will be studied. May be repeated once for credit. Pr. previous course work in appropriate content areas and/or permission of instructor.
- 431 **Recreation Resource Management (3:3).** Concepts, principles and practices in recreation resource management; methods and techniques of land and facility management; quantitative and qualitative resource evaluation.
- 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 Mclver 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.
- 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.
- Barbara Barksdale Clowse** (1981), Visiting Assistant Professor/B.A., Duke/M.A., 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), Associate 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.
- James Sharbrough Ferguson** (1962), Distinguished Professor/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. Leave of absence, first semester 1981-82.
- Stanley L. Jones** (1971), Professor and Vice Chancellor for Academic Affairs /B.S., M.A., Wisconsin/Ph.D., Illinois.
- William Allen Link** (1981), Assistant Professor/B.A., Davidson College/M.A., Ph.D., Virginia.
- Walter T. Luczynski** (1960), Assistant Professor/B.A., New York/M.A., Michigan/Ph.D., Illinois.
- David MacKenzie** (1969), Professor/B.A., Rochester/M.A., Ph.D., Columbia. Leave of absence, second semester 1981-82.
- Jane D. Mathews** (1970), Professor/B.A., M.A., Ph.D, Duke.

Leave of absence 1981-82.

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.

Stephen Ruzicka (1980), Assistant Professor/B.A., M.A., Ph.D., Chicago.

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 Schwening (1971), Associate 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., Illinois.

Allen W. Trelease (1967), Professor/B.A., M.A., Illinois/Ph.D., Harvard. Leave of absence, first semester 1981-82.

History, at the most general level, provides students not with the collective memory of their own national heritage but with an opportunity to gain perspective on this heritage by comparing it with the legacies of other nations and even other civilizations. Courses offered by the History Department, therefore, range from American through European to histories of non-Western civilizations. In addition to giving students a knowledge of their own national development and a comparative perspective from which to evaluate it, history is also designed to produce an awareness of the circumstances surrounding change and continuity over time and how both alter the quality of human life. This knowledge is important not only because human beings have difficulty in knowing where they are unless they know where they have been, but also because, in Santayana's words: "Those who cannot remember the past are condemned to repeat it."

The **History Major** prepares students for career opportunities in a wide range of employments, where liberally educated minds can be turned to fruitful account. It offers an excellent general background for later, more specialized studies in fields such as law and journalism. A number of history majors go on to work in public service at the local, state and federal levels or find employment in those areas of the private sector where a premium is put on a sound general education. Finally, many history majors employ their skills more directly: in the teaching profession (from the primary through graduate school levels), in museums and archives or in the expanding field of historical preservation work.

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 with a concentration in history or social studies.

All 200-level courses are open to freshmen; all 300-level courses are open to sophomores; 500-level courses are open to junior and seniors.

HISTORY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

Students seeking **teacher certification** should see Teacher Education Chapter.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

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

Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisers about using their liberal education requirements and electives to build a coherent series of cognate courses. Students interested in the various national histories may wish to pursue language and literature courses in the same area; students interested in social and institutional history may wish to pursue courses in the social sciences such as anthropology, sociology, political science and economics; students interested in cultural and intellectual history will profit by work in philosophy, religious studies and art and music history.

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-HIS/courses

Courses for Undergraduates

- 101, 102 **Modern European History (3:3), (3:3).** Since 1500, with background in ancient and medieval Europe. (SBS).
- 207, 208 **World History (3:3), (3:3).** Rise of the modern world, with background in the great world traditions which still influence the contemporary world. First semester: the great world traditions. Second semester: the emergence of a global society. (SBS).
- 209 **The Ancient World (3:3).** Early civilizations: Near Eastern, Egyptian, Greek and Roman to Reign of Constantine. Ruzicka. (SBS).
- 210 **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).
- 211, 212 **The United States: A General Survey (3:3), (3:3).** First semester: to 1865. Second semester: since 1865. (SBS).
- 213 **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).
- 215 **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).
- 216 **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).
- 217, 218 **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).
- 228 **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).
- 233 **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).
- 255 **History of Science (3:3).** An introduction to the development of the modern scientific world view through study of selected topics such as the chemical revolution, the theory of evolution, relativity, quantum mechanics, and DNA. Caneva. (H), (CFI).
- 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 **Slavery and Race (3:3).** Slavery and race from ancient to modern times, including pre-colonial Africa, the Atlantic slave trade, slavery in the western hemisphere, the black experience in the United States before the Civil War. Schweninger. (SBS).
- 302 **Race and Segregation (3:3).** Race and segregation in the United States since the Civil War, including the origins of Jim Crow laws, civil rights movement, black urbanization, the Harlem Renaissance, black nationalism, and the black experience in America. 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).
- 307, 308 **The World in Our Time (3:3), (3:3).** World developments since 1945. First semester: through 1960. Second semester: since 1960. Parker. (SBS).
- 311 **Darwin and the Theory of Evolution (3:3).** A study of the background, genesis, and reception of Darwin's theory in its scientific and social context as the basis for an examination of the nature and



- scope of scientific explanations. Caneva. (H), (CFI).
- 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).
- 332 **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. Same as WMS 332. (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 on 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 **The American Revolution, 1763-1815 (3:3).** The age of the democratic revolution; ideology, politics and warfare in the Revolution; the Enlightenment and American constitutionalism, the social and cultural origins of party politics and nationalism. Calhoon. (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 Modernizing of America, 1900-1930 (3:3).** Americans confront the modern corporation, ethnic diversity, urban life, new international responsibilities, new styles in architecture and the arts, popular entertainment, a consumer society, new attitudes toward women, sex and family. (SBS).
- 343 **North Carolina to 1816 (3:3).** Link. (SBS).
- 344 **North Carolina since 1816 (3:3).** Link. (SBS).
- 348 **America in Crisis, 1930-1945 (3:3).** Examines two major crises, economic depression and global war, their impact on the economy, government and society and the varying responses of Americans as expressed in the arts, politics and values, Link. (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. Ruzicka. (SBS).
- 351 **History of Greece, 2000-31 B.C. (3:3).** Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires and the diffusion of Greek civilization. Ruzicka. (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. 209 or 351 or permission of instructor. (SBS).
- 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. Ruzicka. (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. Ruzicka. (SBS).
- 358 **European and American Urban History since 1800 (3:3).** The economic, political, cultural and demographic forces which transformed the West from a rural to an urban society in the age of industry and advanced technology. Schwenger. (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).
- 363 **European Economic History (3:3).** A study of the evolution of European economies from early modern times to the twentieth century. Emphasis



- on sources of growth: trade, migration, industry, technical change, labor and capital. Pr. ECO 201. Same as ECO 363. (SBS).
- 365 History of France, 1815 to the Present (3:3).** A study of the political, economic and social forces that 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).
- 367 History of the Soviet Union (3:3).** A survey of the history of the Soviet Union from the 1917 revolutions to the present including political, economic, social, intellectual, cultural and diplomatic history of Russia and non-Russian peoples under Soviet control. Students may not take both 278 and 367 for credit. (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, 402 Individual Study (1 to 3).** Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head. (SBS).
- 493-494 Honors Work (3:3)-(3:3).** (SBS).
- 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).
- 517 American Economic History: Colonial Times to 1865 (3:3).** Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. Pr. ECO 201 or consent of instructor. Same as ECO 517. (SBS).
- 518 American Economic History: 1865 to Present (3:3).** Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability and rapid growth. Pr. ECO 201 or consent of instructor. Same as ECO 518. (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. (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. Same as WMS 531. 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. Same as WMS 532. (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. Calhoon. (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. (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

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



- 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 to 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 Department of History.
- 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 **American Social History: Women and Work (3:3).** (3:3). American social history from the eve of colonization to Reconstruction, the family and communal organization of early American society and the assumptions about human nature and destiny underlying culture and change. (SBS).
- 550 **American Social History: Women and Work (3:3).** American social history from Reconstruction to the present: The ways biology, work, and culture have defined social roles, shaped values, and dictated political strategies. (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, course, 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, 1815-1914 (3:3).** Problems of war and peace, considered in relation to economic, social and cultural developments within the European nations, including England. (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 the Revolution and advancement or negation of progress toward those goals under Napoleon. Planck. (SBS).
- 569 **Foundations of Modern European Thought (3:3).** Intellectual and Cultural History: Enlightenment through Darwin. Emphasizes the vision of self and society, origins and maturation of the great ideologies, extended consideration of Kierkegaard, Marx, Mill, Comte, Darwin, etc. (SBS).
- 570 **Contemporary Crisis of European Thought (3:3).** Intellectual and Cultural History: Freud to the Present. Emphasizes the vision of self and society, ideological struggles and inner tensions, extended consideration of Nietzsche, Weber, Lenin, Hesse, Camus, Sartre, etc. (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. Cassell. (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).
 630a,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), Instructor/B.F.A., Pratt Institute. Part-time.
John Alt (1977), Assistant Professor/B.A., Texas/M. of Arch., N.C. State.
Suzanne Lee Andron (1981), Instructor/B.A., Pratt Institute.
Nancy Baird (1976), Instructor/B.A., Illinois/M.S., Cornell.
Catherine A. Bajalia (1979), Instructor/B.S.H.E., Florida State/M.S., North Florida.
Terry L. Bazarre (1978), Assistant Professor/B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.
Gaila Marie Twitty Bradley (1981), Lecturer/B.S., Alabama/M.S., UNC-G/Ph.D., Maryland. Part-time.
Paul F. Callaway (1980), Assistant Professor/B.A., East Carolina/M.L.A., N.C. State.
Martha Helen Canaday (1958), Professor/B.S., Texas State College for Women/M.S., Louisiana State/Ed.D., Pennsylvania State.
Barbara Nelle Clawson (1973), Professor/B.S., Iowa State/M.S.H.E., UNC-G/Ph.D., Iowa State.
Bettye Rose Connell (1976), Assistant Professor/B.S., UNC-G/M.S., Cornell.
Judith N. Crawford (1977), Instructor/B.S., Simmons College/M.S., Pennsylvania State. Part-time, first semester 1981-82.
Eunice Minerva Deemer (1963), Associate Professor/B.S., Indiana State/M.Ed., Ph.D., Pennsylvania State.
Mary Andrew Dickey (1957), Assistant Professor/B.S., UNC-G/M.S., Tennessee. Leave of absence, first semester 1981-82.
Thomas W. Draper (1976), Assistant Professor/B.S., M.S., Brigham Young/Ph.D., Emory.
Patty T. Earle (1981), Lecturer/B.A., Emerson College/M.A., Kent State/Ph.D., UNC-G. Part-time, first semester 1981-82.
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.
Deborah Godwin (1980), Visiting Assistant Professor/B.S., Meredith College/M.S.H.E., Ph.D., UNC-G. Part-time.
Barbara L. Guest (1981), Instructor/B.S., Framingham State College/M.S., Oklahoma. Part-time, first semester 1981-82.
Ann R. Hiatt (1980), Instructor/B.S.H.E., M.S., UNC-G.
Melvin D. Hurwitz (1977), Professor/B.A., Harvard/M.S., Chicago/Ph.D., Cornell.
Howard N. Jacobson (1978), Adjunct Professor, School of Home Economics and Department of Biology/B.S., B.M., M.D., Northwestern.
Mildred Louise Johnson (1965), Professor/B.S., M.S., Northern Illinois/Ph.D., Wisconsin.
Michael Kalil (1980), Visiting Lecturer. Part-time, second semester 1981-82.
Vira Rodgers Kivett (1968), Associate Professor/B.S.H.E., M.S.H.E., Ph.D., UNC-G.
Lynne S. Koester (1976), Associate Professor/B.S., Sarah Lawrence College/M.S., Ph.D., Wisconsin.
Garrett W. Lange (1981), Professor/B.A., West Virginia Wesleyan College/M.A., New Hampshire/Ph.D., Pennsylvania State.
Michael Liebman (1980), Assistant Professor/B.S., New Hampshire/M.S., Ph.D., Virginia Polytechnic Institute and State University.
Mary D. Litchford (1981), Lecturer/B.S., M.S., Tennessee. Part-time.
Glenda Lowry (1979), Instructor/B.S., M.S., Oklahoma State.
Jan H. McArthur (1977), Visiting Assistant Professor/B.S.H.E., UNC-G.
Mary Green Maccini (1980) Associate Professor/B.S., State College at Framingham/M.Ed., State College at Boston/Ph.D., Cornell.
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.
Mary Y. Morgan (1981), Assistant Professor/B.S., Northeast Missouri State/M.Ed., Ph.D., Illinois.
Carl P. Myatt (1980), Visiting Lecturer/B.B.C., Auburn/B.A., N.C. State. Part-time, first semester 1981-82.
Billie G. Oakland (1977), Professor/B.A., Blue Mountain College/M.S.H.E., Alabama/Ph.D., Pennsylvania State.
Dennis K. Orthner (1974), Associate Professor/B.A., M.A., Ph.D., Florida State.
Hyman Rodman (1975), Excellence Fund Professor/B.A., M.A., McGill/Ph.D., Harvard.
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. Leave of absence, first semester 1981-82.
Sarah Moore Shoffner (1964), Assistant Professor/B.S.H.E., M.S.H.E., Ph.D., UNC-G.
Rebecca M. Smith (1958), Professor/B.S., M.S., Ph.D., UNC-G.
Sheron Minich Sumner (1966), Instructor/B.S.H.E., East Carolina/M.S., Ohio State.
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.
Lucille M. Wakefield (1979), Professor/B.S., M.S., Connecticut/Ph.D., Ohio State.
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.
Mozelle Williams (1966), Instructor/B.S.H.E., M.S.H.E., UNC-G.
Louise L. Wilson (1971), Lecturer/B.S.H.E., M.S.H.E., UNC-G.

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 individual to participate more effectively within the social, political, economic and cultural environment. 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. Five departments—Child Development and Family Relations; Clothing and Textiles; Food, Nutrition, Food Service Management; Home Economics Education, Consumer Science and Management; and Housing and Interior Design—offer programs at the undergraduate and/or graduate level.

At the undergraduate level the student may major 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 subject-matter areas in home economics, and the 6th year program in teaching home economics.

Special facilities of the School of Home Economics include the Carter Child Care Center, Infant Care Center, the UNC-G Nursery School, Food Service Management Laboratory and home management residences.

Note: For purposes of identification, the courses offered by the School of Home Economics are listed under five headings: Child Development and Family Relations (CDF); Clothing and Textiles (CTX); Food, Nutrition, Food Service Management (FNS); Home Economics Education, Consumer Science and Management (ECM); Housing and Interior Design (HID).

CHILD DEVELOPMENT MAJOR (Bachelor of Science in Home Economics)

Required: 122-142 semester hours.

Options

Child Care Services
 Child and Family Research
 Preschool Education
 Child Development with K-3 Teaching Certification

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; and leads to careers in nursery schools, day care centers, private kindergartens, hospitals, and in governmental and community agencies that work with children and families.

By taking additional courses, child development majors may be certified to teach in grades K-3.

Liberal Education Requirements for All Options

(See Curriculum Chapter for full explanation.)

1. One course in English composition: ENG 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.

Core Requirements for All Options

CDF 212; ECM 210, 346 and 410

Major Requirements

1. For Child Care Services, Child and Family Research, and Preschool Education
 FNS 213; CDF 302, 412, 452, 512, 522 and 552; PSY 221 and 6 additional hours; BIO 101, 102 or 105; and EDU 202.
2. For Child Development with K-3 Certification
 FNS 212; CDF 302, 412, 452, 462, 422 or 512, 522, 532, 542, and 552; EDU 202; P E 341 or 551 and 2 additional hours; PSY 221; BIO 101, 102 or 105.

Option Course Requirements

1. Child Care Services
 CDF 532 or 542, 462, and 500; SWK 112 and 584; HEA 369 or 334; EDU 540 or 544; PSY 341 or 504.
2. Child and Family Research
 CSC 137 or BDE 234; SOC 314 or PSY 310; SOC 318; CDF 500; and 6 hours of suggested electives.
3. Preschool Education
 CDF 532, 542, 462 (6 hrs.) and 500; P E 341 or 551; EDU 346; and SWK 584.
4. Child Development with K-3 Certification
 MAT 301 and 302; HEA 201; MUS 361 or ART 363; COM 105 or successful completion of speech test; COM 596; EDU 381; Professional Semester I in EDU (EDU 346, 430, 443, and 444); Professional Semester II (Student Teaching Semester, EDU 461); Literature course (Humanities); PHY 305; GEO 103, 211 or 212; HIS 211 or 212; Social Science elective.

Electives

Electives sufficient to complete total semester hours required for degree. No more than one third may be home economics courses.

Child Development Minor

A student may receive a minor in Child Development

upon completion of 15 hours including: CDF 212, 302, 412 or 452; plus 6 additional hours in CDF courses.

CLOTHING AND TEXTILES MAJOR (Bachelor of Science in Home Economics)

Concentrations in

Clothing-Fashion Merchandising
Textiles
Apparel Arts

Required: 122 semester hours.

The Clothing-Fashion Merchandising Concentration is designed to prepare students for careers in fashion coordinating, comparison shopping (buying), assistant buyers, fashion consulting, fashion writing and Cooperative Extension work.

The Textiles Concentration is designed to prepare students for careers in textile technology, textile education, consumer service, Cooperative Extension work and textile evaluation.

The Apparel Arts Concentration is designed to prepare students for careers in pattern designing and grading, selling, and managing in apparel industries and graduate work in the preservation and conservation of historic textiles and costumes.

Majors in art, history, business, chemistry, physics, and allied fields may elect a minor in Clothing and Textiles by taking 15 semester hours in one area, of which one 500-level course (three semester hours) is taken.

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. MAT 119 required of all Clothing and Textiles majors. Textiles majors must include CHE 103, or 111, 111L.
4. Two courses from Social & Behavioral Sciences Area (SBS). Select SOC 211 and ECO 201.
5. HIS 101, 102, 6 semester hours or 3 credits plus an additional 3 s.h. of history, 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. CDF 212; ECM 210, 346, 410.

Clothing-Fashion Merchandising Concentration

1. CTX 121, 301, 311, 351, 361, 500, 504, 441 or 514, 561, 551 or 571.
2. Home economics or cognate courses: 9-12 semester hours.

3. Related Areas: ENG 102 or an approved English composition substitute; ART 140, psychology or art electives: 3-4 semester hours.

Textiles Concentration

1. CTX 101 or 121, 301 or 311, 341, 441, 500, 514, 524, 561.
2. Home economics or cognate courses: 9-11 semester hours.
3. Related Areas: ENG 102 or an approved English composition substitute; CHE 104, or 114, 114L, and 205 or 351, 352, 354 (4-7 semester hours); ART 140; PHY 305; mathematics, 3 semester hours.

Apparel Arts Concentration

1. CTX 121, 301, 311, 341, 351, 441 or 541, 500, 504 and 571.
2. Home Economics or cognate courses: 12-14 hours.
3. Related Areas: ENG 102 or an approved English composition substitute; ART 140; home economics, business, art or industrial engineering (A & T) courses: 11-12 hours.

Electives

Electives sufficient to complete total semester hours required for degree.

FOOD AND NUTRITION MAJOR (Bachelor of Science in Home Economics)

Options

Food Service Management
Consumer Nutrition
Dietetics Specialization*

Required: 122 semester hours.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition (ENG 101) or exemption.
2. Three courses, other than home economics, from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM) including CHE 103 and 104.
4. Two courses from Social & Behavioral Sciences Area (SBS) selected as follows:
ECO 101, 201
SOC 201 or 211 or ATY 212
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 BIO 101, 102** and PSY 221.

*Students electing this option will meet minimum academic requirements for membership in the American Dietetic Association and will qualify for a dietetic internship. Students are cautioned certain internships may require a specific area of specialization, and

students are urged to check with the ADA listing for differences in internships.

**For exceptionally well qualified students, this requirement may be waived by special examination.

Major and Related Area Requirements

Core Courses for All Options

1. CDF 212; ECM 210, 346, 410.

Food Service Management Option*

1. FNS 103, 213, 303, 313, 503, 593; BIO 277; CHE 205.
2. Related Areas: ACC 201; FNS 509, 519, 520, 549, 559; BDE 234 or STA 108; BUS 310; BIO 380.
3. **Two** of the following: BUS 314, 312, 517, 535; ACC 202.

*This option does **not** meet the educational requirements for A.T.A.

Consumer Nutrition Option*

1. FNS 103, 213, 303, 313, 503, 593; BIO 277; CHE 205.
2. Related Areas: FNS 513, 533, 583; ECO 336 or ECM 526; LST 547; EDU 310; COM 105 or 341, COM 340 or 531.
3. Suggested: FNS 523, 543, 553, 573; ECM 515; COM 291; PSC 200 or 210; PSY 505; GEO 303.

*This option does **not** meet the educational requirements for A.D.A.

Dietetics Specialization

1. Required for all areas of specialization: FNS 103, 213, 303, 313, 503, 519, 593; BIO 277, 380; CHE 205; BUS 310; EDU 381 or PSY 312 or PSY 326.
2. General: BIO 535; FNS 509, 520, 549, 573; STA 108 or PSY 310.
3. Management: ECO 370; FNS 509, 520, 549; BUS 415 (permission of department required); BDE 234 or CSC 136; STA 108 or PSY 310; **two** of the following: BUS 404, 490, 527, 535.
4. Clinical: BIO 535, 545, BIO 271 or 592; FNS 523, 543, 553, 573; STA 108 or PSY 310.
5. Community: BIO 535; FNS 509, 520, 523, 549, 573; STA 108 or PSY 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. For Communication Arts concentration include COM 106.
5. Four additional courses, other than home economics, from any or all of the three areas above or in an elementary foreign language. Include PSY 221.

Major & Related Area Requirements

Core Courses for All Concentrations

1. CDF 212; ECM 210, 346, 410.

Communication Arts Concentration

1. CTX 101 or 121 or 551; ECM 377, 500 (3 semester hours); CDF 412; FNS 103; HID 205.
2. Home Economics electives above the 200 level: 6 semester hours.
3. Related Areas: ENG 102 or an approved English composition substitute, 219, 319; COM 105, 291, 341, 392; BDE 309.

Consumer Services Concentration

1. CTX 101 or 121 or 551; ECM 377, 500 (3 semester hours), 526, 545; FNS 103, 583; HID 205; CDF 412.
2. Home Economics electives above the 200 level: 6 semester hours.
3. Related Areas: ENG 102 or an approved English composition, 219; COM 105 or 341; BDE 309.

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 BIO 101 or 102 or 105; one history course; PSY 221.

Note: Where appropriate, **teacher certification** course requirements (listed below) may be selected to fulfill liberal education requirements.

Major & Related Area Requirements

1. CDF 212; ECM 210, 346, 410.
2. CTX 101 or 121, 301, 341; CDF 302, 412; ECM 267, 357; FNS 103, 213, 303.
3. Related Areas: ENG 102 or an approved English composition substitute.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. Speech clearance.
2. Mathematics: 3 semester hours.
3. PSY 221.
4. EDU 381, 450, 470.
5. Block semester: ECM 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.

Third and fourth year studio courses provide opportunity to deal with a wide variety of typical interior environments, with emphasis on institutional and commercial interiors, but also including residential design, historic restoration and adaptive reuse. Attention is also directed toward the environmental needs of special groups. Support courses enable the student to develop skills and concepts that can be tested in the studio.

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 experimental 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 achievement through prior course work and/or experiences. Transfer students seeking entry into the program must have at least an overall 2.5 grade point average in completed course work. Students who already hold a bachelor's degree in another field may be eligible for the Acceleration Option after completing the first year studio course requirements.

In order to remain in the interior design major, students must maintain a minimum 2.0 grade point average in interior design courses. Students are responsible for purchase of equipment and studio supplies.

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

HID 101, 102, 201, 202, 301, 302, 411, 412.

Support Courses: HID 111, 112, 211, 212, 221, 222, 331, 332, 355, 431, 451; CTX 341.

Fifth Year/Internship Options

Sixteen semester hours from among the following: HID 332, 355, 431, 451; CTX 341.

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 is desired, check individual departmental requirements.

Child Development & Family Relations-CDF/courses

Courses for Undergraduates

- 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).
- 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.
- 401 Special Problems in Child Development and Family Relations (1 to 4).** Individual study. Conference hours to be arranged.
- 412 Family Interaction (3:3).** Examines the processes and factors that influence family bonds and interaction. Utilizes research, case study materials and theories to identify important relational concerns.
- 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 sociology.
- 452 Theories and Observation of Child Development (3:3).** A survey of the fundamental theories of child behavior and development. Frequent observations of children in 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, PSY 221 or consent of instructor.
- 462 Supervised Teaching in Preschool Centers (3:1:8) or (6:1:17).** Planned experiences under supervision for the students teaching children enrolled in the preschool centers and community agencies. Pr. 212, 302, 532, 542, PSY 221, EDU 346.

- 493- Honors Work (3:3)-(3:3).**
494

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.
- 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. Same as WMS 502.
- 512 Advanced Study of Families (3:3).** Analysis of the interrelationship between the functions of families and the patterning of family interaction. Broad background in study of the family. Required of all undergraduate and graduate majors.
- 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.
- 527 Problems in Child Development and Family Relations (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.
- 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, PSY 221.
- 552 Advanced Child Development (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 PSY 221 or consent of the instructor. Required of all majors.
- 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.
- 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.

- 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.

Courses for Graduates

- 601 **Directed-Individual Study in Child Development and Family Relations (1 to 6).**
- 602 **Problems in Child Development (2 to 4).**
- 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).**
- 618 **Intellectual Development in Young Children (3:3).**
- 622 **Family Life Education (3:3).**
- 628 **The Family in the Middle Years (3:3).**
- 630 **Fundamentals of Laboratory Research in Child Development and Family Relations (3:3).**
- 632 **Infant Development (3:2:3).**
- 642 (a) **Readings in Child Development (3:3).**
(b) **Readings in Family Relationships (3:3).**
- 652 **Theories of Human Development (3:3).**
- 662 **The Family in Comparative Perspective (3:3).**
- 670 **Minor Research (2 to 6).**
- 682 **Current Trends in the Field of Child Development (3:3).**
- 692 **Contemporary Family Life (3:3).**
- 699 **Thesis (3 to 6).**
- 702 **Research Methods in Child Development (3:3).**
- 712 **Research Design in Family Analysis (3:3).**
- 752 **Theory Development and the Family (3:3).**
- 799 **Dissertation (1 to 12).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

Clothing & Textiles- CTX/courses

Courses for Undergraduates

- 101 **Clothing Construction and Selection (3:1:6).** Basic principles of construction, selection, care and management of clothing.
- 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. Pr. 101 or equivalent.
- 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. 121 and 341 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; CTX 341 strongly recommended.

- 341 **Textiles (3:2:3).** Textiles from raw materials through manufacturing and finishing of fabrics as related to quality and performance of fabrics. Required of all Clothing and Textiles Majors at the sophomore/junior level.

- 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 implication as seen in an historical and contemporary setting. Pr. SOC 211 and 3 hours of psychology or anthropology.

- 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. Pr. 341. For all Clothing and Textiles majors.

- 371 **Modern Display Techniques (3:2:3).** Application of visual merchandising to textile and nontextile products and services, through design principles and physical manipulation.

- 401 **Special Problems in Clothing and Textiles (1 to 4).** Individual study. Conference hours to be arranged.

- 441 **Textile Analysis (3:2:3).** Advanced study of textile fibers, fabrics, and products through the use of testing procedures. Pr. 341, CHE 104 or 205, PHY 305 or equivalents. Offered spring semester even years.

- 471 **Internship in Clothing and Textiles (4 to 6).** Relevant internship experiences for clothing and textiles majors in off-campus organizations. Approved plan required prior to internship. May be taken twice for a total of twelve semester hours credit. Pr. minimum of 12 hours in clothing and textiles, junior or senior standing, and consent of instructor.

- 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 organization, public or private agencies.

- 504 **History of Costume (3:3).** Historical background, sequential development and function of costume since early times. Pr. two courses in history. (H). Offered spring semester.

- 514 **History of Textiles (3:3).** Historical background and characteristics of decorative textiles through fifty centuries. Pr. two courses in history; 341

- strongly recommended. (H). Offered fall semester.
- 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, 441 or approved equivalents; basic courses in chemistry and physics. Offered spring semester odd years.
- 527 **Problems in Clothing and Textiles (2 to 6)**. Individual study.
- 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.
- 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. Not offered every year.
- 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 PHY 305.
- 547 **Materials and Methods for Teaching Clothing (2:2)**. Discussions, demonstrations and projects planned to meet student needs. Not offered every year.
- 551 **Clothing for the Family (3:3)**. Understanding family clothing problems and standards of buymanship. Pr. 101 or 121 or 341.
- 561 **Clothing and Textile Economics (3:3)**. Economic and social aspects of production, distribution and utilization of clothing and textiles. Pr. ECO 201 or approved equivalent. Offered fall semester.
- 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. 121, 301, 311, ART 140; or consent of instructor.
- 584 **Contemporary Influences in Clothing Consumption (2:2)**. Survey of developments in production, distribution and marketing of clothing and accessories. Pr. 361. Offered spring semester.
- 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. 121 and 301 or approved equivalents. Offered fall semester.

- 634 **Evaluation in Clothing and Textiles (3:3)**.
- 641 **Textile Finishes Influencing Product Performance (3:2:3)**.
- 661 **Sociological and Psychological Aspects of Clothing and Textiles (3:3)**.
- 670 **Minor Research (2 to 6)**.
- 671 **Seminar in Clothing and Textiles (3:3)**.
- 681 **Apparel Design V: Advanced Experimental Design (3:2:3)**.
- 691 **Textile Conservation (3:3)**.
- 694 (a) **Readings in Clothing (3:3)**.
(b) **Readings in Textiles (3:3)**.
- 699 **Thesis (3 to 6)**.
- 799 **Dissertation (1 to 12)**.
- 800 **Graduate Registration**.
- 801 **Graduate Registration**.

Home Economics Education, Consumer Science & Management-ECM/courses

Courses for Undergraduates

- 210 **Aspects of the Personal Environment (3:3)**. The study of the reciprocal relationships between families and environments. Emphasis is given to family needs, stage in the life cycle and lifestyles as they are influenced by cultural, social, political, economic and technological forces.
- 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.
- 346 **Consumer Decision Making in the Personal Environment (3:3)**. Management of resources in relation to consumer needs, goals and values within the context of the family and of current social and economic conditions. Pr. junior standing, 210 and CDF 212 or permission of instructor.
- 357 **Curriculum and Teaching Methods in Home Economics (3:3)**. Principles of education applied to curriculum and methods of teaching home economics. Pr. PSY 221 or consent of instructor.
- 377 **Professional Orientation to Consumer Services and Communication Arts (3:3)**. Identification and exploration of careers in consumer services and communication arts concentrations in the field of home economics. Pr. or parallel BDE 309.
- 401 **Special Problems in Home Economics Education, Consumer Science and Management (1 to 4)**. Individual study. Conference hours to be arranged.

Courses for Graduates

- 601 **Directed-Individual Study in Clothing and Textiles (1 to 6)**.
- 611 **Graduate Seminar (0)**.
- 621 **Advanced Textiles (3:3)**.
- 630 **Fundamentals of Laboratory Research in Clothing and Textiles (3:3)**.
- 631 (a) **Problems in Clothing (1 to 6)**.
(b) **Problems in Textiles (1 to 6)**.



- 405 **Resource Management: Concepts and Application (3:2:3).** Development of managerial competencies through group interaction in a management residence setting. Required of senior Home Economics Education majors; elective for others. Pr. 346.
- 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. 210, CDF 212 or approved equivalents.
- 446 **Family Economics and Management (3:3).** Management of resources by individuals and families in relation to human need, goals and values.
- 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.
- 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.
- 515 **Household Equipment (3:2:3).** Selection, operation, care and arrangement of household equipment in relation to energy conservation, space and family resources.
- 518 **Methods in Adult Homemaking Education (3:3).** Emphasis on scope, organization, implementation and evaluation of adult homemaking education. Not offered every year.
- 525 **Work Simplification (3:2:2).** Principles of work simplification and their application to specific situations of work in the home; includes work design and adaptations for physically limited persons. Pr. 346 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. ECO 201 or equivalent.

- 527 **Problems in Home Economics Education, Consumer Science and Management (2 to 6).** Individual study.
- 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.
- 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 BDE 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 BDE 598.

Courses for Graduates

- 601 **Directed-Individual Study in Home Economics Education, Consumer Science and Management (1 to 6).**
- 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).**
- 611 **Graduate Seminar (0).**
- 616 **Problems in Family Economics and Home Management (2 to 4).**
- 626 **Readings in Family Economics and Home Management (2 to 4).**
- 627 **New Perspectives in Home Economics Education (3:3).**
- 630 **Fundamentals of Laboratory Research in Home Economics Education, Consumer Science and Management (3:3).**
- 637 **Philosophy and Techniques of Supervision in Home Economics Education (3:3).**
- 640 **Design and Philosophy of Research in Home Economics (3:3).**
- 657 **Evaluation in Home Economics (3:3).**
- 668 **Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (3:3).**
- 670 **Minor Research (2 to 6).**



- 677 Curriculum in Home Economics (3:3).
 687 Guidance in Home Economics (2:2).
 695 Advanced Household Equipment (2:2).
 699 Thesis (3 to 6).
 740 Home Economics in Higher Education (3:3).
 799 Dissertation (1 to 12).
 800 Graduate Registration.
 801 Graduate Registration.

Food, Nutrition, Food Service Management-FNS/courses

Courses for Undergraduates

- 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.
- 213 **Nutrition (3:3).** Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body.
- 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).
- 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.
- 313 **Nutrition Throughout the Life Cycle (3:2:3).** Principles of nutrition applied to meet the nutrient needs at different stages of the life cycle. Forces governing food availability, acceptability, nutritive quality and safety are stressed in the preparation of nutritional plans for individuals and groups. Pr. 213 or approval of instructor.
- 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.
- 401 **Special Problems in Food, Nutrition, Food Service Management (1 to 4).** Individual study. Conference hours to be arranged.
- 493-494 **Honors Work (3:3)-(3:3).**
- 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.
- 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.
- 517 **Management Problems in Teaching Foods (2:2).** Food preparation in relation to use of time, energy and equipment. Not offered every year.
- 519 **Food Service Management (3:3).** Planning, organization and administration of institutional food service, personnel and work units. Pr. BUS 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.
- 523 **Community Nutrition (3:2:3).** Current trends in community nutrition with emphasis on community services, government projects and international health organizations. Pr. 213 or equivalent; 573 recommended, but not required.
- 527 **Problems in Food, Nutrition, Food Service Management (2 to 6).** Individual study.
- 533 **Cultural Aspects of Foods (3:3).** Food patterns and population groups; malnutrition and food habits; national and international programs towards improved food supply and food habits. Pr. 103, 213 or 313 or consent of instructor.
- 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.
- 543 **Maternal and Infant Nutrition (3:2:3).** Nutritional needs of pregnant and lactating women and infants; methods of evaluating nutritional status of these groups; effects of nutrition on pregnancy outcome and infant development. Pr. 213 or equivalent.
- 549 **Supervised Experience in Food Service Management (3:1:6).** Directed experiences in managerial problems of institutional food service. Pr. 509, 519, 520.
- 553 **Child and Adolescent Nutrition (3:2:3).** Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development. Pr. 213 or equivalent; 543 recommended but not required.
- 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.)
- 563 **Food Preservation (2:1:2).** Comparative study of methods of food preservation with laboratory

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.
- 503 **Experimental Food Study (3:2:3).** Experimental study of factors regulating the preparation of

application, emphasizing recent developments. Not offered every year.

- 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 (may be taken concurrently); BIO 277, 535.
- 583 **Food Demonstration Techniques (2:1:2).** Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 103.
- 589 **Nutritional Assessment (4:2:6).** Methods and techniques used to assess the nutritional status of groups and individuals for clinical as well as epidemiological needs. Pr. general chemistry and organic chemistry with labs, a general biochemistry course with a lab such as BIO 535 and 545, and FNS 593.
- 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.

Courses for Graduates

- 601 **Directed-Individual Study in Food, Nutrition, Food Service Management (1 to 6).**
- 603 **Food Chemistry (4:3:4).**
- 604 **Nutrient Drug Interaction (3:3).**
- 609 **Seminar in Food and Nutrition (2:2) or (3:3).**
- 611 **Graduate Seminar (0).**
- 613 (a) **Readings in Foods (3:3).**
(b) **Readings in Nutrition (3:3).**
- 619 **Nutrition Consultation Methods (3:2:3).**
- 623 **Current Trends in Nutrition (3:3).**
- 629 **Readings in Food Service Management (2:2).**
- 630 **Fundamentals of Laboratory Research in Food, Nutrition, Food Service Management (3:3).**
- 633 **The Mineral Nutrients (3:3).**
- 639 **Advanced Food Service Management (3:3).**
- 643 **Nutrition and Aging (3:3).**
- 649 **Nutrition and Physical Performance (3:3).**
- 653 **Problems in Food and Nutrition (2 to 4).**
- 659 **Advanced Quantity Cookery (2:1:3).**
- 660 **Problems in Food Service Management (2 or 4).**
- 663 **Nutritional Aspects of Proteins and Amino Acids (3:3).**
- 669 **Energy, Lipids, Carbohydrates and Alcohol (3:3).**
- 670 **Minor Research (2 to 6).**
- 673 **Nutrition Research Methodology (4:2:6).**
- 679 **Nutrition in Developmental Disorders (3:3).**
- 683 **Nutritional Aspects of Vitamins (3:3).**
- 689 **Hormonal Regulation of Nutrient Metabolism (3:3).**
- 693 **Advanced Medical Dietetics (3:2:3).**
- 699 **Thesis (3 to 6).**
- 799 **Dissertation (1 to 12).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

Housing & Interior Design-HID/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 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.
- 205 **The House and Its Furnishings (3:3).** Evaluation of housing alternatives; planning furnishings according to space use, aesthetics, economy and individuality.
- 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 non-technical methods of visual communication. Pr. 112.
- 221, 222 **History of Design I, II (3:3), (3:3).** 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 **Self-Directed Options in Interior Design (2:2:0).** Introduction to process, content, requirements and options for self-directed learning opportunities in interior design. Students are required to plan and complete an individually defined self-directed project.
- 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).** Introduction to literature and methods of environmental design research as it applies to interior environments. Pr. at least one course in the social sciences 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.
- 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, CTX 341.
- 355 Housing and Community (3:3).** An introduction to housing as an environment for living. Sociological, psychological, economic and technological aspects of shelter will be explored from both historical and contemporary perspectives.
- 401 Special Problems in Housing and Interior Design (1 to 4).** Individual study. Conference hours to be arranged.
- 411 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. (Formerly 401.)
- 412 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. (Formerly 402).
- 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 (4 to 6).** Design-relevant internship experiences in off-campus organizations. Approved learning plan required prior to beginning experience; enrollment in 453 in semester following. May be taken twice for total of 10 semester hours credit. Pr. consent of instructor; 252.
- 453 Interior Design Internship Seminar (1:0:2).** Follow-up seminar for internships. Presentation of individual internships, identification of pervasive problems, group projects to address these problems. May be repeated for a total of 2 semester hours credit. Pr. 252 or consent of instructor; 452; consent of instructor required to take concurrently with 452.
- 493-494 Honors Work (3:3)-(3:3).**
- 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.

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.
- 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. 411, 412.
- 527 Problems in Housing and Interior Design (2 to 6).** Individual study.
- 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.
- 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.
- 546 The Home Furnishings Industry (2:1:1).** Design, construction and cost of current home furnishings related to manufacturing and retailing processes. Field trips to representative industries and the Southern Furniture Market. By permission of instructor. Not offered every year.
- 555 Housing (2:2).** Survey of psycho-social, economic 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.



Courses for Graduates

- 601 Directed-Individual Study in Housing and Interior Design (1 to 6).
- 602 Advanced Interior Design III (6).
- 611 Graduate Seminar (0).
- 630 Fundamentals of Laboratory Research in Housing and Interior Design (3:3).
- 631 Environmental Design Research (3:3).
- 645 Seminar in Housing (3:3).
- 646 Practical Problems in Home Furnishings (2:2).
- 665 Problems in Housing (2 to 4).
- 670 Minor Research (2 to 6).
- 675 Advanced House Planning (3:1:6).
- 685 Readings in Housing (3:3).
- 699 Thesis (3 to 6).
- 799 Dissertation (1 to 12).
- 800 Graduate Registration.
- 801 Graduate Registration.

Honors Program

Honors Council:

Keith Cushman, Director of the Program, Department of English.
Kate R. Barrett, School of Health, Physical Education, Recreation and Dance.
Eddie C. Bass, School of Music.
Walter H. Beale, Department of English.
Jeutonne P. Brewer, Chairman of Interdepartmental Studies, College of Arts and Sciences, *ex officio*.
Stephen C. Danford, Department of Physics.
William O. Goode, Department of Romance Languages.
Joshua Hoffman, Department of Philosophy.
Paul M. Mazgaj, Department of History.
Joseph B. Mountjoy, Department of Anthropology.
Sandra M. Powers, School of Education.
Charles L. Prysby, Department of Political Science.
Roberta W. Rice, Department of Art.
Richard L. Shull, Department of Psychology.
Mary C. Berrier, Student member.
Patience E. Bosley, Student member.
Lynne M. Donahoe, Student member.
David M. Huffine, Student member.
Cameron K. Johnston, Student member.
Sybil G. Mann, Student member.
Hans P. Salzwedel, Student member.

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 "World War I" and "The History of Astronomy," while topics like "Autism" and "Congressional Voting Behavior" 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 seminar, 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 10% 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 and the Vice Chancellor for Graduate Studies must countersign this approval.

Honors Program-H S/ 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. top 10% of class.
- 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 top 10% of class.

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 Behavior Sciences), 300 (no area credit). Pr. top 10% of class.
- 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 top 10% of class.

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 must
494 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 the
401 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)

Required: 122 semester hours.

The Interdepartmental Studies 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 65 for details).

Interested students should contact Jeutonne P. Brewer, Chairman of Interdepartmental Studies and Assistant Dean of College of Arts and Sciences, 105 Foust Building.

Students may choose an Interdepartmental Studies major, second major, or minor with a concentration in one of the areas listed below:

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)

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

International Studies

Committee Members:

James C. Cooley, Director of International Studies Program, Department of History.
Jose Almeida, Department of Romance Languages.
Lois Andreasen, School of Health, Physical Education, Recreation and Dance.
Joachim Baer, Department of German and Russian.
Don R. Baker, School of Music.
David Batcheller, Department of Communication and Theatre.
William Coleman, Department of Anthropology.
Paul Courtright, Department of Religious Studies.
Lois V. Edinger, School of Education.
Bert Goldman, Dean of Academic Advising, School of Education.
Joan Gregory, Department of Art.
Harriet Kupferer, Department of Anthropology.
Paul Luebke, Department of Sociology.
Donald McCrickard, Department of Economics.
Jane Mitchell, Department of Romance Languages.
Edward Ryan, Department of Business Administration.
Roy Schantz, Department of History.
Maurice Simon, Department of Political Science.
Carl Garrett, Student member.
Karen Hitchcock, Student member.
Vincent Johnston, Student member.
Donata Makuta, Student member.
John Woollen, Student member.

Rationale and Course Content

The International Studies Program focuses on issues, areas of investigation, and concerns that lie outside the parameters of traditional academic disciplines. The goals of the program are to enrich and complement departmental offerings and to provide a range of professional skills for students preparing careers in which knowledge of foreign cultures and understanding of global processes is important. Students participating in International Studies with a Major, Second major or Minor choose one of four areas of concentration: "A Global Approach to International Affairs," "Cross Cultural Understanding," "International Development," or "Regional (area) Studies."

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) **Latin American Studies**
 - 2) **Russian Studies**
 - b) Second major only (in tandem with another existing major), and minor.
 - 1) European Studies



- c) Minor only
 - 1) African Studies
 - 2) Asian 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.

Two particular features of the International Studies Program consist of Seminars 233 and 400 and the Self-Instructional Language Program.

International Studies- I S/courses

- 233 International Studies Seminar (3:3).**
Interdisciplinary seminar to introduce student to methodology of investigation through library research, interviews and field trips, and to make them aware of global problems and opportunities. Required for majors.
- 400a, Seminar in International Studies (3:3). (3:3)**
400b Required for all seniors participating in International Studies Program. Interdisciplinary seminar dealing with contemporary problems in international politics. 400a in junior year; 400b in senior year. Maximum credit 6 hours. Pr. membership in ISP or consent of instructor. (SBS).
- 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.

Requirements

The student will choose from among available options for the concentration of his 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. (See language requirements.) The 42 semester hours will consist of:

- A) **Language Requirements**.....6 credit hours
Intermediate level of one foreign language 203, 204 or LAT 201, 202
OR
Self-Instructional Language Program
(4 semesters of same language:
e.g. I S 305A Chinese I, 1 year;
I S 350B Chinese II, 1 year)

- B) **Core**.....6 credit hours
I S 233-1 or 233-2
I S 400a or 400b
OR
LAS 220, 450 (for LAS students)
- C) **Basic courses**.....24 credit hours
- D) **Related courses**.....6 credit hours

B. Minor Concentration

21 semester hours above the 100 level consisting of:

- A) **Language Requirements**6 credit hours
Same as for MAJOR
- B) I S 233-1 or 233-2
OR
I S 400a or 400b
- C) 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.)

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**
- B) **Core**
- C) **Basic courses**
 ATY (3 hours) 212, 345, 348, 485, 547
 BIO (3 hours) 301, 499
 ECO (3 hours) 540, 560
 GEO (3 hours) 303, 322 (Guilford College)
 HIS (3 hours) 307, 308
 PSC (3 hours) 240, 340, 341, 343
 REL (3 hours) 205, 319, 322, 326, 340, 351
 SOC (3 hours) 327, 339, 533
- D) **Related Courses** (from two separate departments).
 ART 301, 306
 CHE 320
 COM 380, 532, 538
 EDU 506
 MUS 241
 PHI 321
 DCE 201, 202, 215, 342
 PHY 334
 PSY 347
 WMS 450 (with permission of Director ISP).

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**
- B) **Core**

**C) Basic courses**

ATY (6 hours) 213, 485, 547, 583
 ART (3 hours) 301, 306, 313, 413
 GEO (3 hours) 201
 HIS (3 hours) 307, 308
 Literature (3 hours) one course in literature selected
 with approval of Director of IS (must be in a
 foreign language)
 MUS (3 hours) 241, 343
 SOC (3 hours) 355, 526, 543

D) Related Courses (from two separate departments)

C C 201, 397, 398
 COM 340, 530, 534, 582
 EDU 506
 ENG 331, 548, 557, 582
 PHI 251, 252
 PSC 512, 580
 PSY 345, 347
 REL 211, 319, 340, 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**B) Core****C) Basic Courses**

ATY (3 hours) 360, 524
 ECO (6 hours) 521, 540, 550, 560
 GEO (3 hours) 303, 322 (Guilford College)
 HIS (3 hours) 307, 308
 PSC (3 hours) 250, 260
 PSY (3 hours) 361
 SOC (3 hours) 211, 427, 543

D) Related Courses (from two separate departments)

ART 301
 BIO 301
 CHE 320
 COM 380
 CSC 236
 PHI 231
 PHY 334
 REL 340

Area of Concentration IV
"Regional Studies"

A study of language, peoples and nations within specific
 regions.

Latin American Studies (Major and Minor)

Exists as a separate program as well as an Area of
 Concentration within International Studies.

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:

Craig L. Dozier, Chairman of Latin American Studies
 Program, Department of Geography.
Jose Almeida, Department of Romance Languages.
Lois Andreassen, School of Health, Physical Education,
 Recreation and Dance.
Mary Helms, Department of Anthropology.
Donald Jud, Department of Economics.
Ramiro Lagos, Department of Romance Languages.
Jo Leeds, Department of Art.
Ronald McIrvin, Department of Anthropology.
Joseph Mountjoy, Department of Anthropology.
Franklin Parker, Department of History.
Charles Prysby, Department of Political Science.
Jose Sanchez-Boudy, Department of Romance
 Languages.
Mark Schumacher, Assistant Librarian.
Mark I. Smith, Department of Romance Languages.

**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.

SPA 209, 211, 212

B) Core**C) Basic Courses.....30 credit hours**

1) Specifically Required.....6 credit hours

**Latin American Studies-
LAS/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).
- 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).

2) Options.....24 credit hours

ATY 233, 531, 533
 ECO 403 (Guilford College), 499, 540, 551
 GEO 338, 560a
 HIS 239, 240, 508, 538, 540, 541, 542
 PSC 381, 401, 402
 SOC 353 (Guilford College)
 SPA 206, 213, 317, 318, 326, 329, 331, 401, 538,
 572 (Guilford College), 250, 315, 322, 446, 447



320 Summer Abroad Program (3:3). An in-residence study of individual Spanish-speaking 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).

D) Related Courses (from two separate departments).....6 credit hours
 C C 201, 211, 212, 311, 312, 313, 314
 COM 517
 ENG 201, 202, 241, 260, 548, 550, 557, 582
 MUS 241, 331, 332, 511, 528, 531, 537, 538
 PHI *231, *251, *252, 267, 315, 321, 335, 348, 351,
 505, 523, 545
 REL *319, 324, *325, *326
 SOC 313, 533
 *Most strongly recommended

Russian Studies (Major and minor)

Exists as a separate program as well as an Area of Concentration within International Studies.

Providing a solid foundation in Russian language, culture and related areas, this course of study offers early preparation for graduate training and careers in government, law, teaching, journalism, international business and other aspects of public affairs.

Committee Members:

- David MacKenzie**, Chairman of Russian Studies Program, Department of History.
- Joachim Baer**, Department of German and Russian.
- David Kemme**, Department of Economics.
- Maurice Simon**, Department of Political Science.

- A) Language Requirements**.....12 credit hours
 Russian: (12 hours)
 RUS 203, 204, 305, 306.
- B) Core**
- C) Basic Courses**.....12 credit hours
 ECO (3 hours) *550
 HIS (6 hours) *277, *278
 PSC (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
 HIS 579, 580
 PSC 260, 346, 361
 RUS 201, 202, 313, 314, 315, 316, 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**
- B) Core**
- C) Basic Courses**
 ATY (3 hours) 358, 411, 501, 502, 583
 ART (3 hours) 301, 303, 304, 305, 306, 402, 403, 404,
 405, 406, 407, 408, *410, *411
 GEO (3 hours) 560
 HIS (6 hours) 274, 278, 291, 292, 358, *515, *566,
 *570, 573, 579, 580, 582
 PSC (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.)

African Studies (Minor only). A study of contemporary Africa in light of past and present realities.

- A) Language Requirements**
- B) Core**
- C) Basic Courses** (to be taken from at least three departments outside the department of the student's major).....12 credit hours
 ATY *235, 501, 502, 583
 ART 413
 GEO 560
 HIS *228, 301, 401, 402
 Literature — African Literature in Translation
 MUS 343
 PHI *231, 523, 545
 PSC *391, 550, 445 (North Carolina A and T State University), 446 (North Carolina A and T State University)
 REL 351
 SOC 327, 526
 *Strongly recommended

Asian Studies (Minor only). A study of contemporary Asia in the light of past and present realities.

- A) Language Requirements**
- B) Core**
- C) Basic Courses** (to be taken from at least three departments outside the department of the student's major).....12 credit hours
 ATY *332, 337, 501, 502, 583, 354 (Guilford College)
 ART 313, 440 (Guilford College)
 CHE 335 (Guilford College)
 GEO 560
 HIS *215, *216, 361, *381, 384, 386, 515, 584
 MUS 343
 PHI 259, 340 (Guilford College), 395 (Guilford College), 396 (Guilford College), 203 (Guilford College)
 PSC 372, *373, *374, 550
 REL 211, 351
 SOC 327, 526
 Speech 300 (Guilford College)
 *Strongly recommended

Linguistics (Major and Minor)

Committee Members:

- William Coleman**, Chairman of Linguistics program, Department of Anthropology.
- Walter Beale**, Department of English.
- Marc Marschark**, Department of Psychology.



Jane Mitchell, Department of Romance Languages.
Jacqueline Strong, Department of Communication and Theatre.

The **Interdepartmental Linguistics Major** is designed to provide undergraduates with a background in the formal study of language and its implication for the humanities, social sciences and to some extent the sciences. It includes formal linguistic study as well as the traditional disciplines of rhetoric, philosophy, philology, sociolinguistics, psycholinguistics and nonverbal communication. 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, foreign languages, and communication disorders.

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 foreign language requirement). Of these, 18 hours must be chosen from the following "core" courses:

ATY 387, 485, 585
 COM 240
 ENG 260, 261, 321
 PSY 410

The remaining courses to complete the major are to be chosen from the following electives or from the other courses in the "core" courses.

COM 502, 554
 EDU 523
 ENG 510, 513, 515
 FRE 311
 PHI 211, 311, 325, 565
 PSY 412

Students may also 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.

Foreign Language Requirement

Interdepartmental majors in linguistics will be required to present 6 hours in a foreign language different from the language used to satisfy the College foreign language requirement. This requirement may be satisfied with a foreign language offered by any department within the College. Six hours of American Sign Language will also satisfy the foreign language requirement for the major.

Minor Requirements

The interdepartmental minor in linguistics consists of a minimum of 18 hours above the 100 level. Of these, 9 hours must be chosen from the "core" courses. The additional hours may be chosen from any of the courses listed above with a maximum of 6 hours from one department.

Population Studies (Minor only)

Committee members:

D. Gordon Bennett, Chairman of Population Studies Program, Department of Geography.
Donald Jud, Department of Economics.
Paul Lutz, Department of Biology.
David Mitchell, Department of Sociology.
Elizabeth Schiller, School of Home Economics.
Mary G. Taylor, School of Health, Physical Education, Recreation and Dance.

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.

1. GEO 303, SOC 339; 3 hours from seminars GEO/SOC 491, GEO/SOC 522.
2. Nine hours of electives chosen from:
 BIO 231
 CDF 212
 ECO 530, 540
 FNS 213, 523, 533
 GEO 322
 GEO/SOC 522
 HEA 334, 347, 360 or 560
 SOC 343

Urban Studies (Second Major and Minor)

Committee members:

David Mitchell, Chairman of Urban Studies, Department of Sociology.
Charles Hayes, Department of Geography.
Donald Jud, Department of Economics.
Loren Schwenger, Department of History.
James Svava, Department of Political Science.

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 primary major, for example, Geography, and a second major, for example, Interdepartmental Studies: Urban Studies. Students may also, by careful choice of courses in their 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. 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

36 hours above the 100 level distributed as follows:

1. Concepts of Urbanism:
 - a. Five basic courses required of all students:
 - ECO 527 or 530
 - GEO 302
 - HIS 358
 - PSC 223
 - SOC 343
 - b. Three additional courses in at least two departments chosen from the following (no more than two from any one department):
 - C C 314
 - ECO 523
 - GEO 202, 301
 - HIS 338
 - PSC 310, 324, 520
 - SOC 543
2. Research Methodology, total of 6 semester hours:
 - a. Statistics — 3 semester hours chosen from the following: STA 351; ECO 350; SOC 314; PSY 310.
 - b. Social Science Methods — 3 semester hours chosen from the following: ECO 552; GEO 322; PSC 301; SOC 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.
4. SOC/GEO 522

Minor

Fifteen hours listed as part "a" under "Concepts of Urbanism."

Women's Studies (Minor only)

Committee Members:

- Harriet Kupferer**, Chairman of Women's Studies Committee, Department of Anthropology.
- Linda Bragg**, Residential College and Department of English.
- Barbara Clowse**, Department of History.
- Jean Gordon**, Department of History (on leave first semester).
- Mary Ellis Gibson**, Department of English (on leave 1981-82).
- Herbert Gochberg**, Department of Romance Languages.
- Margaret Hunt**, Department of Political Science (on leave first semester).
- William Markham**, Department of Sociology.
- John Scanzoni**, School of Home Economics
- Roy Schantz**, Department of History.
- Mary K. Wakeman**, Department of Religious Studies.
- Jacquelyn G. White** Department of Psychology (on leave first semester).

Judith White, ex officio, Director of Women's Resource Center.

Leslie Godwin, Student member.

Libby Pinkerton, Student member.

June Wood, Student assistant.

Requirements:

1. The introductory course in WMS 250.
2. Five courses from the following with no more than three courses in one discipline: ATY 550, ENG 331, HIS 332, 531, 532, CDF 502, PSC 335, PSY 346, REL 309, SOC 529, WMS 450, and other approved courses. In an individual case, a course not listed here may be substituted with the mutual consent of the instructor and of the chairperson (e.g. HIS 539).

Women's Studies- WMS/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 developments of sex roles and the social mythology which surrounds them. (SBS).
- 309 Women and Religion (3:3).** An examination of the way in which women have been represented in the Western religious tradition and a consideration of suggestions by modern feminist theologians of alternative forms to express the religious dimensions of women's experience. Same as REL 309. (H).
- 330 Health of Women (3:3).** A study of women and their health incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance and health problems. Same as NUR 330.
- 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 Shakespeare, Ibsen, Hellman, Wharton, Lessing, Woolf, Dickinson and Bishop. Same as ENG 331. (H).
- 332 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. Same as HIS 332. (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. Same as PSC 335. (SBS).

- 336 **Women and the Law (3:3).** An analysis of American laws affecting women with emphasis on the impact of existing law on contemporary social and political issues. Same as PSC 336. (SBS).
- 346 **Psychology of Sex Differences (3:3).** Evaluation of sex differences on performance, roles and personality through examination of empirical research findings. Pr. PSY 221 or 223. Same as PSY 346. (SBS).
- 407 **Experimental Course: Women and Work (3:3).** A comprehensive examination of women's participation in contemporary U.S. labor force and work organization and the implications of such participation for women and men, for work organizations, and for society. Pr. SOC 211 or consent of instructor. Same as SOC 407.
- 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).
- 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. Same as CDF 502.
- 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. Same as SOC 529. (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. Same as HIS 531. (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. Same as HIS 532. (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. ATY 212 or 213 or consent of instructor. Same as ATY 550.

World Literature (Second major and minor)

Committee members:

Joachim Baer, Chairman of World Literature Program, Department of German and Russian.

William Goode, Department of Romance Languages.

Kelley Griffith, Department of English.

John Douglas Minyard, Department of Classical Civilization.

Robert Newton, Department of German and Russian.

Mark I. Smith, Department of Romance Languages.

Susan Shelmerdine, Department of Classical Civilization.
Charles Tisdale, Department of English.

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 focuses on this international and cross-cultural aspect of movements, genres and literary themes, providing students with a deeper and broader understanding of the nature and history of literary art.

The Interdepartmental World Literature Major serves only as a **second major** in combination with any existing major in the College of Arts and Sciences.

Major Requirements

30-36 semester hours above the 100 level distributed in categories below. Students may take no more than three courses in one department to fulfill the minimal requirement.

- Three** survey courses in foreign literature from the following:
C C 335, 336
FRE 220, 221
GER 217, 218, 301, 302
RUS 201, 202
SPA 220, 221
- One** multinational course (period, genre or theme)
C C 221, 397, 398
ENG 201, 202, 241, 331, 582
- Two** courses in literature in a foreign language beyond the intermediate level. Choose from the following:
GER 215, 216, and all courses at and above GER 323
GRK 325, 326, 350, 351, 352, 353, 395, 396, 401, 402, 403, 404, 450, 493, 494
LAT 203, 204, 301, 302, 303, 326, 331, 333, 342, 395, 396, 401, 402, 450
RUS 401, 402
All courses in French and Spanish literature other than those mentioned in requirement 1 above.
- Any **one** course from either group 1, 2, or 3.
- One** course in English or American literature, excluding any course taken to fulfill requirement 2 above.
- Introductory Seminar to World Literature.
- Senior Seminar in World Literature.

Minor Requirements

(15-21 semester hours)

- One** reading course in intermediate level foreign language.
- Two** courses in foreign literatures in translation, or in the original, in two national literatures other than courses in the primary major.
- One** multinational course (period, genre or theme).
- Introductory Seminar to World Literature.

World Literature- WLT/courses

- 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, 105 Julius Foust 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.

Interdisciplinary Studies —
See Western Civilization.

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

Dean Fadely, Chairperson of Advisory Committee, Department of Communication and Theatre.
Alan Anderson, Department of Religious Studies.
Lee Bernick, Department of Political Science.
Randolph Bulgin, Department of English.
Richard Harwood, Career Planning and Placement Center.
Margaret Hunt, Department of Political Science.
Frank Land, Department of Business Administration.
Paul Mazgaj, Department of History.
Terrance McConnell, Department of Philosophy.
E.M. Rallings, Department of Sociology.
Jacquelyn G. White, Department of Psychology.

Admittance to law school is primarily achieved through a favorable consideration of a student's quality point ratios, scores on the law school admission test (LSAT) and other materials furnished in an application for admission. Students who plan to attend law school may select their major from any academically respectable field. However, since law schools seek to admit students who can think, speak and write only at the highest levels of competency, interested students, regardless of their major, should always select courses which engender skills in critical, creative and reflective thinking as well as clear, cogent and concise writing and speaking. In order to attain these vital skills, pre-law students are most strongly advised to take the five core courses which grant college credit in the area of Language, Reasoning, and Discourse (CLRD). These courses are, in alphabetical order, COM 105, 231; ENG 101, 102; PHI 115. Students interested in pre-law should consult a pre-law adviser from within the student's major field, if possible.

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

(383 Business & Economics Bldg./College of Arts and Sciences)

Richard B. Sher (1974), Professor and Head of Department/B.S., Michigan Technological/M.S., Ph.D., Utah.
Kenneth A. Byrd (1969), Assistant Professor/B.S., Duke/Ph.D., N.C. State.
Barbara C. Carter (1981), Lecturer/B.A., M.Ed., UNC-G.
Charles A. Church Jr. (1967), Associate Professor/B.S., Virginia Polytechnic Institute and State University/Ph.D., Duke.
Margaret A. Francel (1981), Assistant Professor/B.A., College of St. Teresa/M.S., Colorado State/M.S., Ph.D., Emory.
Christine A. Franklin (1980), Lecturer/B.A., M.A., UNC-G.
Alice Youngblood Gentry (1980), Lecturer/B.A., Berry College/M.A., Georgia. Part-time.
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.

Robert E. Johnson (1981), Lecturer/B.S., M.A., UNC-G.

Martha A. Keith (1978), Instructor/B.A., M.A., UNC-G.

Linda S. Kilgariff (1970), Instructor/B.A., M.A., UNC-G.

Joanne A. Koehler (1980), Lecturer/B.A., UNC-G/M.A.,
 U.N.C. at Chapel Hill. Part-time.

Andrew F. Long Jr. (1967), Associate Professor/B.S.E.E.,
 M.S., West Virginia/Ph.D. Duke.

Willima P. Love (1970), Assistant Professor/B.S., Ph.D.,
 Florida State.

Eldon Eugene Posey (1964), Professor/B.S., East
 Tennessee State/M.A., Ph.D., Tennessee.

William A. Powers III (1971), Associate Professor/B.S.,
 Richmond /M.S., Ph.D., Connecticut.

Grayson S. Sallez (1981), Lecturer/B.A., M.A., UNC-G.

Edith V. Sloan (1966), Lecturer/B.A., UNC-G/M.A., Wake
 Forest. Part-time.

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.

Richard M. Willett (1972), Associate Professor/B.S., U.S.
 Air Force Academy/M.A., Ph.D., N.C. State.

Margaret J. Wright (1981), Lecturer/B.S., M.A., UNC-G.

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 Department also offers a Certificate of Advanced
 Study (sixth-year program).

Mathematics is an excellent major for the student
 whose immediate objective is to acquire a good liberal
 arts education. To give a professional direction to the
 student's liberal arts education, the mathematics major
 may elect a concentration in computer science or seek
 secondary teacher certification. The two factors that
 should most influence a student in making such a choice
 are his academic talents and his professional interests.
 Students seeking secondary teacher certification should
 see the Teacher Education Chapter. The Department of
 Mathematics can also help the student design a plan of
 study emphasizing special interests, such as statistics,
 applied mathematics or data processing.

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.

The departmental offices, classrooms, library and
 study area are located in the Business and Economics
 Building. Computing facilities include: batch and
 conversational remote job entry terminals connected to
 IBM 370/165 and HP-2000 computers; and in-house DEC
 VAX 11/780 computer with conversational terminals.

Mathematics Major and Concentrations (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours.

The **Mathematics Major** is discussed in the preceding
 paragraphs.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses
 meeting each area requirement.)

The liberal education requirements of the College of Arts
 and Sciences are structured within five broad categories:
 Learning Proficiencies (15 semester hours), the College
 Core Course in Western Civilization (6 semester hours)
 and the three General Areas of Knowledge consisting of
 Humanities (9 semester hours), Natural Sciences (9-10
 semester hours) and Social and Behavioral Sciences (9
 semester hours). Students who satisfy the College
 requirements will also satisfy the all-University
 requirements.

Major Requirements

The mathematics major must complete the mathematics
 core courses and additional courses as specified below.

NOTE: For purposes of identification, the courses offered
 by the Department of Mathematics are listed under three
 headings: Computer Science, Mathematics and Statistics.
 For meeting requirements, these are all treated as
 mathematics courses.

Mathematics Core Courses

MAT 191 (CSC 133), 292 (CSC 233), 293, 311, 340, and two
 500-level mathematics courses other than 505, 593 and
 594, CSC 538, STA 571.

Requirements for the Bachelor of Arts

The mathematics core courses and at least nine
 additional hours in mathematics above the 100-level, not
 to include MAT 201, 220, 301, 302, 303, 304, 420, 505, 593,
 594, STA 571.

Requirements for the Bachelor of Science

The mathematics core courses and at least 15 additional
 hours in mathematics above the 100-level, not to include
 MAT 201, 220, 301, 302, 303, 304, 420, 505, 593, 594, STA
 571.

Computer Science Concentration

Students majoring in mathematics may elect to
 concentrate in computer science. The required courses
 for this concentration are CSC 137, 236, 336, 538, 543,
 544, 553 and two additional courses at the 300-level or
 above chosen with the advice and consent of the
 Department of Mathematics.

Secondary Teacher Certification

Students seeking secondary teacher certification must
 satisfy the following requirements (33 hours above grade
 1 required): MAT 420 and 505; two courses chosen from
 CSC 342, STA 343, 351, 551; three courses chosen from
 MAT 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 595,
 596.



Suggested Plans of Study

In consultation with an adviser, the student may design a plan of study emphasizing special interests. Some examples are:

Statistics

1. Either STA 343, 351, 573, 574; or 343, 551, 552, 573, 574.
2. Two courses selected from CSC 342, 543, 544; MAT 390, 394, 540, 547; STA 572, 575.

Mathematics/Computer Applications

1. STA 343 and 351; or 551 and 552.
2. ACC 201, 202.
3. CSC 137, BDE 360.
4. Recommended: CSC 336, 538, 543, 544; BDE 460.
5. Minimum of two additional courses selected from Business Administration or Business and Distributive Education.

Applied Mathematics

Six courses selected from CSC 543, 544; MAT 345, 390, 394, 522, 540, 545, 546, 549; a course in computer programming; a course in statistics.

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.

Computer Science Minor

The minor in computer science consists of at least 15 hours of work, chosen as follows:

1. CSC 137 or equivalent.
2. CSC 236, 336, 538.
3. One additional computer science course at the 300 level or above. In special cases, certain computer science-related courses may be substituted for this requirement with the consent of the Mathematics Department.

The minor in computer science is designed for non-mathematics majors.

Computer Science-CSC/courses

Courses for Undergraduates

133, 233 **Calculus with Computing I, II (5:5), (5:5).** 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 MAT 191 or 292, but students taking 191 may not take 233. Pr. 4 units of high school mathematics including advanced algebra and trigonometry or MAT 119 and 121. 133 is pr. for 233. (NSM). (133 CMAT).

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. (NSM).

137

Introduction to Computer Programming (3:3).

Introductory-level treatment of a computer programming language, such as FORTRAN or 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 BUS 235.

236

Computer Algorithms (3:3). Design, implementation and documentation of digital computer algorithms in mathematics and computing. Pr. 137 or equivalent.

336

Structure and Management of Data (3:3).

Introduction to data structures and data management methods including access theory and classical processing schemes. Pr. 137 and 236 or equivalent. (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).

Courses for Advanced Undergraduates and Graduates

538

Computer Organization (3:3). Introduction to computer architecture and operating systems including assembler languages, macro processing, compilers, data structures and their maintenance. Pr. 137 and 236 or equivalent.

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 equations. Pr. MAT 293.



- 544 **Numerical Analysis and Computing (3:3).** Continuation of 543 with special topics in numerical analysis, emphasis on applied mathematics. Pr. 543.
- 553 **Mathematical Models in Computing (3:3).** Introduction to mathematic models in computer science including computability, automata theory, switching theory, formal languages, graph theory and coding and information theory. Pr. computer programming experience and MAT 311.
- 593, 594 **Directed Study in Computer Science (3), (3).**

Courses for Graduates

- 643, 644 **Numerical Mathematics (3:3), (3:3).**

Mathematics-MAT/courses

Courses for Undergraduates

- 100 **Intermediate Algebra (3:3).** Real numbers and their properties, linear equations, systems of equations, polynomials and functions, fractional expressions, exponents and roots, quadratic equations, graphing, inequalities. Credit does not apply toward graduation.
- 112 **Contemporary Topics in Mathematics (3:3).** Selected topics from graph theory, matrix algebra and statistics are used to illustrate the nature of mathematics. Designed primarily for the liberal arts student. (NSM), (CMAT).
- 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), (CMAT).
- 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. Pr. 119 or proficiency in college algebra. (NSM), (CMAT).
- 191, 292, 293 **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), (191 CMAT).
- 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).
- 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).
- 340 **Matrix Theory (3:3).** Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations. Pr. 292. (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).
- 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).** Formal languages, recursion, compactness and effectiveness. First-order languages, truth and models. Soundness and completeness theorems. Models of theories. Pr. 292, 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, principles 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 co-operator. Pr. 292, 311 and either 312 or 340.

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. 390 and CSC 342.

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).** Permutations.



- 548 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 Jacobi polynomials. Elliptic functions. Theta functions. Sheffer classifications. Symbolic relations among polynomials. Recurrence relations. Pr. 293 and 390.
- 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, 594 **Directed Study in Mathematics (3), (3).**
- 595, 596 **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).**
- 621 **Advanced Linear Geometry (3:3).**
- 645, 646 **Approximation Theory (3:3), (3:3).**
- 647, 648 **Matrix Theory with Applications (3:3), (3:3).**
- 649 **Topics in Operations Research (3:3).**
- 650 **Management Decision-Making under Uncertainty (3:3).**
- 688, 689 **Mathematical Logic and Axiomatic Set Theory (3:3), (3:3).**
- 690 **Mathematics Seminar (2:2).**
- 691, 692 **Modern Abstract Algebra (3:3), (3:3).**

- 693, 694 **Complex Analysis (3:3), (3:3).**
- 695, 696 **Real Analysis (3:3), (3:3).**
- 697, 698 **General Topology (3:3), (3:3).**
- 699 **Thesis (4 to 6).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

Statistics-STA/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), (CMAT).
- 343 **Probability (3:3).** Random phenomena. Basic probability theory; combinatorial probability, independent events, conditional probability. Independent trials, Markov Processes. Probability laws. Random Variables. Pr. MAT 292. (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).

Courses for Advanced Undergraduates and Graduates

- 551, 552 **Introduction to Probability and Mathematical Statistics (3:3), (3:3).** 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. 343, MAT 293 or consent of instructor.
- 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).
- 573-574 The General Linear Model in Statistical 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. 343, 351, MAT 340 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.
- 593, 594 Directed Study in Statistics (3:3).**

Courses for Graduates

- 641 Mathematical Statistics (3:3).**
- 651, 652 Mathematical Statistics (3:3), (3:3).**
- 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).**
- 666 Special Problems in Applied Statistics (1:1).**
- 671 Statistical Methods for Research III (3).**
- 672 Statistical Issues in the Use of Statistical Computer Packages (3:3).**
- 673 Statistical Linear Models I (3:3).**
- 674 Statistical Linear Models II (3:3).**
- 676 Sample Survey Methods (3:3).**
- 677 Advanced Topics in Data Analysis (3:3).**

Medical Technology Program

Adviser: Sarah Sands, Associate Professor, Department of Biology, 310 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: 124-149½ 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 of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, 6 s.h.
2. Foreign Language (can be satisfied by completing 6 s.h. at the appropriate level to be determined on the basis of high school foreign language background), 6-8 s.h.
3. Mathematics, 3 s.h.
4. Western Civilization Core Course, 6 s.h.
5. Humanities, 6-9 s.h.*
6. Natural Sciences, 9-10 s.h.
7. Social and Behavioral Science, 6-9 s.h.*

*A reduction of 3 hours in **one** of these categories.



Major Requirements

Required:

1. BIO 101, 102, 277, 283, 383, 581, 582.
2. CHE 111, 111L, 114, 114L, 351, 352, 354.
3. College level mathematics (usually 121 or 191 or 292).
4. PHY 305 or 101 and 102 or 291 and 292.

Related Area Recommended Courses:

1. BIO 372, 535, 538, 545, 583, 584, 586, 592.
2. CHE 231, 233.

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 approved biology courses 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 ranges from 30 to 55½ hours.

The hours credits 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, Dentistry and Veterinary Medicine — Preprofessional Programs

Advisory Committee:

Gregor G. Cleveland, Chairman of Advisory Committee and Associate Professor, Department of Physics.

Robert E. Cannon, Associate Professor, Department of Biology.

David B. Knight, Associate Professor, Department of Chemistry.

Walter L. Salinger, Associate Professor, Department of Psychology.

Carol L. Watters, Instructor, School of Nursing.

Jayne A. Ackerman, Associate Physician, Student Health Center.

Students should contact a member of this committee for assistance in planning their program of study.

The specific admission requirements vary slightly among the various schools and programs. For specific information students should write directly to the individual schools for catalogs or consult the library. Other sources of information are current volumes of **Medical School Admission Requirements** and **Admission Requirements of American Dental Schools**.

Medical schools generally require 2 semesters of English; 2 semesters of general biology (Biology 101, 102); 2 semesters of general chemistry with laboratory (Chemistry 111, 111L, 114, 114L); 2 semesters of organic chemistry with laboratory (Chemistry 351, 352, 354); 2 semesters of physics (Physics 101, 102 or 291, 292). A few schools (i.e., Duke) also require mathematics through the Calculus (Mathematics 191, 292), and many recommend some background in advanced mathematics.

Other courses which are often recommended include Vertebrate Morphogenesis (Biology 353), Mammalian Physiology (Biology 277), Biochemistry (Biology 535), Genetics (Biology 592), Quantitative Analysis (Chemistry 231, 233), Physical Chemistry (Chemistry 506, 508, or 461, 462, 463, 464).

Dental school preparatory course requirements are usually very much like those for medical school. Many schools do, however, require Quantitative Analysis (Chemistry 231, 233).

The list of required courses for veterinary schools is usually considerably more extensive than that for medical or dental schools. In addition to specifying more courses in mathematics, chemistry and biology, these programs typically require a course in medical terminology and two or more courses in animal science. Very often work experience with a veterinarian is required. Students interested in veterinary school should make contact with the school and with the advisory committee at an early stage of their undergraduate career.



The preprofessional programs do not constitute a major but only a core of courses which must be completed before admission to the professional schools. They can be successfully incorporated into almost any major. It has been shown for the case of medical schools that the choice of major does not significantly affect the student's probability of admission. Students should give consideration to any major which they find interesting and in which they feel they can do well. Nearly all students accepted to medical, dental and veterinary schools have completed a bachelor's degree.

The achievement of outstanding academic credentials should not be accomplished at the cost of totally sacrificing extracurricular activities. Most professional programs prefer students who have participated in non-academic activities and actively pursued a range of interests.

In addition to the core of preparatory courses, virtually all professional schools require some form of standardized test prior to consideration of a student's admission application. These tests are usually taken in the spring before application is made. Medical schools require the Medical College Admission Test (MCAT), dental schools the Dental Admission Test (DAT) and veterinary schools the Veterinary Aptitude Test (VAT).

Applications to professional schools are usually made a year before expected enrollment, usually between July 1 and November 1. Early application is strongly recommended. The American Medical College Application Service (AMCAS) is the agent for many medical schools, and the American Association of Dental Schools Application Service (AADSAS) is the agent for many dental schools. Application materials are available from the committee. Veterinary schools and medical and dental schools not subscribing to one of the application services must usually be contacted individually.

Merchandising — See Business and Distributive Education.

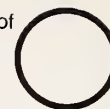
Merchandising (Clothing — Fashion)
— See Home Economics.

Music — School of

(107 Brown Music Bldg.)

- Robert L. Blocker** (1981), Professor and Dean of School/B.A., Furman/M.M., D.M.A., North Texas State.
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.
Frederick A. Beck (1980), Assistant Professor/B.S., Vermont/M.M., Ph.D., Eastman School of Music.
Gregory Carroll (1981), Visiting Assistant Professor/B.A., St. John's/M.A., Ph.D., Iowa.
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.
Michael D. Craddock (1980), Instructor/B.M., M.M.E., North Texas State.

- Ronald A. Crutcher** (1979), Assistant Professor/B.A., B.M., Miami/M.M.A., D.M.A. Yale/Certificate, University of Bonn/Diploma, State Academy of Music, Frankfurt, West Germany.
Robert Arthur Darnell (1949), Associate Professor/B.M., Colorado/M.M., Texas/Certificate, Ecoles des Beaux Arts, Fontainebleau, France.
Joseph DiPiazza (1974), Associate Professor/B.M., DePaul/M.M., D.M.A., Wisconsin.
Eve-Anne Eichhorn (1981), Assistant Professor/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.
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.
Don Gibson (1973), Assistant Professor/B.M., M.M., Duquesne.
Cecil Gold (1981), Visiting Assistant Professor/B.M.E., Nebraska/M.M., Iowa.
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.
George Anthony Kiorpes (1965), Professor/B.M., M.M., Peabody Conservatory/D.M.A., Boston.
Arvid J. Knutsen (1977), Assistant Professor/B.M., M.M., D.M., Northwestern.
David G. Lewis (1974), Instructor/B.M., UNC-G/M.M., New England Conservatory of Music. Part-time.
Jean A. Lyle (1980), Assistant Professor and Music Librarian/B.A., Wake Forest/M.A., M.L.S., U.N.C. at Chapel Hill.
Charles A. Lynam (1964), 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), Associate Professor/B.A., B.M., Birmingham-Southern College/M.M., Michigan/Ph.D., U.N.C. at Chapel Hill.
William W. McIver (1970), Professor/B.A., B.M., Oberlin College/M.M., Illinois/D.M.A., West Virginia.
Ellen Markus (1981), Assistant Professor/B.A., California at Berkeley/M.M., Eastman School of Music.
Carol Marsh (1978), Instructor/B.A., Stanford/M.Phil., City University of New York.
Jack Francis Masarie (1972), Assistant Professor/B.M., Juilliard School of Music/M.M., Bowling Green State.
Melanie Mattson (1981), Lecturer/B.F.A., Minnesota/M.M., New England Conservatory of Music.
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.
Maria Mutschler (1975), Associate Professor/B.M., Eastman School of Music/M.M., D.M.A., Illinois.
David Pegg (1981), Assistant Professor/B.M., M.M., UNC-G.
Lynn Ellen Peters (1972), Instructor/B. Music Education/ M.M., Indiana. Part-time.
Ellen Poindexter (1973), Instructor/B.M., Oberlin Conservatory of Music/M.M., New England Conservatory of Music. Part-time.
James C. Prodan (1979), Assistant Professor/B.S., Ohio



State/M.M. Catholic University of America/D.M.A., Ohio State.
Harold A. Reynolds (1979), Instructor/B.M.E., St. Mary's/ M.Ed., Southwest Texas State.
James W. Sherbon (1975), Associate 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. Tektonidis (1978), Assistant Professor/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.
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 of 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 audition is also required for students desiring to minor in 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.

The School of Music curricula are currently being revised, and printing deadlines did not permit inclusion of the revisions in this catalog. All students admitted under this catalog will be required to take the revised curricula copies of which will be available in the Offices of the Dean of Academic Advising and of the School of Music.

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, guitar, 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, band or orchestra) and will frequently also perform in small 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.

Music Literature and Theory. In addition to core requirements, students are given ample opportunity when upperclassmen to pursue studies in music history, literature and theory. Such studies enable each student to have a better understanding as well as deeper appreciation of music experienced both as performer and as listener in the concert hall.

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.

Music minors and other students who are not music majors may also enroll for study in applied music **subject to the availability of space.** 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 and audit registration in applied music are 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.

Courses in introductory music appreciation, Afro-American music, jazz appreciation, 20th century music, etc. are available for the non-music major. Such courses may be taken either to satisfy degree requirements or as electives. The interested and qualified student may, with permission of the instructor, pursue advanced study in upper division music history and literature courses at the 500 level as well. (See pertinent course descriptions.)

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 (General) and MUSIC HISTORY MAJOR (Bachelor of Arts)

Required: 122-126 semester hours.

The **B.A./Music Major** provides a somewhat flexible combination of professional training and general studies.

Music (General) Major

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, ENG 101, 3 s.h.
2. Humanities, 24 s.h.: Fine Arts, 3 s.h.; Literature, 3 s.h.; Foundations of Inquiry, 3 s.h.; Foreign Language through Intermediate level, 6 s.h.; Second Course in LRD, PHI 115, 3 s.h.; Western Civilization Core Course, 6 s.h.
3. Natural Science and Mathematics, 13 s.h.: Physical Science, 3-7 s.h.*; Life Science, 7-3 s.h.*; Mathematics, 3 s.h.

- Social and Behavioral Science, 9 s.h.: One course each from three different departments.

*One course must include laboratory.

Major Requirements

46 semester hours in music, with 32 hours above the 100 level.

- Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301, 15 s.h.
- History and Literature: MUS 331, 332, one 500-level course, 9 s.h.
- Large performance organization: 5 s.h.
- Class Piano (through 134 or proficiency), 4 s.h.
- Applied Music (at least 2 hours to be earned at 351 level), 10 s.h.
- Music elective: 500-level History/Literature, Theory or Pedagogy, 3 s.h.

Related Area Requirements

No specific courses required.

Electives

Electives (27 hours) to complete total semester hours required for degree.

Music History Major

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

- One course in English composition or exemption.
- Three courses, other than music, from Humanities Area (H).
- Two courses from Natural Sciences & Mathematics Area (NSM).
- Two courses from Social & Behavioral Sciences Area (SBS).
- 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

29-45 semester hours in music above the 100 level.

- MUS 101, 102, 105, 106, 201, 202, 205, 206, 301, 331, 332.
- MUS 131, 132, 133, 134 or substitutions if exempt.
- Principal applied music: 10 semester hours (through the 251 level).
- MUS 507.
- Music literature courses at the 500 level: six courses to be selected from 511, 520, 521, 528, 529, 530, 531, 533, 534, 537, 538, 561, 568 (Note: to include six hours of 497c culminating in a senior thesis).
- Performance organization (ensemble): 8 semester hours.

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: 122-131 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 for Music History Major listed above.

Note: FRE 101, 102 and GER 101-102 are required for voice concentration.

Major & Related Area Requirements

Core Courses for All Majors

- Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301.
- History & Literature: MUS 331, 332, one 500-level course.
- Applied Music: MUS 131, 132, 133, 134 to satisfy keyboard proficiency, except keyboard majors.
- Participation each semester in performance organization.

Applied Music Major (Instrumental Students)

- Applied Music: 22 semester hours in principal applied, including 3 semester hours in MUS 451; MUS 400; and 2 semester hours in MUS 396 or equivalent.
- Literature course for instrument.
- MUS 203.
- Piano students: MUS 501 and 502.
- Organ students: MUS 319; 419 or 372. Instrumental students: 372.
- Music elective: 3 semester hours from 507, 508, 500-level course in Music History and Literature.

Applied Music Major (Voice Students)

- Vocal Literature and/or Pedagogy 2-3 semester hours from MUS 511, 513, 514, 521 and/or 541.
- Applied Music: 22 semester hours in applied voice including 3 semester hours in MUS 451, MUS 400.
- MUS 170, 319, 575.
- Music elective: Same as 6 above.

Composition Major

- Theory: MUS 203, 507, 508.
- History & Literature: MUS 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, MUS 400.
4. Conducting: MUS 372.
5. Orchestration: MUS 566.
6. Electronic Music: MUS 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 for Music History Major listed above.

Note: FRE 101, 102 or GER 101-102 are required for voice principals.

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: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301.
2. History & Literature: MUS 331, 332, one 500-level course.
3. Applied Music: MUS 131, 132, 133, 134 to satisfy keyboard proficiency except keyboard principals.
4. Participation in performance organization each semester.
5. Music elective: three semester hours from 507, 508, 500-level course in Music History and Literature.

General Music Education major

1. Theory: MUS 203.
2. Music Education: MUS 111, 161, 163, 164, 166; 319, 419 or 372; 363, 464, 465.
3. Keyboard and guitar principals must take MUS 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: MUS 203; 357 or 563 or 566.
2. Music Education: MUS 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 MUS 351 and 2 semester hours in MUS 396.
4. Keyboard and guitar principals must complete four semesters of secondary study on an orchestral instrument: keyboard principals to include at least one credit at 251; guitar principal proficiency only to 251.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One course in speech or clearance.
2. HEA 201.
3. Mathematics and science: 3 semester hours each.
4. Three semester hours each from two of the following: anthropology, sociology, economics, geography, history or political science.
5. PSY 221 or 223.
6. EDU 381, 450.
7. In addition, competence in teaching reading must be attained. (EDU 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. An audition for approval of the music minor must be arranged in advance. 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 major.

1. Music Theory (MUS 101, 102, 105, 106) 6 credits.
2. Principal applied area (must satisfy requirements for entrance to 251 level) 4 credits.
3. Music History (MUS 331 or 332) 3 credits.
4. Performance Ensembles 4 credits.
5. Music Electives 4 credits.

Music-MUS/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, two semesters of entering juniors. Grading on P/NP basis; requirements fulfilled with P grade only.
- 101, 102 Theory I, II, Fundamentals of Music (2:3), (2:3).** Basic musicianship. Study of principles of rhythmic, melodic, contrapuntal and harmonic procedures. Diatonic major-minor tonal system.
- 105, 106 Ear-Training I, II (1:2), (1:2).** Sight-singing, dictation and keyboard exercises. Performance, aural recognition and notation of basic elements of music.
- 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, 122 Class Piano for the Non-Music Major (1:2), (1:2).** An introduction to the piano and exposure to basic music material for the beginning pianist. Open to non-music majors only, approval by the instructor required. May be repeated for credit.
- 125, 126, 225, 226 Class Voice (1:2), (1:2), (1:2), (1:2).** 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. Pr. permission from School of Music to enroll.
- 131, 132, 133, 134 Class Piano (1:2), (1:2), (1:2), (1:2).** 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.
- 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 wood wind 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. 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 language and special problems involved in singing this language.
- 183 Men's Glee Club (0.5:1.5).** Membership in the Men's Glee Club 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.
- 201, 202 Theory III, IV, Musical Structure (2:3), (2:3).** Theory III: Continued study of diatonic major-minor system, with emphasis on more advanced harmonic and voice-leading techniques. Theory IV: Chromatic harmonic techniques of the 19th century; basic formal processes of Western Music, including fugue, theme and variations, rondo, sonata form.
- 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 Jazz Appreciation (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), (CFA).*
- 243 Popular Music in America (3:3).** A survey of popular musical styles and performers in America from the Gilded Age to the present. Music majors admitted for credit only as a free elective. (H).
- 301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:2:3).** Analysis of music from Debussy through Stravinsky and Webern; composition of short works using 20th-century techniques of pitch and temporal organization. Pr. 202 and 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 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 present in 321 with emphasis on increased fluency and mastery. Pr. 321 or consent of instructor.
- 331, 332 History of Western 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 century. Designed particularly for junior and senior non-music majors. Not applicable to music degree. (H), (CFA).*
- 343 Music Appreciation: The Non-Western World (3:3).** Musical culture of non-Western world, with emphasis on determinants of musical tradition. (H).*
- 344 Afro-American Music (3:3).** An historical survey of the musical contributions of Black Americans, beginning with the oral traditions of Africa and culminating with jazz and the music of contemporary Black American composers. Does not require previous musical training. One session per week will be devoted to discussion of reading assignments and to guided listening experiences. (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, material 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.
- 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.
- 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 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.

*Open to all University students.



- 388 Chamber Singers (1:3).** Small vocal ensemble(s) for selected voices. May be repeated for credit.
- 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 (0.5:1.5).** Adjunct to University Symphony Orchestra, 391. 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, 419b Choral Laboratory II (2:1:3) or (1:1:3).** Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. 419b may be repeated once for credit. Pr. 319 or 372; 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.
- 497 Directed Study in Music (1 to 3).** Supervised research in an advanced subject area resulting in a written document or composition. Project outline (available in School of Music office) will be prepared by the student and the supervising professor and must be approved by the Division Chairman and Dean of the School of Music. Course may be repeated for credit. A, Directed Study in Music Education; B, Directed Study in Performance, Composition, Theory; C, Directed Study in Music History and Literature. Pr. permission of supervising professor, Division Chairman and Dean of the School of Music.

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.

- 501 Piano Pedagogy I (3:3).** A survey of current piano teaching philosophies, methods and materials and their application for private and group instruction. Supervised teaching of beginning adult students in group piano. Pr. junior, senior or graduate piano principal or major or permission of instructor.
- 502 Piano Pedagogy II (3:3).** A survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style and interpretation. Procedures for teaching functional skills. Supervised group teaching experience. Pr. junior, senior or graduate piano principal or major or 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. 301 or permission of instructor.
- 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. Pr. 332 or permission of instructor. (H).* Not offered every year.

* Open to all University students by permission of instructor.



- 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 and courses in the grammar and/or the phonetics of the language (German for 513, French for 514), or Piano 251 and permission of instructor.
- 515 **Piano Literature I (3:3).** A survey of piano literature from ca. 1760—1825, with a preliminary investigation of music for other keyboard instruments from the earliest extant sources. Pr. piano majors or principals at junior, senior or graduate level or permission of instructor. Offered in alternate years.
- 516 **Piano Literature II (3:3).** A survey of piano literature from ca. 1825 to the present. Pr. piano majors or principals at junior, senior or graduate level or permission of instructor. Offered in alternate years.
- 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.
- 521 **History of Art Song (3:3).** Detailed study of art songs representative of various styles and periods from late sixteenth century to present. Pr. 332 or permission of instructor. (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 classical guitar study or the equivalent. * Not offered every year.
- 523 **String Instrument Pedagogy (3:3:1).** A survey of string teaching philosophies, methods and materials and their application. To include lab experience. Pr. junior, senior or graduate bowed string principal or major or permission of the instructor.
- 527 **Performance Practices of Western Music (3:3:1).** An investigation from the Middle Ages to the present of the problems of performing music in an historically correct manner. Emphasis on theoretical writings and on comparison of performances. Pr. 331 and 332 or permission of instructor.
- 528 **Choral Music since 1750 (3:3).** A study of the significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. Pr. 332 or permission of instructor.
- 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.
- 531 **Twentieth Century Music Literature (c. 1890—1950) (3:3).** A survey of composers and musical styles which emerged in Europe and the Americas from impressionism through the beginnings of electronic music. Pr. 332 or permission of instructor. (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. Pr. 332 or permission of instructor. (H). * Not offered every year.
- 538 **Symphonic Literature (3:3).** Advanced study of symphonic styles and techniques from baroque era to present. Pr. 332 or permission of instructor. (H). * Not offered every year.
- 539a, 539b **Advanced Conducting (3:3), (3:3).** Advanced score reading. Conducting of works in larger forms, with detailed examination of conducting techniques in relation to content and style. 539a: Symphonic repertory; 539b: Choral-instrumental repertory. Pr.

* Open to all University students by permission of instructor.



- 372 or 419; permission of instructor required.
- 540 **Piano Teachers' Seminar (3:3).** Piano literature, technique and interpretation for teachers of piano. Specific course content is described with each offering of the seminar. May be repeated for credit by degree students once.
- 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.
- 542 **Behavior Modification in Musical Achievements (3:3).** The study and use of behavior modification techniques for musical achievement in the music classroom, the rehearsal and the private studio. Pr. graduate standing in music or permission of instructor.
- 543 **Music for Exceptional Children (3:3).** A review of the learning styles of exceptional children and the implication for providing realistic musical activities in the classroom. Emphasis will be placed on musical goals and developing musical skills with special learners. Pr. 361 or 363 or permission of instructor.
- 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, 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.
- 567 **Choral Arranging (3:3).** Advanced study of techniques and procedures required in arranging and in creative writing for voice.
- 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.
- 578 **Orff in the Music Classroom (3:3).** Practical experiences in the Orff-Schulwerk process of music teaching. Recorder proficiency, Orff instrumental technique and orchestration for Orff **instrumentarium** are emphasized. Pr. advanced undergraduate or graduate standing in music or permission of instructor.
- 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.

○ 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).**
- 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 (3:3).**
- 641 **Advanced Vocal Pedagogy (3:3).**
- 644 **Pedagogy of Theory (3:3).**
- 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).**
- 697 **Directed Study in Music (1 to 6).**
- 699 **Thesis (6).**
- 750 **Doctoral Seminar (3:1:4).**
- 797 **Directed Study in Music (1 to 12).**
- 799 **Dissertation (12).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

Nursing — School of

(112 Margaret C. Moore 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.
- 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.
- Judith J. Barrows** (1979), Instructor and Emergency Nurse Educator, Northwest AHEC/B.S.N., Duke/M.S.N., Boston.
- Susan A. Beeson** (1973), Assistant Professor/B.S.N., M.S.N., UNC-G.
- E. Gail Bentley** (1977), Assistant Professor/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/Ed.D., UNC-G.
- Patricia M. Buckley** (1981), Instructor/B.S.N., Duke/M.S.N., Vanderbilt.
- Nayna D. Campbell** (1981), Associate Professor/A.B., Kentucky/B.S.N., M.A., M.S.N., Texas/Ph.D., Maryland.
- Nancy F. Courts** (1973), Assistant Professor/B.S.N., Emory/M.S.N., U.N.C. at Chapel Hill.
- Frances L. Crosby** (1978), Instructor/B.S.N., Winston-Salem State/M.S., Medical College of Georgia.
- Claudia B. Deese** (1974), Assistant Professor/B.S.N., M.P.H., U.N.C. at Chapel Hill.
- Elizabeth R. DiMeo** (1973), Assistant Professor/B.S.N., Union/M.S., Boston.
- Frankie M. Duncan** (1976), Assistant Professor/B.S.N., Lenoir-Rhyne College/M.S.N., U.N.C. at Chapel Hill.
- Betty R. Erlandson** (1977), Associate Professor/B.S.N., M.S.N., Boston.
- Marilyn L. Evans** (1973), Associate Professor/B.S.N., Skidmore College/M.Ed., Teachers College, Columbia.
- Teresa A. Foster** (1981), Instructor/B.S., B.S.N., M.S.N., Tennessee.
- Marjorie V. Goff** (1973), Visiting Associate Professor and Director of Nursing Education, Northwest AHEC/B.S., Florida State/B.S.N., Duke/M.S.H.E., UNC-G.
- Margaret V. Hargett** (1978), Assistant Professor/B.S.N., M.S.N., Ph.D., U.N.C. at Chapel Hill.
- Margaret Ann Hofler** (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.
- Philip W. Julian** (1979), Instructor/B.S., Wake Forest/B.S.N., M.S.N., UNC-G.
- Virginia B. Karb** (1978), Assistant Professor/B.S.N., West Virginia/M.S.N., Case Western Reserve.
- Phyllis M. Klein** (1981), Instructor/B.S.N., SUNY at Albany/M.S.N., Maryland.
- Kathleen A. Koon** (1980), Assistant Professor/B.S.N., D'Youville College/M.S.N., Vanderbilt.
- Margaret Anne Landon** (1971), Associate Professor/B.S., Siena Heights/M.S.N., Catholic University of America.
- Dianne J. Leonard** (1975), Visiting Assistant Professor and Director of Nursing Education, Greensboro AHEC/B.S., Bob Jones/M.S.N., UNC-G.
- Gracia S. McCabe** (1975), Assistant Professor/B.S., M.S.N. Maryland.
- Margo Nowak** (1981), Instructor/B.S.N., M.N.Sc., Arkansas for Medical Sciences.
- Rebecca J. Patterson** (1978), Instructor/B.S., Medical College of Virginia/M.S.N., U.N.C. at Chapel Hill.

- L. Iona Poston** (1981), Assistant Professor/B.S.N., Medical University of South Carolina/M.S.N., Medical College of Georgia.
- 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.
- Janice G. Robinson** (1978), Instructor/B.S.N., N.C. A & T State/M.S.N., Emory.
- Ann M. Rosenow** (1979), Associate Professor/B.S.N., Macalester College/M.N., Emory/Ph.D., Chicago.
- Jennifer B. Sandoval** (1981), Assistant Professor/B.S.N., Columbia/M.N., California.
- Rebecca B. Saunders** (1977), Instructor/B.S., Queens College/M.S.N., UNC-G.
- Lynne S. Shores** (1980), Visiting Assistant Professor/B.S.N., Vanderbilt/M.S., Tennessee Center for the Health Sciences.
- Ernestine B. Small** (1967), Assistant Professor/B.S., Tuskegee Institute/M.S.N., Catholic University of America.
- Marion M. Taylor** (1981), Visiting Instructor and Assistant Director of Nursing Education, Greensboro AHEC/B.S.N., U.N.C. at Chapel Hill/M.N., Washington.
- Rebecca H. Taylor** (1970), Assistant Professor/B.S.N., M.P.H., U.N.C. at Chapel Hill.
- Sandra W. Taylor** (1973), Assistant Professor/B.S.N., Duke/M.A., Wake Forest.
- 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.
- Pamela O. Werstlein** (1975), Assistant Professor/B.S.N., East Carolina/M.N., Florida.
- 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.

Adjunct Faculty

- Gwendolyn J. Andrews** (1977), Adjunct Assistant Professor/B.S.N., Tuskegee Institute/M.S.N., U.N.C. at Chapel Hill.
- Ruth Bokun** (1981), Adjunct Assistant Professor/B.S., St. Joseph College/M.H.A., St. Louis.
- Janet C. Burns** (1981), Adjunct Associate Professor/B.S., Salve Regina College/M.S., Tennessee Center for Health Sciences.
- Nancy K. Cruise** (1981), Adjunct Assistant Professor/B.S. M.S., Boston.
- Vercie M. Eller** (1976), Adjunct Associate Professor/B.S.N., U.N.C. at Chapel Hill/M.Ed., Ed.D., N.C. State.
- Sheila P. Englehardt** (1981), Adjunct Assistant Professor/B.S.N., New York/M.Ed., U.N.C. at Charlotte.
- Gwendolyn B. Fisher** (1981), Adjunct Assistant Professor/B.S.N., Duke/M.P.H., U.N.C. at Chapel Hill.
- Ann M. Fonville** (1981), Adjunct Assistant Professor/B.S.N., West Virginia/M.P.H., Johns Hopkins.
- Harold R. Imbus** (1979), Clinical Professor/B.S., Notre Dame/M.D., D.Sc., Cincinnati.
- Jeanne Margaret McNally** (1974), Adjunct 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), Clinical Assistant Professor/B.S.N., N.C. A & T State/M.S.N., UNC-G.
- Adelma E. Mooth** (1978), Adjunct Professor/A.B., Indiana/M.S., Chicago/Ed.D., Teacher's College, Columbia.



Betsy C. Payne (1981), Adjunct Assistant Professor/
B.S.N., U.N.C. at Chapel Hill/M.S.N., UNC-G.
Russell E. Tranbarger (1978), Adjunct Associate
Professor/A.D., Blackburn College/B.S.N.,
DePaul/M.S.N., U.N.C. at Chapel Hill.

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 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 — BIO 277, SOC 355 or CDF 212, PSY 221, HEA 369 or CDF 302, NUR 211 Lecture and NUR 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. The registered nurse who has completed the prerequisite academic work and is ready to enter the professional major 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

A student must earn:

1. A grade of "C" or better in each nursing course.
2. An overall 2.0 Q.P.A. or better in the nursing courses to graduate.

Student Appeals Committee

The Student Appeals Committee serves for students with academic problems related to eligibility for the major or progression within the major. The student should consult the Office of the Assistant Dean, School of Nursing, for instructions concerning the appeal process.

General Information

Nursing majors are required to purchase uniforms in the spring semester of the sophomore year. The estimated cost is \$150.00. 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 \$15.00 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 NUR 211 and the Practicum I, II, III & IV are 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 second semester of the senior year. A total fee of approximately \$17.00 is required. Students in the major also are required to subscribe to the **American Journal of Nursing** at a cost of approximately \$15.00 per year.

Students admitted to the major must provide evidence that they: (1) are certified to perform C.P.R.; (2) have had a recent tuberculin skin test (or chest X-ray if the skin test is positive)—within one year; (3) have had recent

serology tests done—within one year; (4) have been immunized with tetanus toxoid within the past ten years; and (5) have had a Reubella Titre.

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): PHY 305, CHE 306.
4. Two courses from Social & Behavioral Sciences Area (SBS): PSY 221 and sociology.
5. Four additional courses from Natural Sciences & Mathematics (BIO 271, 277) and Social & Behavioral Sciences (sociology, psychology) areas.

Note: If student's background is not sufficient to take BIO 271 and 277 (required No. 5 above), elective hours should be used to take BIO 101 and 102 as preparation for the 200-level required courses.

Major Requirements

1. Generic Students
NUR 211, 301, 302, 311, 312, 321, 322, 401, 402, 411, 412, 421, 422, 432
2. Registered Nurse Students
NUR 303 or 301 and 302, 311*, 312*, 321*, 322*, 401, 402, 411, 412, 421, 422, 432

*Note: Credit may be earned by examination.

Related Area Requirements

1. HEA 369 or CDF 302.
2. BIO 380.

Electives

BIO 101, 102 plus additional electives sufficient to complete total semester hours required for degree.

Nursing-NUR/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 BIO 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.
- 303 Concepts of Professional Nursing (4:4).** The study of professional nursing with emphasis on selected concepts, assessment and principles of human interaction. Pr. BIO 277; SOC 355 or CDF 212; Psychology 221; HEA 369 or CDF 302. Required course for the registered nurse student (replaces 301 and 302); pr. to the junior level Challenge Examinations.
- *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).** A continuation of 311 with learning experiences selected to allow application of concurrent theory courses.
- *312b**
- 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.
- 330 Health of Women (3:3).** A study of women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. Same as WMS 330.
- 401 Dynamics of Professional Nursing III (3:3).** Exploration of professional nursing roles in providing comprehensive health care for individuals and families. 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).** 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.
- *411b**
- *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 (3:3).**
- 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 to 6).**
- 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 enroll in the following courses in the freshman year:

CHE 111, 111L, 114, 114L

Mathematics

ENG 101, 102

Social Sciences or Humanities — 2 semesters

BIO 101, 102

Courses for the sophomore year will include:

CHE 351, 352, 354

PHY 101, 102
BIO 271

Humanities electives and other courses (including MAT 191 and ECO 201) making a total of 64 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

(216 Foust Bldg./College of Arts and Sciences)

Arnold B. Levison (1976), Professor and Head of Department/B.A., M.A., Ph.D., Virginia.

Joshua Hoffman (1973), Associate Professor/B.A., Trinity College/Ph.D., Brandeis.

John L. King (1974), Associate 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), Associate Professor/B.A., Wittenberg/Ph.D., Minnesota.

Gary S. Rosenkrantz (1976), Associate 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 the fundamental problems and methods of philosophy.

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.

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 a related discipline. 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 second major option.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

1. PHI 115 or 211.
2. 24-36 hours in philosophy courses above the 100 level, including at least 12 hours above the 200 level and excluding any cross-listed courses.
3. PHI 251 and 252.

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-PHI/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), (CFI).
- 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), (CLRD).
- 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), (CFI).
- 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).** Topics such as social freedom or liberty, coercion, human 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), (CFI).
- 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), (CFI).
- 259 **Philosophy of Religion (3:3).** God's existence, the problem of evil, God's foreknowledge and human freedom. Selections from traditional and contemporary sources. (H).
- 267 **Existentialism (3:3).** An introduction to the fundamental ideas and concepts of existentialism. Readings from Kierkegaard, Heidegger, Sartre and others. (H).
- 311 **Intermediate Formal Logic (3:3).** Quantification theory with completeness results, identity, functions, decidability and axiomatic methods. Pr. 211 or consent of instructor. (NSM).
- 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 **Ethical Theory (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).** Basic philosophical issues in literature such as personal identity, the problem of evil, free will, ethical ideals, the nature of reality, truth in literature and reference to fictional objects. (H).
- 335 **Philosophy of Law (3:3).** Theories of the origin and justification of legal systems, our obligation to obey the law, justice, punishment and related issues. Readings from classical and contemporary sources. (H).
- 343 **History of Western Ethics: Ancient (3:3).** An exploration of the origins of major ethical perspectives in Western history. The ethics of Greece, Israel, early Christianity, Rome. Socrates, Plato, Aristotle, Epicurus, Hebrew prophets, Jesus, Paul, Epictetus, Aurelius, Augustine. Same as REL 343. (H).
- 344 **History of Western Ethics: Medieval and Early Modern (3:3).** The ethics of medieval Jewish, Muslim and Christian philosophers. Major moral thinkers of the Renaissance and Reformation. Maimonides, Averroes, Abelard, Heloise, Aquinas, medieval mystics, Pico, Machiavelli, Erasmus, Luther, Calvin. Same as REL 344. (H).
- 345 **History of Western Ethics: Seventeenth Century and Enlightenment (3:3).** Ethical content and implications of revolutions: scientific, religious, political, philosophical. Hobbes, Spinoza, Pascal, Puritanism, Butler, Hume, Smith, Rousseau, Jefferson, Kant. Same as REL 345. (H).
- 346 **History of Western Ethics: Nineteenth Century (3:3).** The ethics of Romanticism, Idealism, Liberalism, Communism, Existentialism. Kant, Schleiermacher, Hegel, Mill, Taylor, Marx, Kierkegaard, Nietzsche, Freud, James. Same as REL 346. (H).
- 348 **Existentialism, Phenomenology and Structuralism (3:3).** Recent philosophical movements in France and Germany. 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. 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).



- 357 **Metaphysics (3:3).** Selected metaphysical issues such as personal identity and the immortality of the soul, freedom and determinism, the nature of space, time and substance, and the problem of universals. Readings from historical and contemporary works. (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. (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).
- 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).
- 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

- 601 **Topics in Philosophy (3:3).**
- 603 **Research Seminar (3:3).**
- 605 **Metaphysics Seminar (3:3).**
- 607 **Seminar: Social and Political Philosophy (3:3).**
- 610 **Seminar: Philosophy of Science (3:3).**
- 655 **Seminar in Epistemology (3:3).**
- 661 **Ethics and Education (3:3).**
- 690 **Aesthetics (3:3).**

Physical Biology — See Physics.

Physical Education — See Health, Physical Education, Recreation and Dance.

○ 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. 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 The University of Alabama at Birmingham.

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.

Gregor G. Cleveland (1975), Associate Professor/B.S., Louisiana Tech/M.A., Ph.D., Rice.

Stephen C. Danford (1976), Associate 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 (PHY 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, biophysics, astronomy and astrophysics.

The building in which the Department of Physics is located houses a machine shop, teleprocessing terminal connected to a computer and auxiliary computing equipment. The department utilizes the largest telescope in the state for the purpose of teaching and research in the area of astronomy and astrophysics. The observatory houses a 32-inch reflecting telescope along with a low-light-level television system. This observatory is located in Alamance county about 30 miles from the campus.

PHYSICS MAJOR (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.

Students who elect physics as a major need to complete PHY 291, 292 and MAT 293 no later than the end of their sophomore year. Freshmen who declare physics as a major are strongly advised to take PHY 291 and MAT 292 their first semester. If the freshman student is not prepared to take calculus his first semester, the student is advised to take MAT 121 or 119 (depending upon his background) and CHE 111 and 114 instead of PHY 291, 292 during the first year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

Students seeking **teacher certification** should see Teacher Education Chapter.

Bachelor of Arts

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements & Related Area Requirements

24-36 semester hours in physics above the 100 level and at least a 2.0 Q.P.A. for the required physics courses.

Core Courses for Physics Major

Courses ordinarily required for the physics major:

1. PHY 207, 208, 291, 292, 303, 307, 308, 322, 323, 324, 421 and 505.
2. Related Areas: CHE 111, 111L, 114, 114L; CSC 133, 233 or MAT 191, 292, CSC 137; MAT 293, 390.

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 PHY 291, 292 and at least 7 semester hours of additional courses (excluding PHY 135, 209, 235, 305, 333 and 334). Other quite different programs may be fitted to the individual student's interests and objectives.

Physics-PHY/courses

Courses for Undergraduates

- 101, 102 General Physics I, II (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. 101 pr. for 102. No student may receive credit for 101 or 102 if credit has previously been earned for 291 or 292. (NSM), (CPS).
- 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 Daniken and UFO's. No student may receive credit for this course if credit has previously been earned for 209 or 235. (NSM), (CPS).
- 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 study of the solar system. The sun and planets will be studied with special attention given to the results of recent planetary exploration. The course will include telescopic and naked-eye observations of the constellations and planets. 209 is intended to complement 235, although each course is independent of the other. No science or math background beyond the level of high school algebra is required. No student may receive credit for 209 if credit has previously been earned for 135. (NSM), (CPS).
- 235 Astronomy: The Universe (3:3).** An introduction to stars, galaxies and cosmology. The course will emphasize a conceptual approach to such topics as the evolution of stars, the formation of galaxies, interstellar communication and the Big Bang. Sky observations utilizing the UNC-G telescopes will be included. 235 is intended to complement 209, although each course is independent of the other. No science or math background beyond the level of high school algebra is required. No student may receive credit for 235 if credit has previously been earned for 135. (NSM), (CPS).
- 291 General Physics I with Calculus (4:3:3).** Basic principles of mechanics, heat and sound will be developed using the calculus. 291 together with 292 constitute a one year general physics course utilizing calculus and including laboratory experiences. Pr. MAT 191, co. MAT 292. No student may receive credit for this course if credit has previously been earned for 101. (NSM), (CPS).
- 291P, 292P Physics Problems I, II (1:1), (1:1).** Problem-solving sessions devoted to increasing the skills needed to solve problems students normally encounter in 291 and 292. Co. 291 and 292.
- 292 General Physics II with Calculus (4:3:3).** Introduction to the basic principles of electricity and magnetism and optics, presented in terms of both classical and modern physics topics. 291 together with 292 constitute a one year general physics course utilizing calculus and including laboratory experiences. Pr. 291 or permission of instructor, co. MAT 293. No student may receive credit for this course if credit has previously been earned for 102. (NSM), (CPS).
- 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, Schrodinger 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. No student may receive credit for this course if credit has previously been earned for 101, 102, 291 or 292. (NSM), (CPS).
- 307 Electricity and Magnetism Laboratory (1:0:3).** Performance of electricity and magnetism and electronic experiments with analysis of these basis 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).
- 322 Electricity and Magnetism I (3:3).** A study, developing and using techniques of vector algebra and calculus, of topics in the theory of static electric and magnetic fields including the divergence and Stokes' theorems and the law of Gauss, Biot-Savart and Ampere. Application to the properties of conductors, dielectric and magnetic materials. Pr. 292 and MAT 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; co. MAT 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).
- 421 **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).
- 436 **Experimental Course: Microcomputer Interfacing for Scientists (3:2:3).** The microcomputer as a laboratory instrument. Emphasis is placed on methods and techniques of electronic connection between computer and other devices and on programming methods to facilitate use of the computer as a laboratory instrument. Assembly language used primarily.
- 493-494 **Honors Work (3:3)-(3:3).** (NSM).

Courses for Advanced Undergraduates and Graduates

- 500 **Seminar (1 to 3).** Selected topics of current interest in physics. Pr. 322, 324.
- 501a,b **Conceptual Physics for Teachers (3:3), (3:3).** Introduction to the basic laws of physics is made by extensive use of demonstrations. Concepts are emphasized, and mathematical manipulation is minimal. Teaching materials and strategies are developed. Credit not applicable to M.S. degree in physics.
- 502 **Topics in Biophysics (3:3).** Introduction to biomechanics, bioenergetics, physical modeling of living systems, light and vision, sound and hearing, nerve, muscle, circulation and biophysical research techniques. Pr. 102 or 292 and BIO 101, 102 or consent of instructor.
- 505 **Electricity and Magnetism II (3:3).** A continuation of 322. A study of the properties of time varying electric and magnetic fields, including Faraday's law, and the development of Maxwell's equations. Applications to alternating current circuit theory, electromagnetic waves and radiation. Pr. 322.
- 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, MAT 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. 291, 292, 303, 322.
- 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.
- 536 **Microcomputer Interfacing for Scientists (3:2:3).** Methods and techniques of electronic connection between computer and other devices and on programming methods to facilitate use of the computer as a laboratory instrument. Assembly language used primarily. Pr. permission of instructor.
- 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 (3:3), (3:3).**
- 632
- 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 at Berkeley.
- E. Lee Bernick** (1979), Assistant Professor/B.A., M.A., Ph.D., Oklahoma.
- William J. Buczko** (1981), Visiting Assistant Professor/B.A., Oakland/M.A., Ph.D., Wayne State.
- Jeremy Byman** (1976), Assistant Professor/A.B., Carleton College/A.M., Ph.D., Chicago. Leave of absence, 1981-82.
- Jeri O. Cabot** (1981), Visiting Instructor/B.A., A.M., Duke. Part-time.
- James Clotfelter** (1977), Professor/B.A., U.N.C. at Chapel Hill/M.A., Wisconsin/Ph.D., U.N.C. at Chapel Hill.
- John E. Hogan**, (1982), Visiting Instructor/B.A., Florida/A.M., Duke. Part-time, second semester 1981-82.
- Charles D. Hounshell** (1972), Professor/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. Leave of absence, first semester 1981-82.
- B. David Meyers** (1970), Associate Professor/B.A., SUNY, Binghamton/M.A., Boston/Ph.D., U.C.L.A. Leave of absence, 1981-82.
- Charles L. Prysby** (1971), Associate Professor/B.S. Illinois Institute of Technology/Ph.D., Michigan State.
- Jerret J. Pubantz** (1981), Visiting Assistant Professor/M.A., Ph.D., Duke/B.S.F.S., Georgetown. Part-time.
- Maurice D. Simon** (1973), Associate Professor/B.A., California, Berkeley/M.A., Columbia/Ph.D., Stanford.
- James H. Svara** (1972), Associate Professor/B.A., Kentucky/M.A., Ph.D., Yale.
- George A. Taylor** (1981), Visiting Assistant Professor/M.A., Ph.D., Georgia.
- James Clay Thompson** (1976), Assistant Professor/B.A., Wisconsin/M.A., American/Ph.D., Michigan.
- Rudolf T. Zarzar** (1981), Visiting Assistant Professor/B.A., M.A., Ph.D., U.N.C. at Chapel Hill. Part-time, first semester 1981-82.

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 liberal education.

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.

The Public Administration Concentration provides preparation for persons interested in a career in governmental or non-profit service agencies. The program includes management functions in public agencies, governmental structure and process, techniques used in administration, and field experience. Students are recommended to develop competencies and theoretical understanding from courses relevant to Public Administration in other disciplines as well.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

30-36 semester hours in political science above the 100 level, including PSC 200 and 240; 210 or 223; 250 or 260. At least 15 semester hours must be at 300 level or higher.



Public Administration Concentration

1. Required courses: PSC 200, 210, 240, 310, 250 or 260 (15 hours).
2. At least 5 courses from 223, 301, 314, 316, 324, 325, 328, 333, 334, 399, 503, 510, 511, 512, 515, 520, 525, 530, 535, 580.
3. Electives selected in consultation with adviser from courses such as: ACC 201, 202; BUS 310, 312; COM 105, 416; ECO 201, 202; PSY 314; SWK 112, 310, 312, 351, 530; SOC 317, 551.

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 above the 100 level. The student should select from the full range of course offerings to best suit his own intellectual and career interests.

Political Science-PSC/ courses

Introductory Courses

- 105 Political Issues (3:3).** Introduction to the basic issues, concepts and approaches used to study political institutions and behavior. Emphasis on fundamental aspects of politics in general. (SBS), (CSBS).
- 200 American Politics (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), (CSBS). (Formerly 221).
- 210 Introduction to Public Policy (3:3).** Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations. Clotfelter, Bernick, Svara. (SBS), (CSBS).
- 223 City 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), (CSBS).
- 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), (CSBS).

- 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), (CSBS).
- 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), (CSBS).

Courses for Juniors and Seniors

- 300 Experimental Course:** Special course in selected topic of special interest. May be repeated for credit when topics vary.
- 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).
- 305 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).
- 306 Politics of the Future (3:3).** Analysis of contemporary trends and future alternatives for existing political systems. Consideration of policy problems such as energy, environment and population, and their impact upon political institutions and processes within a variety of countries and consequences for international politics. (SBS).
- 310 Public Administration (3:3).** Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel and decision-making. Bernick, Thompson. (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. Hunt. (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. (SBS).
- 322 American State Politics (3:3).** Comparison of political behavior and institutions among the 50 American states. Bernick, Olson. (SBS).
- 324 Urban Administration (3:3).** Special characteristics and problems of implementing urban policies and managing municipalities and other local governments and non-profit service agencies. The role of the city manager and other professional administrators. Svara. (SBS).
- 325 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 (3:3).** Party development and organization, campaigns and elections, political machines. Hunt, Prysby. (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. 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 Elections and Voting (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 Congress and Legislatures (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 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, Olson. (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. Same as WMS 335. (SBS).
- 336 Women and the Law (3:3).** An analysis of American laws affecting women with emphasis on the impact of existing law on contemporary social and political issues. Same as WMS 336. (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, particularly the U.S. Soviet relationship. (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 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).
- 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, 402 Individual Study (1 to 3), (1 to 3).** Reading or research. Available to qualified students upon recommendation of an instructor. (SBS).
- 493-494 Honors Work (3:3)-(3:3).** (SBS).
- 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.
- 512 Federalism and Inter-Governmental 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 200, 210, or 310; or graduate standing. (SBS).
- 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. (SBS).
- 515 Public Personnel Management (3:3).** Employment practices as applied in the public sector including: merit and merit systems, position management, equal employment opportunity and affirmative action, unionization, collective bargaining, employee rights and representative bureaucracy. Bernick.
- 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. Svava, 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. Svava. (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. Svava. (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 Public Policy (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

- 600 **Public Administration and Management (3:3).**
- 601 **Politics of Public Policy (3:3).**
- 602 **Quantitative Political Analysis (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).**
- 614 **Public Budgeting and Fiscal 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 (1 to 3), (1 to 3).**
- 698 **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, Pre-Veterinary Medicine — See Medicine, Dentistry and Veterinary Medicine.

Pre-Pharmacy — See Pharmacy.

Professional Physics — See Physics.

Psychology — Department of

(296 Life Sciences Building/College of Arts and Sciences)

- Ernest A. Lumsden Jr.** (1966), Professor and Acting Head of Department/B.A., Richmond/Ph.D., Duke.
- Janis Berie** (1981), Assistant Professor/B.A., Goucher College/M.A., Ph.D., Iowa.
- Aaron J. Brownstein** (1968), Professor/B.A., City College of New York/M.A., Ph.D., Missouri.
- Anthony J. DeCasper** (1975), Associate Professor/B.A., Akron/M.A., Ph.D., Emory.
- Robert G. Eason** (1967), Rosenthal Excellence Fund Professor/B.A., M.A., Ph.D., Missouri.
- John A. Edwards** (1966), Instructor/B.A., Davidson College/M.A., U.N.C. at Chapel Hill/Ph.D., Tennessee. Part-time.
- 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), Associate Professor/B.A., William and Mary/M.A., Wake Forest/Ph.D., New Mexico.
- P. Scott Lawrence** (1970), Associate Professor/B.S., Maryland/Ph.D., Arizona State.
- Cheryl Logan** (1974), Associate Professor/B.A., S.M.U./Ph.D., California at San Diego.
- Marc Marschark** (1980), Assistant Professor/B.A., Cornell/M.A., Ph.D., Western Ontario.
- Rosemary O. Nelson** (1971), Professor/B.S., St. Louis/Ph.D., SUNY, Stony Brook.
- Arnold Rincover** (1976), Associate 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.
- Ann Rubinsohn** (1980), Instructor/B.A., U.N.C. at Chapel Hill/M.A., Ph.D., UNC-G. Part-time, first semester 1981-82.
- Walter L. Salinger** (1972), Associate 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 I. 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.
- Henry H. Wells III** (1968), Professor and Assistant Vice Chancellor for Academic Affairs/B.A., Duke/M.S., Ph.D., Yale.
- Jacquelyn G. White** (1971), Associate Professor/B.A., M.A., Ph.D., Kent State.

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 as well as below.

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 of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

24-36 semester hours in psychology above the 100 level.

1. PSY 221 or 223; 310; either 341 or 347; either 326, 342, or 345; either 425 or 450; either 451 or 452; either 453 or 454; and 515.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

PSYCHOLOGY MAJOR (Bachelor of Arts)

Teacher Certification in Social Studies

Students majoring in psychology may elect to pursue teacher certification in Social Studies. Completion of this means of teacher certification will enable one to teach Social Studies curricula in the secondary schools as well as psychology courses. The requirements for completion

of teacher certification in Social Studies are listed on page 97 of this catalog. The University, College, and departmental major requirements are the same as for any other psychology major; however, those intending to gain teacher certification are particularly encouraged to select Personality, Abnormal, and Social Psychology either as their choices among the required alternatives or as electives in the major. Furthermore, the student is encouraged to choose electives in Departments of Sociology, Philosophy, or Religious Studies that address human behavior and experience from complementary or, perhaps, alternative perspectives.

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: PSY 221 or 223; 310; 341 or 347; 326, 342, or 345; 425 or 450; 451 or 452; 453 or 454; 515.

Behavioral Technology Certificate: PSY 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. The Department Head will be glad to recommend courses appropriate to the student's interest.

Psychology-PSY/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), (CSBS).
- 223 Introduction to Psychology: Natural Science Perspective (3:3).** Topics include evolutionary and genetic factors, physiological processes, sensory processes, perception, learning, memory, motivation and emotion. The relation between research and theory is stressed. (NSM), (CLS).
- 223L Experimental Psychology Laboratory (1:2).** A laboratory/lecture introduction to methods of experimental psychology. Emphasizes formulating hypotheses, designing experiments, describing and interpreting data and writing reports. Pr. prior or concurrent enrollment in 223 or consent of instructor. (NSM), (CLS).
- 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. STA 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 BUS 314.
- 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 area 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. Same as WMS 346. (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 or 223. (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.
- 410 The Psychology of Language (3:3).** Language comprehension and memory. Relationship between language and thought. Psychological questions considered from several different theoretical and methodological perspectives. Pr. 221 or 223. (SBS).
- 412 Language and the Child (3:3).** Psychological issues, methodologies and findings in language development. Emphasis on language as an interactional learning device central to the development of cognition and knowledge of the world. Pr. 221 or 223 and 326, equivalents, or permission of instructor. (SBS).
- 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 or 223 and 310.

- 440 **Clinical Behavior Therapy (3:3).** The methodology and techniques of clinical behavior therapy are described. Also surveyed are their clinical applications, 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.
- 449 **Motivation and Emotion (3:3).** History, data and theories concerning the nature and scientific status of motivational and emotional variables. The roles of physiological factors and learning will be stressed. Pr. 221 or 223. (NSM).
- 450 **Physiological Psychology (3:3).** Role of central and peripheral nervous systems, muscles and glands in mediation of behavior. Pr. 221 or 223 or BIO 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).
- 493-494 **Honors Work (3)-(3).**

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 EDU 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 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 BUS 490 or consent of instructor. Same as BUS 524. (SBS).
- 535 **Personnel Psychology (3:3).** Application 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 BUS 535.

Courses for Graduates

- 601 **Graduate Problems in Psychology (1 to 3).**
- 602 **Seminar in Systematic Issues (3:3).**
- 604 **Organizational Behavior in Management (3:3).**
- 608 **Personality and Social Development (3:3).**
- 611 **Experimental Design in the Behavioral Sciences (3:3).**
- 612 **Psychological Perspectives on Language (3:3).**
- 614 **Child Language: The Psychological Perspective (3:3).**
- 615 **Introduction to Clinical Psychology (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 (3:3).**
- 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).**

- 643 Developmental Psychology (3:3).
- 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 Physiology of Sensory and Behavioral Processes (3:3).
- 650L Physiological Psychology Laboratory (1:0:3).
- 651 Experimental Analysis of Operant Behavior (3:2:3).
- 652 Cognitive Processes (3:2:3).
- 653 Sensory Processes (3:2:3).
- 654 Perceptual Processes (3:2:3).
- 655 Sensation and Perception (3:3).
- 661 Advanced Study of Behavior Disorders in Children (3:3).
- 662 Advanced Study of Behavior Disorders in Adults (3:3).
- 665 Seminar in Professional School Psychology (3:3).
- 675 Internship in School Psychology (1 to 6).
- 683 Contemporary Problems (3:3).
- 699 Thesis (6).
- 751 Independent Doctoral Research (1 to 6).
- 762 Advanced Practicum (1 to 12).
- 799 Doctoral Dissertation Research (12).
- 800 Graduate Registration.
- 801 Graduate Registration.

Recreation — See Health, Physical Education, Recreation and Dance.

Related Sciences — See Home Economics.

○ **Religious Studies** — Department of (200 Julius Foust Bldg./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.
- Paul B. Courtright** (1976), Assistant Professor/B.A., Grinnell College/B.D., Yale/M.A., Ph.D., Princeton.
- Janet V. Gunn** (1979), Visiting Assistant Professor/B.A., Gettysburg College/B.D., M.A., Chicago/Ph.D., Duke.
- Phyllis H. Kort** (1982), Lecturer/B.A., Calvin College/M.Div., Duke. Part-time, second semester 1981-82.
- Benjamin Ladner** (1969), Associate Professor/B.A., Baylor/B.D., Southern Seminary/Ph.D., Duke. Leave of absence 1981-82.
- James R. Mueller** (1980), Lecturer/B.A., M.Div., M.A., Duke.
- Mary K. Wakeman** (1973), Associate Professor/B.A., Cornell/M.A., Ph.D., Brandeis.

The Department of Religious Studies examines religious experience, thought and action in their traditional and contemporary forms. The University committee which led to the formation of the department in 1971 urged that "the primary goal of our offering should be to show the

relations between the forms of religious consciousness and the politics, economics, learning and art of the world." Accordingly, the present department has developed strengths in religion in America, religion and literature, and social ethics, as well as biblical studies and the history of religions.

As appropriate to its setting in a state-supported public institution, the department pursues its inquiries on a non-sectarian basis. It seeks to understand and evaluate religious structures and meanings in the context of the liberal arts, especially the humanities.

Most courses in the department meet the all-University Humanities area distribution requirement; four courses also meet the College Foundations of Inquiry area distribution requirements. All 100- and 200-level courses are introductions to the study of religion, and beginning students are encouraged to take any 100- and 200-level course in which they may be interested.

Students seeking electives in religious studies may choose from a wide variety of offerings. Most 300-level courses carry no prerequisites, and students are encouraged to select courses according to their individual interests.

The major and minor in religious studies offer integrated, interdisciplinary courses of study in the liberal arts, especially the humanities.

○ **RELIGIOUS STUDIES MAJOR** **(Bachelor of Arts)**

Required: 122 semester hours.

The Religious Studies Major is recommended for students primarily interested in pursuing a liberal education, students preparing for a professional school in a field such as law or medicine, and students contemplating graduate work in religious studies. In addition, the department follows the recommendations of the American Association of Theological Schools in advising pre-theological students concerning their course of study.

Students who would like to major in religious studies but whose interests or career goals require substantial work in other fields are especially encouraged to consider the second major option.

○ **Liberal Education Requirements**

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

○ **Major Requirements**

24-36 semester hours in Religious Studies above the 100



level, including 410 (Religious Studies Colloquium), usually 411 (Senior Project), and at least one course from each of the following groups:

1. REL 201, 202, 204, 307.
2. REL 205, 211, 221, 351, 352.
3. REL 207, 309, 315, 319, 322, 324, 325, 326, 365.
4. REL 340, 341, 342, 343, 344, 345, 346.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

Religious Studies Minor

The **Religious Studies Minor** complements majors in a variety of fields in the humanities and social sciences; for others it provides an integrated program in the liberal arts at the upper-class level. Requirements are flexible enough to permit students to select courses which develop and extend their individual interests. The minor consists of 18 semester hours (counting 100-level courses) including a distribution of courses from different faculty. Students should register for the religious studies minor in the Religious Studies Department office, 200 Julius Foust Building.

Religious Studies-REL/ courses

Courses for Undergraduates

- | | |
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| <p>110 Introduction to Religious Studies (3:3). Inquiry into meaning of religion through consideration of forms, patterns, categories, symbols and practices which characterize religious experience. (H), (CFI).</p> <p>201 The Bible in Western Culture (3:3). A study of significant themes and issues in the Bible and their expression in the religious literatures and history of Europe and America. (H), (CFI).</p> <p>202 Introduction to the Old Testament (3:3). Study of the Hebrew Scriptures in historical, sociological and literary context. (H).</p> <p>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).</p> <p>205 Non-Western Religions (3:3). A comparative study of non-Western religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual and social form. Courtright. (H), (CFI).</p> <p>207 Modern Problems of Belief (3:3). An exploration of ways in which God has been understood in the context of the eclipse of religion in Western culture from the Enlightenment to the present. (H), (CFI).</p> | <p>211 Hinduism (3:3). Introduction to the Hindu religious tradition, its myths, rituals, music, social structure and philosophical thought. Courtright. (H).</p> <p>221 Buddhism (3:3). Introduction to 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. Courtright. (H).</p> <p>231 Religion in America (3:3). A profile of such religious issues in the American experience as the errand into the wilderness, manifest destiny, the Puritan heritage, and the new evangelicalism. (H).</p> <p>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. Wakeman. (H).</p> <p>309 Women and Religion (3:3). An examination of the way in which women have been represented in the Western religious tradition and a consideration of suggestions by modern feminist theologians of alternative forms to express the religious dimensions of women's experience. Same as WMS 309. Wakeman. (H).</p> <p>313 Asian Religions (3:3). A study of the religious philosophies, traditions and practices in China, Japan and India. Pr. 110 suggested. (H).</p> <p>315 Religious Images of 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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>325 Madness and Spirit (3:3). A study of ecstasy and insanity — their history, relations and forms of appearance in modernity. (H).</p> <p>326 Religion and Contemporary Culture (3:3). Religious understandings of human beings and the world as shaped by contemporary social institutions, the arts, politics and philosophy. (H).</p> <p>340 War and Conscience (3:3). Western religious and ethical perspectives on the relationship between war and conscience, including the crusade, just war, and pacifist traditions, and their</p> |
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- contemporary expressions. Anderson. (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).
- 342 Religion and Race: The American Color Line (3:3).** An examination of the religious and moral dimensions of the issue of the color line in the modern United States. Includes attention to black protest leaders, the civil rights movement, and black power. The course concludes by developing a constructive religious and ethical analysis of the issue. Anderson. (H).
- 343 History of Western Ethics: Ancient (3:3).** An exploration of the origins of major ethical perspectives in Western history. The ethics of Greece, Israel, early Christianity, Rome. Socrates, Plato, Aristotle, Epicurus, Hebrew prophets, Jesus, Paul, Epictetus, Aurelius, Augustine. Same as PHI 343. Ashby. (H).
- 344 History of Western Ethics: Medieval and Early Modern (3:3).** The ethics of medieval Jewish, Muslim and Christian philosophers. Major moral thinkers of the Renaissance and Reformation. Maimonides, Averroes, Abelard, Heloise, Aquinas, medieval mystics, Pico, Machiavelli, Erasmus, Luther, Calvin. Same as PHI 344. Ashby. (H).
- 345 History of Western Ethics: Seventeenth Century and Enlightenment (3:3).** Ethical content and implications of revolutions: scientific, religious, political, philosophical. Hobbes, Spinoza, Pascal, Puritanism, Butler, Hume, Smith, Rousseau, Jefferson, Kant. Same as PHI 345. Ashby. (H).
- 346 History of Western Ethics: Nineteenth Century (3:3).** The ethics of Romanticism, Idealism, Liberalism, Communism, Existentialism. Kant, Schleiermacher, Hegel, Mill, Taylor, Marx, Kierkegaard, Nietzsche, Freud, James. Same as PHI 346. Ashby. (H).
- 351 Primitive Religions (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. Wakeman. (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. Wakeman. (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 the traditional religions and modern, secular culture. (H).
- 401, 402, 403, 404 Tutorial (1 to 3), (1 to 3), (1 to 3), (1 to 3).** Directed program of reading, research and private instruction. Pr. permission of 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)

- Murray D. Arndt** (1968), Director, Residential College and Assistant Professor, Department of English/B.A., M.A., Catholic/Ph.D., Duke.
- Charles P.R. Tisdale** (1967), Assistant Director, Residential College and Associate Professor, Department of English/B.A., University of the South/M.A., Ph.D., Princeton.
- Frances C. Arndt** (1977), Lecturer of English in Residential College/B.A., William and Mary/M.A., Ph.D., Duke. Part-time.
- Henry Lee Atkins Jr.** (1981), Instructor in Residential College/B.A., Randolph Macon/M.Div., Virginia Theological Seminary. Part-time.
- Linda B. Bragg** (1970), Lecturer of English in Residential College and the Department of English/B.A., Bennett College/M.A., Western Reserve/Ph.D., The Union for Experimenting Colleges and Universities.
- Betty Carpenter** (1972), Assistant to the Director and Lecturer in Residential College/B.S., M.A., George Peabody College. Part-time.
- Jane P. Smith** (1981), Lecturer in Residential College/B.A., Florida State/M.A., UNC-G. Part-time.
- Warren H. Ashby**, Professor, Department of Religious Studies.
- Robert M. Calhoon**, Professor, Department of History.
- Herbert S. Gochberg**, Professor, Department of Romance Languages.
- Paul Lindsay**, Assistant Professor, Department of Sociology.
- James B. Macdonald**, Distinguished Professor, School of Education.
- Gerald Meisner**, Associate Professor, Department of Physics.
- Robert M. O'Kane**, Professor, School of Education.
- Franklin Dallas Parker**, Professor, Department of History.
- Stephen Ruzicka**, Assistant Professor, Department of History.
- Roy Neil Schantz**, Associate Professor, Department of History.
- Henry Herbert Wells III**, Professor, Department of Psychology and Assistant Vice Chancellor for Academic Affairs.
- Richard T. Whitlock**, Associate Professor, Department of Physics.
- John R. Woollen**, Teaching Assistant, International Studies Program.
- John J. Young**, Associate Director, Continuing Education and Summer Session.

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. Courses taught meet University degree requirements in Humanities, Social and Behavioral Sciences, Natural Sciences and English Composition areas, and the Residential College is authorized to designate courses to meet the specific requirements of the College of Arts and Sciences curriculum.

All students participate in an interdisciplinary core course focusing on the American Experience and choose from a wide range of other academic subjects. They also engage in varied types of independent study, community service work and workshops based on student interests. These activities make up six to nine hours of a student's semester course load. The remaining 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- R C/courses

- 101 **English Composition (3:3).** Designed to develop the student's ability to read with discrimination and write effectively. Bragg, Smith. (EC).
- 203, 204 **Residential College Core Course: The American Experience: 1600-1945 (3), (3).** The first year of a two-year core program dealing with the American Experience. Traces the development of America from the colonial period to 1945 from a multi-disciplinary viewpoint. (H).
- 203-01 **First Settlement to Civil War: The Southern Agrarian Model.** F. Arndt.
- 203-02 **Puritans and Evangelicals in American History.** Calhoon.
- 203-03 **Puritanism and the New England Renaissance.** M. Arndt.
- 203-04 **American Communities.** Whitlock.
- 203-05 **Origins of Early American Thought.** Young.
- 204-01 **The Structures of Modern Life.** Calhoon.
- 204-02 **Reflections in Literature 1865-1945.** F. Arndt.
- 204-03 **Technology in American Civilization.** Whitlock.
- 204-04 **Afro-American Literature Between 1865 and 1945.** Bragg.

- 131, 132, 231, 232 **Residential College Seminars (9), (9), (3 to 9), (3 to 9).** Concentrated and in-depth seminars meeting College of Arts and Sciences and University requirements in humanities, social sciences and natural sciences areas and intended to complement the core program. Seminars are set up each year, each with 3 hours credit. Seminars for 1981-82 were:
- 221-30 **The Americanization of the English Novel.** F. Arndt. (H).
- 221-41 **Folk Expression in the Third World.** Bragg. (H).
- 221-54 **Selected Plays IV.** Tisdale. (H).
- 221-55 **Existence: Six Major Philosophies.** Ashby. (H).
- 221-56 **Heresies and Heretics in Education.** O'Kane. (H).
- 224-39 **The Individual American in Global Society.** Woollen. (SBS).
- 224-44 **The Roman Republic, 754 B.C.-44 B.C.** Ruzicka. (SBS).
- 224-45 **Conquerors and Liberators: A History of Latin America.** Schantz. (SBS).
- 224-46 **Introduction to Sociology.** Lindsay. (SBS).
- 227-06 **Cosmos.** Meisner. (NSM).
- 241-04 **Grail Literature.** F. Arndt, M. Arndt. (H).
- 241-44 **Biblical Dimensions of Western Heroism.** M. Arndt. (H).
- 241-52 **French Film.** Gochberg. (H).
- 241-53 **Romanticism in Ethics.** Ashby. (H).
- 241-54 **Introductory Seminar to World Literature.** Tisdale. (H).
- 244-32 **General Psychology.** Wells. (SBS).
- 244-36 **The British Empire: Vision and Revision.** F. Arndt, Coordinator. Various lecturers. (SBS).
- 244-37 **Latin America Since 1825.** Parker. (SBS).
- 256 **Service Learning.** (2 to 3). Carpenter.
- 262 **Independent Study (1 to 3).** Carpenter.
- 271 **Elective Seminars (1 to 3).**
- 271-11 **Introduction to Study of Social Values in the U.S.** Atkins.
- 271-12 **How Do You Know You Know?** Macdonald.
- 271-13 **Writing Poetry.** Staff.
- 301 **Independent Study (3).** Carpenter.
- 302 **Advanced Study (3).** Carpenter.

Romance Languages — Department of

(319 McIver Bldg./College of Arts and Sciences)

- Roch C. Smith** (1970), Associate Professor and Acting Head of Department/B.A., M.A.T., Florida/M.A., Ph.D., Emory.
- Jose 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.



Claude J. Chauvigné (1965), Associate Professor/B.S., Southwest Missouri State/M.A., Ph.D., Colorado. Leave of absence, second semester 1981-82.

J. Phillip Couch (1958), Associate Professor/B.A., U.N.C. at Chapel Hill/Ph.D., Yale.

Stephen F. Dattalo (1981), Instructor/B.A., Ohio State/M.Ed., UNC-G. Part-time.

David A. Fein (1976), Assistant Professor/B.A., Brown/Ph.D., Cornell.

Theresa A. Gallo (1979), Instructor/B.A., City College of New York/M.A., UNC-G. Part-time. Deceased 12-23-81.

Herbert S. Gochberg (1977), Professor/B.A., The City College of New York/M.A., Ph.D., Brown.

William O. Goode (1974), Associate Professor/B.A., Washington and Lee/M.A., Ph.D., Duke.

Kathleen V. Kish (1969), Associate Professor/B.A., California at Berkeley/M.A., Ph.D., Wisconsin. Leave of absence, academic year 1981-82.

Jean Paul Koenig (1962), Assistant Professor/B.A., Aix-Marseille/M.A., U.N.C. at Chapel Hill/Docteur D'Université Toulouse.

Sally H. Kubow (1979), Assistant Professor/B.A., Scripps College/M.A., Ph.D., California at Riverside.

Ramiro Lagos (1965), Professor/B.A., La Porciúncula/M.A., Ph.D., Universidad Javeriana.

F. Glraudet-Lay (1963), Instructor/Baccalauréat, Paris/Licence es Lettres, Université de Bordeaux.

George E. McSpadden (1980), Visiting Professor/B.A., M.A., New Mexico/Ph.D., Stanford. Part-time.

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.

Adriano Moz (1980), Instructor/Dottore in Giurisprudenza, Rome/M.A., U.N.C. at Chapel Hill. Part-time.

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.

C. Albert Rubio (1980), Lecturer/B.A., Wake Forest/M.Ed., Ed.D., UNC-G. Part-time.

José Sanchez-Boudy (1965), Professor/B.A., Champagnat/M.A., U.N.C. at Chapel Hill/Doctor en Derecho, Havana/Diploma de Doctor. Madrid.

Betsy B. Simpson (1980), Instructor/B.A., M.A., UNC-G. Part-time.

Mark I. Smith (1975), Associate Professor/B.A., Maryland/M.A., Ph.D., California at Berkeley.

Robert R. Stinson (1966), Associate Professor/B.A., Lenoir-Rhyne College/M.A., Ph.D., U.N.C. at Chapel Hill.

Giacomo A. Striuli (1981), Instructor/B.A., John Carroll/Laurea in Lingue e Letteratur Straniere Moderne, Milan. 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.

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 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 language laboratories; the International House, where students use French or Spanish in daily living; summer programs in France, Spain and Latin America; and French and Spanish honorary societies. Achievement in Romance studies is recognized by four annual awards to outstanding juniors and seniors.

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. The programs are balanced and comprehensive, yet they allow students the latitude to explore subjects of special interest to them. Specific course and area requirements and electives in language, literature and culture characterize both programs.

Students seeking teacher certification should see Teacher Education Chapter.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements in French

30-36 semester hours above the 204 level, including:

1. FRE 205, 206.
2. Four courses from 209, 211, 213, 309, 310.
3. Three literature courses at the 300 and 500 levels.
4. Additional courses above the 204 level to fulfill hours in the major.

Note: Literature courses in English translation may not be used for credit toward the major. Students seeking teacher certification must take courses in the major in phonetics and civilization: 311; 371a, 571, or 572. These requirements are in addition to the other certification requirements discussed in the Teacher Education Chapter.



Major Requirements in Spanish

30-36 semester hours above the 204 level, including:

1. Two courses from SPA 205, 206, 271.
2. Four courses from 209, 211, 212, 213, 309 (a maximum of six semester hours of 200 level conversation may be counted toward the first 30 hours of the Spanish major).
3. Three literature courses at the 300 and 500 levels.
4. Additional courses above the 204 level to fulfill hours in the major (at least one of these must be at the 500 level).

Note: Literature courses in English translation may not be used for credit toward the major. Students seeking **teacher certification** must take courses in the major in phonetics and civilization: 350; 571 or 572. These requirements are in addition to the other certification requirements discussed in the Teacher Education Chapter.

Related Courses

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; a social science.

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 and to explore 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 above the 204-level may be counted. Literature courses in English translation may not be used for credit toward the minor.

French-FRE/courses

Courses in English Translation

French Literature in English translation courses are as follows:

220, French Literature in Translation (3:3), (3:3).

221

222 Explorations in French Literature: English Versions (3:3).

303 Albert Camus in English Translation (3:3).

A full description of these courses will be found in numerical order in the French courses listed below.

Courses for Undergraduates

- 101, Beginning French (3:3), (3:3).** Introduction to French with practice in listening, speaking, writing and reading. Supplementary instruction in
- 102** the language laboratory.

101a, 102a Beginning French (4:4), (4:4). Introduction to French with extra in-class attention to the four basic areas: listening, speaking, writing and reading. Four class meetings weekly with supplementary programming in the language laboratory. Alternate courses to 101, 102.

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 only as a summer program in France. 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.

203, 204 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. 203 is prerequisite to 204. (H), (CFL).

205 Introduction to French Culture and Civilization (3:3). Prose selections drawn from books, magazines and newspapers designed to enhance the student's knowledge of France and the French: their institutions, achievements and way of life. Pr. 204 or equivalent. (H).

206 Introduction to French Prose and Poetry (3:3). Reading French literary texts for comprehension and appreciation. Students will learn to read both extensively and intensively, with attention to form as well as content. Pr. 204 or equivalent. (H), (CLIT).

209 French Composition (3:3). Intensive study of grammar and idiom. Formal and informal writing.

211 French Conversation (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 only as a summer program in France. Pr. 204 or permission of instructor.

220, 221 French Literature in Translation: A Survey (3:3), (3:3). First semester: major plays, fiction and poetry from the Middle Ages through the eighteenth century. Second semester: major works of the nineteenth and twentieth centuries. May not be used for credit toward French major. (H).

222 Explorations in French Literature: English Versions (3:3). The best of French literature read and discussed in English. Topics will vary, each taking a broad perspective on an important theme, genre or period. (H), (CLIT).



- 224 Medieval French Literature in English Translation (3:3).** Readings from major genres of the Middle Ages in English translation, as reflections of cultural, philosophical and aesthetic values in the age of chivalry and belief. Atkinson, Fein. (H).
- 241, 242 Business French (3:3), (3:3).** French used in various types of business, with practice in writing and speaking. Readings on economic aspects of the French-speaking world. Pr. 204 or equivalent. Koenig.
- 303 Albert Camus in English Translation (3:3).** Reading and discussion of Camus' novels, plays and essays in English. R. Smith. (H).
- 309, 310 Advanced Written and Spoken French (3:3), (3:3).** Intensive practice in the written and spoken language. Each semester will focus on refinements in structure, vocabulary development, informal conversation and formal writing styles. Pr. 209 or equivalent. Koenig.
- 311 French Phonetics (3:3).** A systematic approach to French pronunciation through sound/spelling relationships, exercises in phonetic transcription and sound discrimination. Phonetic theory is reinforced by aural-oral practice to improve intonation and articulation. Pr. 211. Mitchell.
- 312 French Literature to 1500 (3:3).** Introduction to medieval literature (Modern French versions): epic, comic theatre, Arthurian legend and fabliau. Among works to be read: **La Chanson de Roland**, **Maitre Pathelin**, romances of Chrétien de Troyes. Pr. 205, 206. Fein. (H).
- 322 French Literature of the Sixteenth Century (3:3).** The Renaissance in France, reflected in prose by Rabelais and Montaigne; in lyric poetry of the Pléiade; and in intellectual contributions of the French humanists. Pr. 205, 206. Couch. (H).
- 332 French Literature of the Seventeenth Century (3:3).** The High Classical Period and its antecedents: Molière, Racine, Corneille, La Fontaine, Mme de Lafayette, Descartes and Pascal setting traditional standards in theatre, poetry and prose during the "splendid century." Pr. 205, 206. Goode. (H).
- 342 French Literature of the Eighteenth Century (3:3).** Progress and change in the Enlightenment: Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Beaumarchais and Rousseau forging the skeptical and cosmopolitan Age of Reason — and "Sensibilité". Pr. 205, 206. Rizk. (H).
- 352 French Literature of the Nineteenth Century (3:3).** From Romanticism to Symbolism: foundations of modern French literature through the creative diversity of such innovators as Hugo, Balzac, Stendhal, Flaubert, Baudelaire, Mallarmé and Rimbaud. Pr. 205, 206. Bell, Couch. (H).
- 362 French Literature of the Twentieth Century (3:3).** The quest for meaning in changing times through surrealism, existentialism and redefined humanism: Apollinaire, Proust, Eluard, Aragon, Malraux, Sartre, Camus, Sarraute and Robbe-Grillet. Pr. 205, 206. R. Smith. (H).
- 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. 204 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).
- 380 Special Topics in French Literature (3:3).** Readings in literature not covered by other course offering at this level. Topics will vary. Pr. 205, 206. (H).

○ Courses for Advanced Undergraduates and Graduates

- 510 Topics in French Literary Movements (3:3).** In-depth study of a major literary trend: classicism, realism, naturalism and others. May be repeated for credit when topic varies. Pr. one 300-level course in French literature or permission of instructor. (H).
- 517 The Auteur Director (3:2:3).** The works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. COM 171 or ENG 330 or graduate standing. Same as COM, ENG, ITA, SPA 517. (H).
- 520 Topics in French Fiction (3:3).** Studies in prose fiction — **roman, conte, nouvelle** — through a variety of critical and historical approaches, each topic focusing on one such approach. May be repeated for credit when topic varies. Pr. one 300-level course in French literature or permission of instructor. (H).
- 530 Topics in French Poetry (3:3).** Studies in French lyric poetry through a variety of critical and historical approaches, each particular topic focusing on one such approach. May be repeated for credit when topic varies. Pr. one 300-level course in French literature or permission of instructor. (H).
- 540 Topics in French Theatre (3:3).** Studies in French theatre through a variety of critical and historical approaches, each particular topic focusing on one such approach. May be repeated for credit when topic varies. Pr. one 300-level course in French literature or permission of instructor. (H).
- 550 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).
- 552 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).
- 560 French Literature of the Renaissance (3:3).** Survey of sixteenth-century literature including works of Marot, Rabelais and poets of the Pléiade. Special emphasis on the **Essays** of Montaigne. Pr. one 300-level course in French literature or permission of instructor. Couch. (H).
- 571, 572 French Civilization (3:3), (3:3).** Study of 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).

- 580 **Advanced Topics in French Literature (3:3).** Non-traditional perspective on literature in the French language: thematic topics, Francophone literature and others. May be repeated for credit when topic varies. Pr. one 300-level course in French literature or permission of instructor. (H).

Courses for Graduates

- 605, **Advanced Composition for Graduate Students**
606 (3:3), (3:3).
610 **History of the French Language (3:3).**
620 **French Literary Criticism (3:3).**
631 **Mollère (3:3).**
632 **Rousseau (3:3).**
633 **Stendhal (3:3).**
634 **Gide, Malraux, Camus (3:3).**
670 **Seminar in French Literature (3:3).**
693 **Special Problems in French Language and Literature (3:3).**
695 **Independent Study (3).**
699 **Thesis (3 to 6).**
800 **Graduate Registration.**
801 **Graduate Registration.**

Spanish-SPA/courses

Courses in English Translation

Spanish Literature in English translation courses are as follows:

- 220, **Spanish Literature in Translation (3:3), (3:3).**
221
222 **Hispanic Masterpieces in English Translation (3:3).**

A full description of these courses will be found in numerical order in the Spanish courses listed below.

Courses for Undergraduates

- 101, **Beginning Spanish (3:3), (3:3).** Introduction to
102 Spanish with practice in listening, speaking, writing and reading. Supplementary instruction in the language laboratory.
101a, **Beginning Spanish (4:4), (4:4).** Introduction to
102a Spanish with extra in-class attention to the four basic areas: listening, speaking, writing and reading. Four class meetings weekly with supplementary programming in the language laboratory. Alternate courses to 101, 102.
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, **Intermediate Spanish (3:3), (3:3).** Review and
204 further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading. Supplementary instruction in the language laboratory. 203 is prerequisite to 204. (H), (CFL).
205 **Introduction to Spanish Literature (3:3).** Reading of representative texts in chronological order, with attention to techniques of literary analysis. Pr. 204 or equivalent. (H), (CLIT).
206 **Introduction to Spanish-American Literature (3:3).** Reading of representative texts in chronological order, with attention to techniques of literary analysis. Pr. 204 or equivalent. (H), (CLIT).
209 **Intermediate Spanish Composition (3:3).** Intensive study of grammar and idiom. Formal and informal writing.
211, **Spanish Conversation (3:3), (3:3).** Intensive and
212 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. 204 or permission of instructor.
220, **Spanish Literature in Translation: A Survey (3:3),**
221 **(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 Spanish major. (H).
222 **Hispanic Masterpieces in English Translation (3:3).** The best of Spanish and Spanish-American literature read and discussed in English. Topics will vary, each taking a broad perspective on an important theme, genre or period. (H), (CLIT).
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. 204 or equivalent. (H).
309 **Advanced Written and Spoken Spanish (3:3).** Intensive practice in the written and spoken language, focusing on refinements in structure, vocabulary development, informal conversation and formal writing styles. Pr. 209 and 211 or equivalent.
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, styles and spirit of their works. Colonial literature to Independence. Pr. 205, 206 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. 205, 206 or equivalent. M. Smith. (H).
- 321 **Twentieth-Century Spanish Novel (3:3)**. Intensive study of novels by Unamuno, Baroja, Valle-Incián, Azorín and Pérez de Ayala. Brief survey of the post-Civil War novel. Pr. 205, 206 or equivalent. Kubow. (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. 205, 206 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. 205, 206 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. 205, 206 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. 205, 206 or equivalent. Kish. (H).
- 331 **The Essay in Latin America (3:3)**. Historical evolution, thematic diversification, cultural content and stylistic traits. Pr. 205, 206 or permission of instructor. Lagos. (H).
- 333 **Spanish Ballads (3:3)**. Thematic and stylistic study of the Spanish ballad with attention to origins and developments. Pr. 205, 206 or equivalent. Kish. (H).
- 334 **Spanish Drama of the Golden Age (3:3)**. Evolution of the Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina and Calderón. Pr. 205, 206 or equivalent. Whitaker. (H).
- 350 **Spanish Phonetics (3:3)**. Spanish phonetics and intonation. Students learn to read and write symbols for sounds and inflections of Spanish 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.
- 393, 394 **Special Topics in Spanish Literature (3:3), (3:3)**. Directed study and research in literary topics. Departmental permission required. (H).
- 401 **Special Topics in Spanish-American Literature (1 to 3)**. Directed study and research in literary topics of special interest to the locale of the UNC-G Summer Program in a Spanish-speaking country. Pr. one 300-level course in Spanish literature and permission of instructor.
- literature (Cuba, Puerto Rico and the Dominican Republic): its principal authors, works and themes, with special attention to **poesia negra**. Pr. one 300-level course in Hispanic literature or permission of instructor. (H).
- 510 **Cervantes, I (3:3)**. Intensive study of **Don Quijote**. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida, Whitaker. (H).
- 515 **Modern Spanish Poetry (3:3)**. Spanish poetry from Romanticism to the present. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish literature or permission of instructor. Lagos. (H).
- 517 **The Auteur Director (3:2:3)**. The works of an individual film director. Subject differs from offering to offering. May be repeated for credit Pr. COM 171 or ENG 330 or graduate standing. Same as COM, ENG, FRE, ITA 517. (H).
- 518 **Studies in Film Genre (3:3:3)**. 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. COM 171 or ENG 330 or graduate standing. Same as COM, ENG, ITA 518. (H).
- 520 **Spanish Renaissance and Baroque Lyric Poetry (3:3)**. Study of important poets of the **Siglo de Oro** with particular attention to the appreciation and understanding of lyric poetry. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida. (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, Ibánéz, Pr. one 300-level course in Spanish literature or permission of instructor. (H).
- 535 **Twentieth-Century Spanish Theatre (3:3)**. A study of the contemporary Spanish theatre, including representative playwrights from the pre-Civil War period, the Franco era and the New Wave of Spanish dramatists. 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. 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).

Courses for Advanced Undergraduates and Graduates

- 507 **Caribbean Literature (3:3)**. A study of Caribbean



- 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).

film genre or genres. Subject differs from offering to offering. May be repeated for credit. Pr. COM 171 or ENG 330 or graduate standing. Same as COM, ENG, SPA 518. (H).

Russian — See German and Russian.

Russian Studies — See Interdepartmental Studies.

Sculpture — See Art.

Self-Instructional Language Program — See Interdepartmental Studies.

Social Studies Teacher Certification (Economics Major) — See Economics.

Social Studies Teacher Certification (Psychology Major) — See Psychology.

Social Studies Teacher Certification (Sociology Major) — See Sociology.

Courses for Graduates

- 601, 602 **Seminars in Spanish Literature (3:3), (3:3).**
- 610 **History of the Spanish Language (3:3).**
- 693 **Special Problems in Spanish Language and Literature (3:3).**
- 695 **Independent Study (3).**
- 699 **Thesis (3 to 6).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

Italian-ITA/courses

Courses for Undergraduates

- 101, 102 **Beginning Italian (3:3), (3:3).** Introduction to Italian with practice in hearing, speaking, reading and writing. Supplementary instruction in the language laboratory.
- 203, 204 **Intermediate Italian (3:3), (3:3).** Review and further study of Italian, followed by reading of contemporary authors. (H), (CFL).
- 222 **Italian Masterpieces in English Translation (3:3).** The best of Italian literature read and discussed in English. Topics will vary, each taking a broad perspective on an important theme, genre or period. (H), (CLIT).
- 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).** The works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. COM 171 or ENG 330 or graduate standing. Same as COM, ENG, FRE, SPA 517. (H).
- 518 **Studies in Film Genre (3:3:3).** The technical, dramatic, social and rhetorical dimensions of a

Social Work — Department of
(451 Graham Bldg./College of Arts and Sciences)

Thomas B. Scullion (1979), Professor and Head of Department/B.S., St. Peter's College/M.S.W., Fordham/Ph.D., Brandeis.

Jerry Finn (1980), Assistant Professor/B.A., U.C.L.A./M.S.W., Hawaii/Ph.D., Wisconsin at Madison.

Diane McLaughlin (1982), Lecturer/B.A., Bennett/M.S., Columbia. Part-time, second semester 1981-82.

David D. Phoenix (1981), Assistant Professor/B.A., Miami (Ohio)/M.S.W., Case Western Reserve/Dr. P.H., U.N.C. at Chapel Hill.

Patricia Spakes (1980), Assistant Professor/B.A., Winthrop College/M.S.W., South Carolina/Ph.D., Wisconsin at Madison.

Virginia J. Stephens (1962), Assistant Professor/B.A., Meredith College/M.S.S.W., Texas at Austin.

Robert J. Wineburg (1980), Assistant Professor/B.A., Utica College/M.S.W., Syracuse/Ph.D., Pittsburgh.

Robert J. Wolf (1976), Instructor/B.A., Drake/M.A., Chicago/M.A., Ph.D., California at Santa Barbara.

Social Work Major (Bachelor of Science)

Required: 122 semester hours.

The purpose of the Social Work Program is to prepare students for practice in social work and human service areas. The program is accredited by the Council on Social Work Education for the five-year period ending in June, 1983. The first two years of study emphasize general education and specific course work in related academic disciplines. The majority of the instructional program takes place during the junior and senior years. The

Social Work-SWK/courses

program prepares graduates for generalist practice in a variety of voluntary and governmental agencies.

Participation in the Social Work Program:

1. SWK 112 is open to all students.
2. SWK 310, 311, 312 and 351 must be taken prior to practice sequence.
3. SWK 411, 412, 413, 414, 415, 416 constitute the practice sequence. Admission to the sequence requires a 2.0 QPA and approval of the director of field instruction.

General Information: Students enrolled in the practice sequence are individually responsible for their own transportation to and from community agencies. Those students seeking placement in health related facilities may be required to provide proof of liability and malpractice insurance covering their actions as student social workers. Insurance information is available in the departmental office.

Liberal Education Requirements

(See Curriculum Chapter for full explanation of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, 6 s.h.
2. Foreign Language (can be satisfied by completing 6 s.h. at the appropriate level), 6-8 s.h.
3. Mathematics, 3 s.h.
4. Western Civilization Core Course, 6 s.h.
5. Humanities, one course from each of the 3 sub-areas, 9 s.h.
6. Life Science, 6-7 s.h.
7. Social and Behavioral Science, 9 s.h.; ATY 212, PSC 200, SOC 211.

Major Requirements

1. SWK 310, 311, 312, 351, 411, 412, 413, 414, 415, 416.
2. Six hours in social work at the 500-level.

Related Area Requirements:

1. HEA 369.
2. SOC 314 and 318.
3. PSY 221.
4. ECO 201.

Certification in School Social Work. Students intending to become certified for social work practice in schools in North Carolina need to complete the certification program which has been developed with the School of Education. In addition to completion of the social work major, the students must complete a three course sequence designed to provide a base for practice in the school setting. These courses are in addition to the requirements for the major: EDU 381; 540 or 544; SWK 584. The certificate is issued by the School of Education upon recommendation of the Social Work Program.

Electives:

Electives sufficient to complete total semester hours required for degree.

Courses for Undergraduates

- 112 Introduction to Social Work (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.
- 310 Social Policy and Services (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 context. Supervised volunteer experience required. Same as SOC 310.
- 311 Human Behavior and Social Environment (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. Same as SOC 311. (SBS).
- 312 Social Policy Analysis (3:3).** Examination of policy foundation, development and implementation. Emphasis on skill development in analysis of human service delivery systems. Roles of professionals in policy and practice areas. Pr. 310. Same as SOC 312.
- 351 Professional Skills (3:3:1).** To develop effectiveness and efficiency in oral and written professional reports. Provides a task centered approach to the development, preparation and interpretation of information derived from professional responsibilities.
- 411 Social Work Methods I (3:3).** Emphasis on knowledge, values, process and skills in social work practice and introduces the student to interventive methods. Pr. admission to practice sequence.
- 412 Social Work Methods II (3:3).** Focus on development of social work practice skills emphasizing delivery of social services. Pr. 411.
- 413 Field Instruction I (4:0:16).** Educationally directed learning experienced by performing a range of activities related to entry level practice. Pr. admission to the practice sequence. Grade: Satisfactory/Unsatisfactory (S/U).
- 414 Field Instruction II (4:0:16).** Continuation of educationally directed learning initiated in 413. Emphasis is placed upon extended application and evaluation in the practice environment. Pr. 413. Grade: Satisfactory/Unsatisfactory (S/U).
- 415 Field Instruction Seminar I (1:1).** Concurrent with 411, 413. Critical review and analysis of application of social work theory in practice setting. Pr. admission to the practice sequence.



- 416 **Field Instruction Seminar II (1:1).** Concurrent with 412, 414. Continues critical review and analysis of social work theory in practice setting. Pr. 415.
- 451 **Special Problems in Social Work (1 to 3).** Intensive individual study of specialized topics. Requires written plan, consent of sponsoring instructor and approval of the department head.

Courses for Advanced Undergraduates and Graduates

- 530 **Social Agency Program Development (3:3).** Organization of new agencies or those initiating additional services. Needs assessment, resource development, agency operations and relationships with funding agencies. Pr. 310 or permission of instructor.
- 540 **Social Work in Community Correction (3:3).** Discussion of preventative and diversion programs. Consideration of probation and parole services. Emphasis on the professional role as service provider. Pr. 310 or permission of instructor.
- 550 **Social Services in Health Care (3:3).** An examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation and skill required for work in primary care setting. Pr. 310 or permission of instructor.
- 551 **Special Problems in Social Work (1 to 3).** Intensive, individual study of specialized topics. Requires written plan, consent of sponsoring instructor and approval of department head.
- 570 **Social Services for the Aging (3:3).** Systematic study of social work approaches to providing services to the aging. Focus on current policies, services and models of practice. Pr. 310 or consent of instructor.
- 584 **Social Services for Children (3:3).** An advanced course designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques and skills for effective treatment. Pr. 310 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.
- Carolyn S. Allen** (1978), Lecturer/B.A., Texas at Austin/M.A., Florida State.
- Donald Floyd Allen** (1962), Assistant Professor/B.A., North Texas State/M.A., Ph.D., Texas at Austin.
- Elaine Burgess** (1960), Professor/B.A., M.A., Washington State/Ph.D., U.N.C. at Chapel Hill.
- Patrick G. Feeney** (1981), Lecturer/B.A., California. Part-time, first semester 1981-82.
- C. Danlel Fisher** (1982), Visiting Lecturer/B.A., Upsala College/M.A., Long Island/Ph.D., Iowa State. Part-time, second semester 1981-82.

- John A. Humphrey** (1972), Associate Professor/B.A., St. Anselm's College/M.A., Ph.D., New Hampshire.
- William Elliott Knox** (1963), Associate Professor/B.A., Colgate/Ph.D., Cornell.
- Paul Lindsay** (1978), 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.
- William T. Markham** (1980), Assistant Professor/B.A., Baylor/M.A., Ph.D., Texas at Austin.
- David F. Mitchell** (1971), Assistant Professor/B.A., M.A., Ph.D., Kansas.
- 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. Leave of absence, second semester 1981-82.
- James C. Romeis** (1981), Visiting Assistant Professor/B.S., M.S., Oklahoma State/Ph.D., Syracuse. Part-time, first semester 1981-82.
- Robert J. Wolf** (1976), Instructor/B.A., Drake/M.A., Chicago/M.A., Ph.D., 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 of courses meeting each area requirement.)

The liberal education requirements of the College of Arts and Sciences are structured within five broad categories: Learning Proficiencies (15 semester hours), the College Core Course in Western Civilization (6 semester hours) and the three General Areas of Knowledge consisting of Humanities (9 semester hours), Natural Sciences (9-10 semester hours) and Social and Behavioral Sciences (9 semester hours). Students who satisfy the College requirements will also satisfy the all-University requirements.

Major Requirements

36 semester hours in the major except for double majors, the social studies certification concentration or by special permission.

1. SOC 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

Same as for Bachelor of Arts, Sociology Major.

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. SOC 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 nine hours in history and six hours in four of the following disciplines: anthropology, economics, geography, political science and psychology; a total of 33 hours outside the major.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One course in speech or clearance.
2. HEA 201.
3. PSY 221.
4. EDU 381, 450, 453, 465, 470.

Electives

Elective 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-SOC/courses

Courses for Undergraduates

- 201 American Society (3:3).** Contemporary American society and selected social issues from the sociological perspective. Attention given to value systems and institutions and to social processes which are of major current significance. Open to freshmen. (SBS), (CSBS).
- 211 Introduction to Sociology (3:3).** Scientific study of social behavior including factors involved in functioning and development of human society such as culture, personality, social organization, institutions, stratification, social process and social change. Open to freshmen. (SBS), (CSBS).
- 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), (CSBS).
- 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 PSY 347 or SOC 571. (SBS), (CSBS).
- 310 Social Policy and Services (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 SWK 310.
- 311 Human Behavior and Social Environment (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. 310, SWK 112 and consent of instructor. Same as SWK 311. (SBS).
- 312 Social Policy Analysis (3:3).** Examination of policy foundation, development, and implementation. Emphasis on skill development in analysis of human service delivery systems. Roles of professionals in policy and practice areas. Pr. 310. Same as SWK 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 or consent of instructor.
- 317 Criminal Justice (3:3).** Emphasizes political role and interaction of police, courts, correctional and community service agencies in administering criminal justice. 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).
- 326 The Community (3:3).** Development and theory of modern community life with special reference to processes of community relations, complexities of community structure and patterns of change. Markham.
- 327 Race and Ethnic Relations (3:3).** Interaction between peoples of differing racial, ethnic and cultural background, with brief comparison of American relationships to those in other parts of the world. Pr. one course in sociology or ATY 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. 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).
- 407 Experimental Course: Women and Work (3:3).** A comprehensive examination of women's participation in the contemporary U.S. labor force and work organization and the implications of such participation for women and men, for work organizations, and for society. Pr. 211 or consent of instructor. Markham. Same as WMS 407.
- 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, considered from within historical, cultural and social perspectives. Pr. one course in sociology or consent of 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. (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 GEO 303. Same as GEO 491. Mitchell. (SBS).
- 493-494 **Honors Work (3)-(3).** (SBS).
- 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 student to study in depth topic or issue of special interest. Pr. major in sociology and 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. 314 or consent of instructor. Pratto, Price. (SBS).
- 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 and Urban Studies (3:3).** An advanced study of population processes from an interdisciplinary viewpoint. The course will deal with several theoretical and methodological approaches. Particular attention will be given to synthesis of these approaches. Pr. 339, GEO 303 or permission of instructor. Same as GEO 522. Mitchell. (SBS).
- 526 **Comparative Minority Relations (3:3).** Comparative study of ethnic, racial, religious and cultural conflict in Third World and industrialized societies. Attention given to the impact of ethnicity upon the processes and structure of societal development and change and to its interdependence with external factors in the international setting. Pr. 6 hours of sociology 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. Same as WMS 529. (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).** Analysis of the relationships of individuals to work organizations and the relationships between individuals in organizations. Special attention is given to breakdowns in organizational functioning, satisfactions and dissatisfactions of individuals in work organizations, informal relationships and power within organizations, the integration of skilled professionals into organizations, unionization and organizational conflict, and the implications of increasing bureaucratization for citizens and society. Pr. 211 or consent of instructor. Markham. (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. Lindsay. (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). Not offered every year.
- 561 **Sociology of Leisure (3:3).** A sociological inquiry into the nature and uses of leisure in human societies. Among topics considered are sports, play and games, popular culture and high culture, the relationship of work to time and leisure, leisure services and public policy. Pr. 211 or consent of instructor. Lindsay. (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 enviring 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 PSY 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 relationship between culture, society and the individual throughout the life cycle. Pr. 6 hours of sociology or psychology 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. (SBS).
- 597, 598 **Special Problems in Sociology (3), (3)**. Opportunity for advanced student 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)**.
- 619 **Practicum in Evaluative Research (3:1:6)**.
- 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)**.
- 646 **Teaching and Learning Sociological Concepts (3:3)**.

- 697, 698 **Special Problems in Sociology (3), (3)**.
- 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 Bldg.

UNC-G students interested in study abroad for academic credits may select from several opportunities. Students should consult the administrative coordinator of study abroad programs for current and additional information.

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, may 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 and Guilford College jointly sponsor a six-week summer study program at several an overseas locations with an opportunity for three additional weeks of travel. During the summer of 1982, the program is planned for Germany.

Six hours of credit with quality points may be earned upon successful completion of the program.

Teacher Certification, General — See Teacher Education Chapter.

Teacher Education, Elementary — See Education.

Urban Planning — See Geography.

Urban Studies — See Interdepartmental Studies.



Veterinary Medicine — See Medicine, Dentistry and Veterinary Medicine.

WESTERN CIVILIZATION

Committee Members:

Ann P. Saab, Chairman, Head, Department of History.
Donald F. Allen, Department of Sociology.
Walter Beale, Department of English.
Jeutonne Brewer, ex officio, Assistant Dean, College of Arts and Sciences
Kenneth Caneva, Department of History.
Ronald D. Cassell, Department of History.
Aubrey Garlington, School of Music.
Mary W. Helms, Head, Department of Anthropology.
Paul Mazgaj, Department of History.
Frank T. Melton, Department of History.
John Douglas Minyard, Department of Classical Civilization.
Andreas Nomikos, Department of Communication and Theatre.
Roberta Rice, Department of Art.
Maurice D. Simon, Department of Political Science.
Roch Smith, Department of Romance Languages.

Western Civilization is a two-semester, interdisciplinary course emphasizing critical developments from ancient to modern times. Students from the professional schools who take the course receive Humanities Area credit. The course is divided into units with various thematic emphases. Units may be taught by a team of two faculty members or a panel of three or more faculty members. Class size in the team-taught course will normally be smaller and more conducive to student participation while the panels, though larger, will have the advantage of offering a more varied blend of disciplines and perspectives.

All units of the course are designed to acquaint the student with the structure, concepts and the development of Western Civilization and to provide an introduction to the Western cultural legacy. To facilitate this common, integrative aspect of the course, students will be required to read a basic history text and selections from a list of great authors central to the Western tradition. In addition, recognizing both the diversity of student interests and the richness of the Western experience, each unit of the course will reflect a thematic emphasis focusing on one particular aspect of the Western legacy. The thematic emphases available will vary from year to year, but normally the student will be able to choose a unit from among the major areas of human endeavor: the natural sciences, the social sciences or the humanities.

Western Civilization- WCV/courses

101, 102 **Western Civilization (3:3), (3:3)**. Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times. Will emphasize themes relating history to the humanities (a), social sciences (b) or natural sciences (c). (H), (CWC).

Women's Studies — See Interdepartmental Studies.

World Literature — See Interdepartmental Studies.



Appendix A

Statistical Summaries

Enrollment Summary for The Fall Semester 1981

	1981
Seniors.....	1936
Juniors.....	1779
Sophomores.....	1620
Freshmen.....	1447
Graduates.....	2877
Specials and Unclassified.....	542
Total.....	10201
Extension.....	622

TOTAL COLLEGIATE ENROLLMENT FALL 1981.....10823

Summer School 1981

Summer Session.....	4672
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Summary of Earned Degrees Granted at UNC-G on May 10, 1981

S o u r c e : Commencement Program for the 89th Annual
Commencement

Doctor of Philosophy.....	20
Doctor of Education.....	32
Specialist in Education.....	5
Certificate of Advanced Study.....	1
Master of Arts.....	62
Master of Education.....	187
Master of Library Science.....	29
Master of Science.....	30
Master of Science in Home Economics.....	2
Master of Fine Arts.....	47
Master of Music.....	23
Master of Business Administration.....	83
Master of Science in Business Education.....	11
Master of Public Affairs.....	16
Master of Science in Nursing.....	29
TOTAL GRADUATE DEGREES.....	577

Bachelor of Arts.....	382
Anthropology.....	11
Art.....	24
Biology.....	33
Chemistry.....	9
Drama.....	3
Economics.....	6
English.....	47
French.....	3
General Speech.....	57
Geography.....	7
Greek.....	1
History.....	33
Interdepartmental.....	1
Mathematics.....	5
Music.....	7
Philosophy.....	3
Political Science.....	21
Psychology.....	57
Religious Studies.....	2
Russian Studies.....	1
Sociology.....	19
Spanish.....	9

Speech Pathology.....	23
Bachelor of Science.....	571
Accounting.....	67
Business Administration.....	173
Business and Distributive Education.....	19
Chemistry.....	7
Dance Education.....	10
Early Childhood.....	47
Economics.....	19
Economics and Business Administration.....	42
Education of the Deaf.....	14
Health Education.....	21
Interior Design.....	16
Intermediate Education.....	25
Mathematics.....	33
Physical Education.....	17
Physics.....	6
Recreation.....	17
Social Work.....	38
Bachelor of Science in Home Economics.....	181
Bachelor of Science in Medical Technology.....	22*
Bachelor of Fine Arts.....	34
Art Education.....	9
Art, other.....	12
Dance.....	4
Drama.....	9
Bachelor of Music.....	47
Bachelor of Science in Nursing.....	113
TOTAL BACHELOR DEGREES.....	1350
TOTAL EARNED DEGREES.....	1927

*22 candidates to complete practicum in August 1981.

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. Affirmative action is a priority concern in all facets of operation.

¹ Consistent with University retirement policies.

^{*}Affirmative Action Plan for the University of North Carolina at Greensboro, March 25, 1973. Chapter II.

Appendix C

Residence Status for Tuition Payment

General. The tuition charge for persons who qualify as residents for tuition purposes is substantially less than that for non-residents. The North Carolina law (General Statute 116-143.1) governing residence classification for tuition purposes is set forth in full below, and a complete explanation of the statute and the procedures under the statute is contained in **A Manual to Assist the Public Higher Education Institutions in 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 the manual are available for inspection in the Business Office, the Library, the Graduate School Office, and the admitting offices.

To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and have maintained that legal residence for at least twelve months immediately prior to classification as a resident for tuition purposes. Two inquiries on the part of the institution are mandated by the statute. First, has the applicant for classification as a resident for tuition purposes in fact resided in North Carolina for a minimum period of twelve months immediately prior to the proposed effective date of his classification as a resident for tuition purposes? Second, during the twelve-month period in question, did the applicant's presence in the State constitute legal residence? Thus a carefully detailed inquiry must be made in each such case concerning the residential status of the applicant.

The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his entitlement by the preponderance (the greater part) of the residency information. Being classified as a resident for tuition purposes is contingent upon the student's seeking such status and providing all the information that the institution may require in making the determination.

Initial Classification. Every applicant for admission is required to make a statement as to the length of his legal residence in North Carolina. Every applicant is classified as a resident or a non-resident for tuition purposes prior to actual matriculation, the admitting office making the initial residence classifications. Those not claiming to be residents for tuition purposes are, of course, classified as out-of-state students (non-residents) for tuition purposes. In the cases of applicants claiming to be residents for tuition purposes, the admitting office will classify an applicant as an out-of state student if it appears to that office that the applicant should be classified as an out-of-state student or if additional information is needed to support the applicant's claim to be a resident for tuition purposes.

Subsequent Classification Inquiries: Reclassification. A residential classification once assigned (and confirmed pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

The institution shall provide to each student at the time of and in connection with the transmission to him of each periodic bill for tuition charges a notice of the circumstances under which and the time at which a change in classification may occur.



A 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 these circumstances in writing.

Appeals. A student may appeal a residence classification assigned by the admitting office by submitting to the Business Office a completed "Residence-and-Tuition-Status Application." (Application forms may be obtained from the Business Office or from any of the admitting offices.)

It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified as a non-resident at the time of registration pays the non-resident rate. Conversely, if a student is classified as a resident at the time of billing, he pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the process of requests and appeals can take a considerable amount of time and that applications for classification should not be delayed until registration, when the number of applications makes impossible accelerated handling.

The Business Office determination of residence classification may be appealed to the Residence Appeals Committee, and decisions of the Residence Appeals Committee may be appealed to the State Residence Committee. A written statement of the appeals procedure is provided by the Business Office to every applicant or student receiving an adverse decision from the Business Office.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he is treated as a new student by the institution to which he is transferring and must be assigned an initial residence status classification for tuition purposes.

Minors. Minors (persons under eighteen years of age) usually have the domicile of their parents, but certain special cases are recognized by the General Statute governing residence classification for tuition purposes.

Aliens and Foreigners. Aliens lawfully admitted to the United States for permanent residence are subject to the same considerations as citizens in the determination of residency status for tuition purposes. Certain classes of non-resident aliens are subject to these same considerations, but certain classes are not. Fuller information on that point may be obtained from the "residence manual" mentioned above or from the Business Office.

General Statute Governing Residence Classification

G.S. 116-143.1 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 as presented by the individual; provided, that the legal residence of an individual's parents who 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 married 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 the 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."

(j) Notwithstanding the prima facie evidence of legal residence of an individual derived pursuant to subsection (e), notwithstanding the presumptions of the legal residence of a minor established by common law, and notwithstanding the authority of a judicially determined custody award of a minor, for purposes of this section, the legal residence of a minor whose parents are divorced, separated, or otherwise living apart shall be deemed to be North Carolina for the time period relative to which either parent is entitled to claim and does in fact claim the minor as a dependent pursuant to the North Carolina individual income tax provisions of G.S. 105-149 (a)(5). The provisions of this subsection shall pertain only to a minor who is claimed as a dependent by a North Carolina legal resident.

Any person who immediately prior to his or her eighteenth birthday would have been deemed under this subsection a North Carolina legal resident but who achieves majority before enrolling at an institution of higher education shall not lose the benefit of this subsection if that person:

- (1) upon achieving majority, acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal resident in North Carolina; and
- (2) begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution.

(k) Notwithstanding other provisions of this section, a minor who satisfies the following conditions immediately prior to commencement of an enrolled term at an institution of higher education, shall be accorded resident tuition status for that term:

- (1) the minor has lived for five or more consecutive years continuing to such term in North Carolina in the home of an adult relative, other than a parent, domiciled in this State; and
- (2) the adult relative has functioned during those years as a de facto guardian of the minor and exercised day-to-day care, supervision, and control of the minor.

A person who immediately prior to his or her eighteenth birthday qualified for or was accorded resident status for tuition purposes pursuant to this subsection shall be deemed upon achieving majority to be a legal resident of North Carolina of at least 12 months duration; provided, that the legal residence of such an adult person shall be deemed to continue in North Carolina only so long as the person does not abandon legal residence in this State.

(l) Any person who ceases to be enrolled at or graduates from an institution of higher education while classified as a resident for tuition purposes and subsequently abandons North Carolina domicile shall be permitted to reenroll at an institution of higher education as a resident for tuition purposes without necessity of meeting the 12-month durational requirement of this section if the person reestablishes North Carolina domicile within 12 months of abandonment of North Carolina domicile and continuously maintains the reestablished North Carolina domicile at least through the beginning of the academic term(s) for which in-State tuition status is sought. The benefit of this subsection shall be accorded not more than once to any one person.

GS 116-143.2 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.

Appendix D

UNC-G Scholarships and Loans

The following scholarships and loan funds are arranged in alphabetical order by the key word in each title and according to who selects recipients. 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.

General Scholarships

These scholarships are administered by the Student Aid Office, and, except in specified cases where separate application is needed, all students who complete the financial aid application process are automatically considered for these scholarships.

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, former 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, and demonstrated ambition. The amount of the scholarship stipends is \$1,500 per year. 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 by January 1.

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 chairpersons of the chapters involved.

Katherine G. Barber Scholarship Fund. Katherine Gregg Barber, Class of 1923, established this scholarship fund in 1981 for the purpose of assisting needy and worthy students.

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 at Morganton, North Carolina.

The 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.

Ruth M. Collings Endowed Scholarship Fund. Members and friends of the Class of 1931 established the Ruth M. Collings Endowed Scholarship Fund in 1981. Income from this fund is awarded as scholarships to deserving undergraduate students majoring in health-related disciplines. Recipients are selected on the basis of academic promise and financial need. The award ranges from \$500 to \$1500 per year and may be renewed as long as the recipient remains in good standing at the University.

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.

Harriet Elliott Scholarship. The Class of 1950 established this scholarship in 1975, 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.

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 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 funds were added to the fund at the time of Dr. Ferguson's retirement in 1979 as Chancellor of UNC-G. A 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 every other year to an entering freshman, may be renewed for three successive years of undergraduate study at UNC-G. Students must apply by January 1.

Forsyth County Alumni Chapter Scholarships. 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.

Gillam Scholarship. In 1979 Bess Gillam Kerley, UNC-G Class of 1940, established the Gillam Scholarship Fund in memory of her parents, Mr. and Mrs. O.A. Gillam. The income from the fund is awarded to undergraduate students majoring in Home Economics, and preference is given to students from Burke County.

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.

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.

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, by January 1.



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.

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.

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.

Nell 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.

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 undergraduate student who is a resident of Maryland and who has academic promise and financial need.

Junius Ayers and Jean Booth Matheson Scholarship. The estate of Jean Booth Matheson established the Junius Ayers and Jean Booth Matheson Scholarship in honor of her parents. Awards from this fund are made to female students from the Catawba and Orange Presbyteries who wish to further their education and are in need of financial assistance.

Mayberry Scholarship. Virginia Mayberry Elam, Class of 1944, provided funds to establish the Mayberry Scholarships, to be awarded annually by the Student Financial Aid Committee.

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.

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.

Neo-Black Society Achievement Award. The Neo-Black Society of UNC-G provides an annual award to a student who is academically motivated, shows promise as a leader, and is an active member of the Neo-Black Society.

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 black female 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.

Helen Lee Pickard Memorial Scholarship. 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.

Quota Club of Greensboro—Quota International, Inc. Scholarship. A \$500 scholarship, based on merit and need, is presented to a senior student major in Communication Disorders. A similar scholarship is available for one graduate student.

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.

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 are \$1,500 per year. An interested student should complete the Competitive Awards application, available from the Student Aid Office, before January 1.

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. 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 Ragsdale 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.

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 and who demonstrate financial need.

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 who 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.

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.

C.M. and M.D. Suther Scholarship. A Suther Scholarship is awarded annually to a full-time North Carolina resident undergraduate student on the basis of academic standing and financial need. Recipients are chosen by the Student Aid Office. Awards are non-renewable and vary in amount according to income available from the trust.

William Holt and Ella Rea Turrentine Scholarships. The Turrentine Scholarships, provided by the William Holt and Ella Rea 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 \$1,600 per year.

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.

George Walston Memorial Scholarship Fund. This fund was established in 1979 by Home Federal Savings and Loan Association in honor of George Walston, longtime president of Home Federal and active member of the Greensboro community. An annual award of \$500 is made to a deserving student in the School of Business and Economics.

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.

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.

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 award may be partially cancelled for a year of full-time employment as a staff nurse at The Wesley Long Hospital.

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 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 \$650 per year 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.

Departmental Scholarships

Recipients of these scholarships are nominated or selected by the academic departments or, in a few cases, by designated committees.

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 Dr. Naomi G. Albanese, former Dean of the School of Home Economics. Awards are made annually to students in the School of Home Economics.

Mary Blair Allison Scholarship. The Mary Blair Allison Scholarship Fund was established in 1979 by Mrs. J. Barnwell Allison, UNC-G Class of 1923. The income from the fund will provide an annual scholarship to a student majoring in Elementary Education.

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.

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.

Ethel Stephens Arnett Scholarship. The Ethel Stephens Arnett Scholarship was established in 1981 by her daughters, Georgia Arnett Bonds and Dorothy Arnett Dixon. Income from the fund will be awarded by the University Scholarship Committee each year to a sophomore, junior or senior majoring in history or English. Academic achievement, with a student holding a 3.0 overall academic average, is to be a major consideration.

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.

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 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.

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 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 Scholarship. This fund was established by the faculty and the graduates of the School of Health, Physical Education, Recreation and Dance 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 majoring in music. The value of this scholarship is \$400, renewable each year so long as the student maintains satisfactory scholastic and musical progress. Applicants must have been previously approved for the music major. For information write to the Dean of the School of Music.

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 \$100 to \$375 per year, are awarded to undergraduate music students, selected on the basis of performance ability, as well as financial need. Applicants must have been previously approved for the music major. Further information may be obtained from the Dean of the School of Music.

Dorothy Davis Scholarship. The UNC-G Recreation Society provides support through membership dues, contributions, and fund-raising drives for the Dorothy Davis Scholarship. An annual award is made to a junior recreation major who has at least a 3.0 academic average and exhibits leadership qualities.



Delta Kappa Gamma Recruitment Grants. The Greensboro Chapters of the Delta Kappa Gamma Society — Alpha, Beta 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.

Draper-Gullander-Largent Graduate Fellowship. This fund was established in 1968 in honor of Miss Bernice Draper, Miss Magnhilde Gullander, and Miss Vera Largent, three former members of the faculty in the Department of History and Political Science. Earnings from this fund are awarded annually to a graduate student in history who intends to follow a career in 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. Applicants must have been previously approved for the music major. For information write to the Dean of the School of Music.

Kathryn McA. England Scholarship in Speech. Established by friends of Kathryn England, this scholarship, awarded for the first time in 1980, recognizes Professor England's interest in and contribution to the field of Speech. The endowment provides for an annual scholarship to an undergraduate, upperclass speech major based on academic achievement in speech communication.

Kathryn McA. England Scholarship in Theatre. 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.

English Essay Contest Scholarship. This award was established in 1980 by Laurie Lake White, a doctoral student in English and an Excellence Fellow for the 1980-81 academic year. Awards will be limited to students in English 101, and recipients will be selected on the basis of a contest established by the Freshman Composition Committee of the English Department.

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.

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.

Robert Andrew Fleming and May Cottrell Fleming Scholarship. In 1979, Michael B. Fleming and Robert A. Fleming contributed funds for a scholarship in memory of their parents. The income from the endowment will be awarded annually to a commuter student selected primarily on the basis of need.

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, Recreation and Dance 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.

Greensboro Hospital Auxiliary Scholarship Fund. In 1980, the Greensboro Hospital Auxiliary provided funds from the Greensboro Hospital Gift Shop to establish a scholarship program for students majoring in nursing. Recipients are chosen by a committee under the direction of the Dean of the School of Nursing.

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.

René Hardré Scholarship Fund. A fund was established and endowed in 1974 by Mrs. Josefine E. Hardré, formerly on the Spanish faculty at UNC-G as a memorial to her husband, Professor René Hardré, and his son, Dr. René 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.

Lawrence E. Hart Graduate Scholarship in Music. Established by faculty and friends in 1981 to honor the retiring dean of the School of Music, the income from this fund is to be used to provide scholarship assistance and recognition to students enrolled in graduate degree programs in the School of Music. The Dean of the School of Music, in cooperation with other appropriate administrative or faculty representatives in the School of Music, is responsible for the selection of recipients.

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.



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.

Herbert and Virginia H. Howard Scholarship Fund. The fund was established by a bequest of Herbert Howard. Awards are made each year to students majoring in art.

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.

Joe Illman Memorial Fund. In 1980, the Joe Illman Memorial Fund was established by Mr. and Mrs. Walter Illman in memory of their son, W. Joseph Illman, a 1979 Magna Cum Laude graduate of UNC-G. Joe Illman overcame the handicap of blindness and debilitating illness to excel as a student at UNC-G. Income from this fund will be used to provide financial assistance to handicapped students on the basis of need and positive attitude. Recipients are selected by the University's Coordinator of Services for Students with Special Needs.

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).

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.

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 Shipes 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.

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.

Dr. Richard Klemer Memorial Fund. The Dr. Richard Klemer Memorial Fund was established by friends and faculty in 1972. Income from this fund is awarded to graduate students in Child Development and Family Relations. Recipients are selected by the Dean of the School of Home Economics along with the Child Development-Family Relations staff.

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.

Louise Lowe Scholarship in Home Economics. A scholarship is awarded in honor of Miss Lowe, retired associate professor in home economics education.

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.

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.

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. Applicants must have been previously approved for the music major.

Mu Phi Epsilon — Alpha XI Chapter Scholarship. Alpha XI Chapter of Mu Phi Epsilon established a Performance Scholarship to be awarded annually to a member of the chapter on the basis of musical talent and performance.

Anne Murphy Scholarship. Burlington Industries, through its Department of Health and Safety, established the Anne Murphy Scholarship Fund in recognition of Ms. Murphy's service as an occupational health nurse. The scholarship is awarded to undergraduate students planning to enter the field of Occupational Health Nursing.

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. Applicants must have been previously approved for the music major.

Non-Traditional Adult Student Scholarships. This scholarship program was established in 1971 by the Greensboro Book Discussion Club of the UNC-G Alumni. Awards of \$100 are made each semester to mature adults who wish to enroll for a course at UNC-G after an interruption in their education. Recipients are selected by a committee composed of a representative from the Office for Adult Students, the Alumni Office, and the Student Aid Office.

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 the School of Business and Economics.

Phi Mu Alpha Sinfonia—Iota Epsilon Chapter Scholarship. The Iota Epsilon Chapter of Phi Mu Alpha established a scholarship in 1980. Awards are made to music majors by the School of Music Scholarship Committee.

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.

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.

Risk and Insurance Management Society Scholarship. The Risk and Insurance Management Society, Inc., (Piedmont Chapter) established this scholarship in 1980 to provide a \$500 award to an undergraduate student taking a concentration in insurance. To be eligible a student must be a business administration major, be at least a fifth semester student by the fall in which the first award is received; have completed BUS 470—Risk and Insurance; and must agree to enroll in and complete advanced insurance courses each semester during the continuation of this scholarship. Recipients will be selected by the UNC-G Insurance Faculty on the basis of academic merit and achievement. Financial need is not a consideration.

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 varies.

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 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.

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.

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. Approximately \$2,000 is given annually to rising juniors or seniors majoring in one of the Romance languages. The recipients are 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.

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.

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.

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. Applicants must have been previously approved for the music major. For information write the Dean of the School of Music.

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 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.

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 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.

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.

Outside Scholarships

Recipients of the following scholarships are selected by donors outside of the University.

The Aubrey Lee Brooks Scholarships. These scholarships are awarded annually to high school seniors on the basis of academic standing, character, leadership, and financial need. Applicants for the scholarship must be residents of Alamance, Caswell, Durham, Forsyth, Granville, Guilford, Orange, Person, Rockingham, Stokes, or Surry Counties and must attend either North Carolina State University, The University of North Carolina at Chapel Hill or The University of North Carolina at Greensboro. The annual stipend is \$1,100 and may be renewed for a period of four academic years. Applications should be obtained from the student's high school principal before February 1.

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



\$750 annually to deserving students in nursing. The full amount of each scholarship-loan, including interest, will be cancelled for each year of employment as a full-time nurse immediately following graduation at Moses Cone Hospital.

Mary Fields Jones Memorial Scholarship. This scholarship, established by the alumni of Cumberland County, is given annually to a student from Cumberland County.

The James G. K. McClure Educational and Development Fund, Inc. This fund provides a limited number of scholarships to qualified freshmen from Alleghany, Ashe, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, and 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 and should be submitted by March 15.

Loan Funds

Maude L. Adams
 Alamance County Chapter of the Alumni Association
 Alumnae Class Organ
 Alumni
 Sarah Atkinson
 Emily S. Austin
 Mary Cochrane 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
 Millie D. Fetzer
 Julius Foust
 *Galloway
 *Frank P. Graham
 Martha Irvin Groome Memorial
 Claude Heath
 Pauline Green Hester
 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
 Lela Wade Phillips
 Rebecca Christine Phoenix Memorial
 Winfield H. Rogers
 Rotary
 Royal Arch and Knights Templar
 Patty Spruill Memorial
 Lizzie Stewart
 *Joseph B. Strohl Memorial
 Mary McLean Taylor Memorial
 Carrie MacRae Tillett Memorial
 Town Students
 *Weil-Wallerstein
 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 (1981-82)

Elective

Academic Cabinet (37 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; 12 members-at-large; 12 representatives from Schools; 4 representatives from College of Arts and Sciences; 1 representative from Council of Deans; 1 representative from Library; 3 representatives from Student Government; 2 representatives from Graduate Students' Association. Ex officio membership; 6 Vice Chancellors; Director of Library.

Executive Committee of the Academic Cabinet (2 faculty members). Prepares agenda for Cabinet and Faculty Council meetings.

Budget Committee of the Academic Cabinet (7 faculty members). Advises and consults about allocation of University resources.

Committee on Committees (6 faculty members). Makes recommendations to the Chancellor concerning appointment of faculty members to standing committees.

Curriculum (9 faculty members-at-large; 6 faculty representatives from schools; 1 faculty representative from College of Arts and Sciences. Ex officio: 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; 2 student members). 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 4 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 AASA member; 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 5 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 (5 faculty members, 1 serving as Chairman; 1 AASA member; 1 ex officio-Director of Security; 3 students, 1 serving as Vice Chairman). Receives information concerning campus security conditions; makes recommendations regarding security problems and needs; hears grievances against campus security officers.

Campus Stores (6 faculty members, plus 2 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 (8 faculty members, plus 7 ex officio; 3 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 AASA member; 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 (14 members: 5 from general faculty; 2 from Health, Physical Education, Recreation and Dance (1 female, 1 male); 4 students; plus 3 ex officio). 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).

Intramural and Club Sports (10 members: 3 faculty or staff from University at large, excluding HPERD; 3 ex officio-Director of Campus Recreation and Intramurals, Coordinator of Intercollegiate Athletics, Director of Health Center; 4 students). Serves as an advocacy group for the program. Prepares and reviews programs, policies, guidelines and procedures for club and intramural sports.

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 Committee (9 faculty members, plus 1 ex officio; 2 student members). Studies existing policies for use of Piney Lake and makes recommendations on its administration as 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.

Status of Women (3 faculty from schools including the Library; 2 faculty from College of Arts and Sciences; 1 representative from professional staff (EPA-non-teaching); 1 AASA member; 1 non-academic employee member; 4 students). Considers University policies that affect women students, faculty, and staff and attempts to provide support as appropriate.

Student Financial Aid (10 faculty members, plus 4 ex officio; 4 students). Committee has responsibility of overseeing all matters related to student financial aid.

Traffic (4 faculty, 1 of which serves as Chairman; 1 AASA member; 4 students, including one town student and one graduate student—male and female; plus 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 C. Friday, B.S., LL.B., LL.D., D.C.L.

Vice President — Planning

Roy Carroll, B.A., M.A., Ph.D.

Vice President — Academic Affairs

Raymond H. Dawson, B.A., M.A., Ph.D.

Vice President — Research and Public Service

Edgar Walton Jones, B.S., M.S., Ph.D.

Vice President — Finance

L. Felix Joyner, A.B.

Vice President — Student Services and Special Programs

Cleon F. Thompson, Jr., B.S., M.S., Ph.D.

Secretary of the University

John P. Kennedy, Jr., S.B., B.A., M.A., J.D.

Assistant to the President for University

Telecommunications

George E. Bair, B.A., M.A., Ph.D.

Associate Vice President — Finance

Hugh S. Buchanan, Jr., B.A.

Associate Vice President — Student Services and Special Programs

John F. Corey, B.S., M.A., Ed.D.

Director, The University of North Carolina Center for Public Television

John W. Dunlop, B.A.

Associate Vice President — Finance

Kennis R. Grogan, B.S., M.B.A.

Assistant to the President

James L. Jenkins, Jr. A.B.

Assistant to the President**Arnold K. King, A.B., A.M., Ph.D.****Assistant to the President for Governmental Affairs****R. D. McMillan, Jr., B.S.****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, Jr., A.B., M.A., Ph.D.****History of the University**

The University of North Carolina is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776, and it was chartered in 1789 by the General Assembly.

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the latter part of the nineteenth century, the General Assembly of North Carolina has established and supported fifteen other public senior institutions in keeping with Article IX, Section 8, of the Constitution of North Carolina which provides that 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."

By 1969, The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multi-campus University had its beginnings in legislation enacted in 1931 that defined The University of North Carolina to include The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro. In the 1960's three additional campuses were added: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

Beginning in 1877, the General Assembly of North Carolina established or acquired ten additional separately governed state-supported senior institutions of higher education. They are: 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. Then, in 1971, the General Assembly redefined The University of North Carolina, and under the terms of that legislation all sixteen public senior institutions became constituent institutions of The University of North Carolina.

The constitutionally authorized Board of Trustees of the six-campus University of North Carolina was designated the Board of Governors and this body is by law The University of North Carolina. The Board of Governors consists of thirty-two members elected by the General Assembly, and it is charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions."

The chief executive officer of The University is the President.

Each constituent institution of The University has its own faculty and student body. The chief administrative officer of each institution is the chancellor, and the chancellors are responsible to the President.

Each constituent institution also has a board of trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body *ex officio*. (The School of the Arts has two additional *ex officio* trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

Board of Governors/The University of North Carolina

John R. Jordan, Jr., Chairman
Mrs. Hugh Morton, Vice Chairman
Louis T. Randolph, Secretary

Class of 1983

Irwin Belk, Charlotte
Wayne Corpening, Winston-Salem
Daniel C. Gunter, Jr., Gastonia
Mrs. Howard Holderness, Greensboro
John R. Jordan, Jr., Raleigh
J. Aaron Prevost, Hazelwood
Louis T. Randolph, Washington
Harley Shuford, Jr., Hickory

Class of 1985

Furman P. Bodenheimer, Cary
Laurence A. Cobb, Charlotte
John Edwin Davenport, Nashville
Charles Z. Flack, Jr., Forest City
James E. Holmes, Winston-Salem
Reginald F. McCoy, Laurinburg
Mrs. John F. McNair, III, Winston-Salem
Maceo A. Sloan, Durham

Class of 1987

B. Irvin Boyle, Charlotte
Mrs. Robert H. Bullock, Shelby
William A. Dees, Jr., Goldsboro
Jacob H. Froelich, Jr., High Point
James E. Holshouser, Jr., Southern Pines
William A. Johnson, Lillington
Robert L. Jones, Raleigh
E.B. Turner, Lumberton

Class of 1989

Mrs. A.R. Bowe, Murfreesboro
Philip G. Carson, Asheville
Walter R. Davis, Midland, Texas
R. Phillip Haire, Sylva
Mrs. Hugh Morton, Linville
Asa T. Spaulding, Jr., Durham
David J. Whichard, II, Greenville
William K. Woltz, Mount Airy

Officers/The University of North Carolina at Greensboro

Administration

Chancellor

William Edward Moran, B.A., M.B.A., Ph.D.

Betty N. Crutcher, Assistant to the Chancellor, B.S., M.P.H.

Vice Chancellor for Administration and Planning

A. Lawrence Fincher, B.S., M.S., Ph.D.

Director of Administrative Computer Center

Roscoe Jackson Allen, B.S., M.S., Ed.D.

*Eddy H. Cheng, B.S., M.S., Ph.D.

Director of Institutional Research

Donald James Reichard, B.A., M.A., Ph.D.

Academic Affairs

Vice Chancellor for Academic Affairs

Stanley Llewellyn Jones, B.S., M.A., Ph.D.

Henry Herbert Wells, III, Assistant Vice Chancellor for Academic Affairs, B.A., M.S., Ph.D.

Jean Eason, Assistant Vice Chancellor for Academic Affairs, B.A., M.A., Ed.D.

College of Arts and Sciences

Robert L. Miller, Dean, Ph.B., B.S., M.S., Ph.D.

School of Business and Economics

David Howard Shelton, Dean, B.A., M.A., Ph.D.

School of Education

David H. Reilly, Dean, B.A., M.Ed., Ed.D.

School of Health, Physical Education, Recreation and Dance

Richard A. Swanson, Dean, B.S., M.Ed., Ph.D.

School of Home Economics

Naomi G. Albanese, Dean, B.A., M.A., Ph.D.

*Jacqueline H. Voss, Dean, B.S.C., M.S.C., Ed.D.

School of Music

Robert L. Blocker, Dean, B.A., M.M., D.M.A.

School of Nursing

Eloise R. Lewis, Dean, B.S.N., M.S.Ed., Ed.D.

Academic Advising

Bert Arthur Goldman, Dean, B.A., M.Ed., Ed.D.

Admissions

Robert W. Hites, Director, B.A., M.A., Ph.D.

Academic Computer Center

Theodore W. Hildebrandt, Director, B.A., M.A., M.S., Ph.D.

Continuing Education

Jean Eason, Director, B.A., M.A., Ed.D.

Instructional Resources Center

W. Hugh Hagaman, Director, B.S., M.A., Ed.D.

Library

James Howard Thompson, Director, B.A., M.A., M.S., Ph.D.

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Library Faculty

- V. Diane Briceland** (1981), Assistant Reference Librarian/B.A., California State College/M.L.S., Pittsburgh.
- Barbara Beuthien 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., M.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.
- Doris J. Hulbert** (1980), Head Circulation Librarian/B.A., M.A., Montclair State/M.L.S., Indiana.
- 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.
- 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.
- Pamela D. Morgan** (1979), Assistant Acquisitions Librarian/B.A., N.C. State/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.
- 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 F. Reynolds** (1980), Acting Head, Serials Librarian/A.A., San Antonio College/B.A., M.L.S., Texas.
- 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., M.L.S., SUNY at Buffalo.

- 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.
- Anne F. Baecker** (1960), Professor, Department of German and Russian, Emeritus (1981)/Ph.B., Marygrove College/M.A., Michigan/Ph.D., Cincinnati.
- Richard Bardolph** (1944), Jefferson Standard Professor, Department of History, Emeritus (1980)/B.A., M.A., Ph.D., Illinois/Litt.D., Concordia College.
- John H. Beeler** (1950), Professor, Department of History, Emeritus (1981)/B.A., M.A., Ohio/Ph.D., Cornell.
- Cora P. Bomar** (1969), Associate Professor, School of Education, Emeritus (1979)/B.S., Tennessee/M.A., U.N.C. at Chapel Hill/B.S. in L.S., George Peabody College for Teachers.
- 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.
- Mildred L. Carr** (1958), Head Circulation Librarian, Emeritus (1980)/B.A., College of William and Mary/B.S., Columbia.
- 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.
- Jane H. Crow** (1965), Professor, School of Home Economics, Emeritus (1980)/B.S., Salem College/M.S., Maryland/Ph.D., Cornell.
- 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, Recreation and Dance, Emeritus (1971)/B.A., Western/M.A., Wisconsin/S.S., New York.
- Charlotte Webster Dawley** (1944), Associate Professor, Department of Biology, Emeritus (1968)/B.A., Carleton/M.S., Washington/Ph.D., 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.
- Norman Farrow** (1969), Professor, School of Music, Emeritus (1981)/B.A., M.A., Western Ontario.
- William N. Felt** (1947), Associate Professor, Department of Romance Languages, Emeritus (1972)/B.A., Clark/M.A., D.M.L., Middlebury.

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 Historicos, 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.



- Annie Beam Funderburk** (1921), Associate Professor, Department of Romance Languages, Emeritus (1961)/B.A., UNC-G/M.A., U.N.C. at Chapel Hill.
- Virginia Gangstad** (1939), Associate Professor, Department of Biology, Emeritus (1979)/B.A., M.A., Ph.D., Illinois.
- Margaret Greene** (1946), Assistant Professor, School of Health, Physical Education, Recreation and Dance, Emeritus (1979)/B.S.P.E., Appalachian/M.A., New York.
- Ruth Gunter** (1931), Associate Professor, School of Education, Emeritus (1959)/B.A., UNC-G/M.A., Columbia. Deceased 5-15-82.
- 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.
- Lawrence E. Hart** (1966), Professor, School of Music, Emeritus (1981)/B.M., M.M., Colorado/D.M.A., Eastman School of Music, Rochester.
- 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.
- Ruth C. Hege** (1961), Instructor, Department of English, Emeritus (1979)/B.A., Mt. Holyoke College/M.A., Columbia.
- Julia Heil 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.
- Eugenia Mclver Hunter** (1935), Professor, School of Education, Emeritus (1970)/B.A., Goucher College/M.A., Columbia/Ph.D., Ohio State.
- Elisabeth Anna Marie Jastrow** (1941), Associate Professor, Department of Art, Emeritus (1961)/Ph.D., Heidelberg, Germany. Deceased 9-27-81.
- 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 Keister** (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.
- Margaret G. Klemer** (1967), Associate Professor, School of Nursing, Emeritus (1981)/B.S.N.E., Pittsburgh/M.S., Alabama.
- Anna Mary Kreimeier** (1927), Assistant Professor, School of Education, Emeritus (1965)/Ph.B., Chicago/M.A., Columbia.
- Augustine La Rochelle** (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, Recreation and Dance, Emeritus (1974)/B.A., Brown/M.S., Wellesley.
- Marjorie Leonard** (1941), Associate Professor, School of Health, Physical Education, Recreation and Dance, Emeritus (1978)/B.S., UNC-G/M.A., U.N.C. at Chapel Hill.
- Joseph Levinoff** (1969), Assistant Professor, School of Health, Physical Education, Recreation and Dance, Emeritus (1979).
- 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)/M.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.
- George E. McSpadden** (1967), Professor, Department of Romance Languages, Emeritus (1979)/B.A., M.A., New Mexico/Ph.D., Stanford.
- Guita Marble** (1949), Associate Professor, Department of Chemistry, Emeritus (1970)/B.A., M.A., Ph.D., Kansas.
- Marjorie Memory** (1962), Head Serials Librarian, Emeritus (1979)/B.A., UNC-G/M.S.L.S., U.N.C. at Chapel Hill.
- 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. Deceased 12-30-81.
- Virginia G. Moomaw** (1945), Professor, School of Health, Physical Education, Recreation and Dance, 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.
- Margaret A. Mordy** (1974), Dean and Professor, School of Health, Physical Education, Recreation and Dance, Emeritus (1979)/B.A., Grinnell College/M.A., Iowa/Ph.D., Chicago.
- Edwin Phillip Morgan** (1946), Professor, School of Music, Emeritus (1975)/B.M., Tulsa/M.M., 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.
- Victoria Carlson Nielson** (1930), Professor, School of Health, Physical Education, Recreation and Dance, 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 Painter** (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 Communication and Theatre, 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.
- Blackwell P. Robinson** (1956), Associate Professor, Department of History, Emeritus (1981)/B.A., U.N.C. at Chapel Hill/Ph.D., U.N.C. at Chapel Hill.
- Hollis J. Rogers** (1947), Associate Professor, Department of Biology, Emeritus (1979)/B.S., Murray State/M.S., Kentucky/Ph.D., Duke.
- Victor Salvin** (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, Recreation and Dance, Emeritus (1966)/B.S., M.A., New York/Ed.D., Columbia.
- Juel P. Schroeder** (1965), Professor, Department of Chemistry, Emeritus (1980)/B.S., North Dakota/Ph.D., Wisconsin.
- Anne Christian Shamburger** (1925), Assistant Professor, School of Health, Physical Education, Recreation and Dance, 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. Deceased 5-28-82.
- 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.
- Raymond J. Vincent** (1973), Associate Professor, School of Health, Physical Education, Recreation and Dance, Emeritus (1981)/B.S., Northwestern/M.Ed., Ph.D., Southern Illinois.
- 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, Recreation and Dance, 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 and the Charlotte Memorial Hospital, Charlotte, hold clinical faculty appointments at UNC-G.

The position each occupies and his/her hospital affiliation is in parentheses.

- Elizabeth T. Anderson** (1979), B.A., M.T. (ASCP), (Education Coordinator, Charlotte Memorial Hospital, Charlotte)
- H. Wallace Baird** (1973), Clinical Lecturer, Department of Chemistry/B.A., M.D., (Pathologist, Moses H. Cone Hospital, Greensboro)
- Jean C. Basch** (1975), Clinical Instructor, Department of Biology/B.S., M.T., (ASCP), M. Ed. (Program Director, School of Medical Technology, Forsyth Hospital, Winston-Salem)
- Yvonne Brown** (1980), Clinical Teaching Assistant, Department of Biology/A.B., M.T. (ASCP), S.H. (Instructor Radioisotopes, Moses H. Cone Hospital, Greensboro)
- Ruth S. Comer** (1976), Clinical Teaching Assistant, Department of Biology/A.B., M.T. (ASCP), (Instructor-Blood Bank, Moses H. Cone Hospital, Greensboro)
- Howard T. DeHaven** (1977), Clinical Professor/M.D., (Medical Director, School of Medical Technology, Mercy Hospital, Charlotte)
- Joseph B. Dudley** (1975), Clinical Professor, Department of Biology/B.S., M.D. (Pathologist and Medical Director, Forsyth Hospital, Winston-Salem)
- Robert M. Gay** (1972), Clinical Professor, Department of Biology/B.A., M.D. (Pathologist and Medical Director, School of Medical Technology, Moses H. Cone Hospital, Greensboro)
- Charles M. Hassell** (1972), Clinical Lecturer, Department of Biology/B.S., M.D. (Director of Laboratories and Chief of Pathology, Moses H. Cone Hospital, Greensboro)
- Elizabeth H. Heermans** (1979), Clinical Teaching Assistant, Department of Biology/B.A., M.T. (ASCP), S.H. (Instructor Hematology, Moses H. Cone Hospital, Greensboro)
- Ilene Johnson** (1977), Clinical Teaching Assistant, Department of Biology/A.B., M.T. (ASCP), (Instructor Microbiology, Moses H. Cone Hospital, Greensboro)
- Michael H. Leahan** (1979), M.D. (Director, School of Medical Technology, Charlotte Memorial Hospital, Charlotte)
- Donald D. Leonard** (1972), Clinical Lecturer, Department of Biology/B.S., M.D. (Pathology, Moses H. Cone Hospital, Greensboro)
- Michael L. O'Connor** (1977), M.D. (Director, School of Medical Technology, Bowman Gray School of Medicine, Winston-Salem)
- Sister Mary Mathew Snow** (1977), M.A.T., M.T. (ASCP), (Program Director, Mercy Hospital, Charlotte)
- Dewey W. Taylor** (1972), Clinical Instructor, Department of Chemistry/M.T. (ASCP) S.C. (Quality Control Supervisor, Moses H. Cone Hospital, Greensboro)

UNC-G Administrative Staff

Administration

Chinqua-Penn

Dwight Tally (1973), Executive Director/**Bobbie R. Boyles** (1965), Security Officer/**Vivian B. Forrester** (1976), House Manager.

The administrators responsible for the offices listed below may be found under the heading **Officers/The University of North Carolina at Greensboro**, pages 256-257.

Academic Affairs

Academic Advising

Dorothy Darnell (1963), Assistant Dean, B.S.S.A., M.Ed./Assistants to Dean: **Karen E. Anthony** (1978), B.S., B.A., M.A., **Thelma D. Copeland** (1981), B.A., M.A., **Jean G. Wall** (1978), B.A., M.S.H.E., Ph.D.

In addition, the following faculty/graduate assistants serve on a part-time basis as Academic Advisers:

Frances Crosby (1978), B.S.N., M.S.N.; **Sandra Forman** (1977), B.A., M.F.A.; **Judy Hoell** (1981), B.M.; **Ronald Ray McIrvine** (1968), B.A., Ph.D.; **J. Brad McLamb** (1981), B.S.; **Lillian Nordenholz** (1978), B.S., M.A.; **James R. Swiggett** (1967), B.S., M.Ed.; **Richard Weller** (1971) B.A., M.A.T., Ed.D.; **Mozele Williams** (1966), B.S.H.E. M.S.H.E.

Academic Affairs

Paula A. Andris (1960), University Administrative Manager, C.C.

Academic Computer Center

Marlene R. Pratto (1973), Programmer-Consultant, B.A./**Matthew W. Shope** (1978), Assistant Director-Systems, B.S., M.S./**Darylene C. Colbert** (1979), Assistant Director-User Services, B.S./**Dennis W. Funk** (1980), Operations Manager, B.S./**Richard D. Hulon** (1980), Systems Programmer, B.S./**R. C. Curry** (1981), Programmer-Consultant, B.S./**V. Diane Case** (1981), Programmer-Consultant, B.A.

Administrative Computer Center

Charles D. Barbour (1963), Data Processing Manager/**Robert J. Iscario** (1971), Systems Analysts Manager.

Admissions Office

Associate Director: **Jerry W. Harrelson** (1978), B.A., M.Ed./Assistant Directors: **Malinda B. Richbourg** (1974), B.S.H.E.; **Ellen A. Barnes** (1979), B.A.; **RaVonda D. Webster** (1979), B.A.; **Howard V. Coleman** (1979), B.A., M.Ed.; **Clifton P. Flynn** (1980), B.A.

Office for Adult Students

Barbara B. Weiss (1973), Counselor, B.A., M.Ed.

Instructional Resources Center

Duane King (1967), Electronics Technician/**Fred Goodman** (1972), Electronics Technician/**Jack W. Simpson** (1971), Electronics Technician/**Timothy Barkley** (1979), Artist Illustrator/**Addie S. Eidam** (1978), Artist Illustrator/**Charles R. McLean** (1967), Educational Media Technician/**Neil Thacker, Jr.** (1977), Television Engineer/**Homer Williams** (1979), Electronics Technician.



Continuing Education

John J. Young (1980), Associate Director, A.B., A.M., M.A., Ph.D./**Bolton Anthony** (1980), Assistant Director, B.A., M.A., M.L.S./**Donna Depue** (1980), Program Assistant, B.A./**Karen Hogarth** (1980), Program Assistant, B.S., M.S.

Library Staff

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Development

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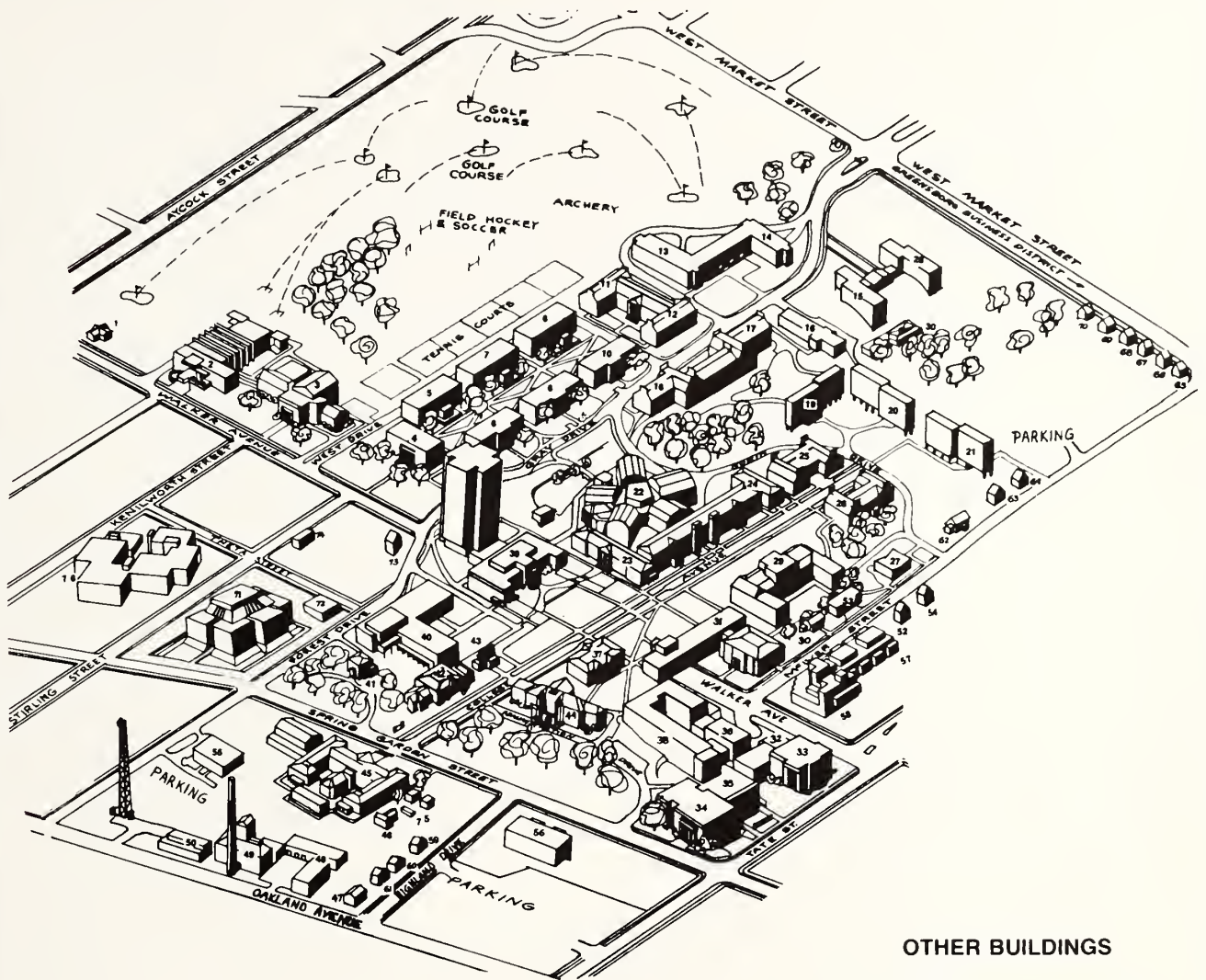
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EDU (Education)	126
ENG (English)	133
FNS (Food, Nutrition, Food Service Management)	175
FRE (French)	227
GEO (Geography)	139
GER (German)	141
GRK (Greek)	107
HEA (Health)	152
HIS (History)	162
ECM (Home Economics Education, Consumer Science & Management)	173
HS (Honors Seminars)	179
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LAS (Latin American Studies)	182
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MAT (Mathematics)	190
MUS (Mus)	200
NUR (Nursing)	207
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PHI (Philosophy)	209
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WLT (World Literature)	187
WMS (Women's Studies)	185

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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 — Aycock 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

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
- 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
- 68 — Music Offices
- 69 — N.C. Endowment for Humanities
- 70 — Youth Services Bureau
- 71 — Mossman Building (Administration)
- 72 — Presbyterian Student Center
- 73 — Wesley-Luther Student Center
- 74 — Baptist Student Center
- 75 — Carter Child Care Center

The University of North Carolina at Greensboro/bulletin

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