

THE
UNIVERSITY
OF
NORTH
CAROLINA
AT
GREENSBORO

General Bulletin

August 1986

This catalog is intended for informational purposes only. Requirements, rules, procedures, courses, and informational statements are subject to change. The University reserves the right to revise any part without notice or obligation.

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.

Catalog Issue
for the Year
1985-86

Announcements
for 1986-87

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The University of North Carolina

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1985/86

at Greensboro



Undergraduate Catalog 1986-87

UNCG CALENDAR

FALL SEMESTER 1986

August 8, 1986

August 18-20,

Monday-Wednesday

August 20, Wednesday

August 21, Thursday

August 22, Friday,

9 a.m.-12 noon

August 22, Friday

August 23, Saturday,

9 a.m.-12 noon

August 23-24,

Saturday-Sunday

August 25, Monday,

8:10 a.m.

August 25, Monday

August 29, Friday

September 1, Monday

September 2, Tuesday

September 8, Monday

October 6, Monday

October 6, Monday

October 6, Monday

October 17, Friday, 6 p.m.

October 22, Wednesday,

8:10 a.m.

November 10, Monday,

5 p.m.

Summer Session ends.

Walk-In Registration/Advisement.

Fall Semester opens; Residence halls open; Orientation begins.

Orientation and advising for freshmen, transfers.

Registration for all undergraduate students.

Orientation continues.

Advising and registration for graduate students.

Orientation continues.

Instruction begins.

Late registration (August 25-September 2).

Deadline for submitting application for graduation for graduate students completing degree requirements in 1986 Fall Semester.

State Holiday. Classes dismissed; offices closed.

Last day to change courses or course sections.

Exception must have the approval of the Dean of Academic Advising or the Dean of the Graduate School.

Last day to drop a course(s) and be entitled to a refund (less 10%) on tuition and fees.

Founder's Day.

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 QUALITY POINT RATIO.**

Six weeks unsatisfactory progress reports due in Registrar's Office.

Instruction ends for Fall Semester break.

Classes resume.

Final date for oral examination for December doctoral candidates.

November 10-14, Monday-Friday	Preregistration for continuing students for Spring Semester.
November 26, Wednesday, 1 p.m.	Instruction ends for Thanksgiving holidays.
December 1, Monday, 8:10 a.m.	Classes resume.
December 1, Monday	Financial aid application deadline for Spring Semester.
December 11, Thursday	Reading Day.
December 12-19, Friday-Friday	Final Examinations.
December 19, Friday	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.
December 19, Friday	End of Fall Semester.

CONTACT UNCG COUNSELING AND TESTING CENTER FOR EXACT DATES OF QUALIFYING EXAMINATIONS.

SPRING SEMESTER 1987

January 1, Thursday	Competitive scholarship application deadline for entering freshmen.
January 5, Monday, 9:00 a.m.-7:00 p.m.	Advising and registration for all graduate and undergraduate students.
January 6, Tuesday, 9:00 a.m.-1:00 p.m.	Advising for Spring Semester undergraduate admits.
January 6, Tuesday, 9 a.m.-1:00 p.m.	Completion of registration for Spring Semester for graduate and undergraduate students.
January 7, Wednesday, 8:10 a.m.	Classes begin for Spring Semester.
January 7, Wednesday	Late registration, (January 7-January 14).
January 14, Wednesday	Last day to change courses or course sections. Exception must have the approval of the Dean of Academic Advising or the Dean of the Graduate School.
January 15, Thursday	Deadline for submitting application for graduation for graduate students planning to graduate in the 1987 commencement.
January 21, Wednesday	Last day to drop a course(s) and be entitled to a refund (less 10%) on tuition and fees.
February 9, Monday	Last day for undergraduate students to apply for student teaching during 1987-1988.
February 18, Wednesday	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

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EXCEPT FOR APPROPRIATE CAUSE DETERMINED BY MEDICAL, COUNSELING, OR ADMINISTRATIVE CIRCUMSTANCES SHALL BE COUNTED AS "WF" AND COMPUTED IN THE QUALITY POINT RATIO.

- February 18, Wednesday Six weeks unsatisfactory progress reports due in Registrar's Office.
- March 1, Sunday Financial aid applications priority filing date for Summer School and 1987-88 academic year.
- March 7, Saturday, 1:00 p.m. Instruction ends for Spring Holidays.
- March 16, Monday, 8:10 a.m. Classes resume.
- March 30, Monday, 5:00 p.m. Final date for oral examination for May doctoral candidates.
- April 6-10, Monday-Friday Preregistration for continuing students for Summer School and/or Fall Semester.
- April 20, Monday State Holiday. Classes dismissed; offices closed.
- April 27, Monday Last day of classes.
- April 28, Tuesday Reading Day.
- April 28, Tuesday, 5:00 p.m. Final date for complete clearance of May candidates for degrees, including receipt in Graduate Office of two copies of thesis or dissertation and payment of fees owed the University.
- April 29-May 6, Wednesday-Wednesday Final Examinations.
- May 10, Sunday Commencement.
- May 20, 1987, Wednesday First Summer Session classes begin.
- July 5, 1987, Tuesday Second Summer Session classes begin.

CONTACT UNCG COUNSELING AND TESTING CENTER FOR EXACT DATES OF QUALIFYING EXAMINATIONS.



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

CORRESPONDENCE DIRECTORY

Admissions

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University of North Carolina at
Greensboro
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Greensboro, North Carolina
27412-5001
(919) 379-5243

Financial Aid

Student Aid Office
University of North Carolina at
Greensboro
243 Mossman Administration Building
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27412-5001
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Registrar

Office of the Registrar
University of North Carolina at
Greensboro
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Greensboro, North Carolina
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Summer School

Summer Session
University of North Carolina at
Greensboro
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Greensboro, North Carolina
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Cashier

University Cashier
University of North Carolina at
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INTRODUCTION



THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**MISSION AND GOALS STATEMENT**

(Approved by the Board of Trustees November 17, 1983)

The University of North Carolina at Greensboro has a special place in public higher education in North Carolina. It has a long-standing commitment to the liberal arts in all undergraduate education. It is also a doctoral-granting institution with unique authorization to concentrate its resources on a select number of doctoral programs. These characteristics provide a comparative advantage to the University in carrying out a special mission: to provide excellence in mutually supportive graduate and undergraduate education to men and women of every race, and to achieve national recognition in selected programs.

Given this unique mission, the following goals obtain for the period through 1991:

- a. To provide the best opportunity in the University of North Carolina system for all undergraduates to secure an education firmly based in the liberal arts
- b. To provide the best undergraduate professional preparation in the University of North Carolina system in selected fields
- c. To provide excellent master's programs, especially to meet the needs of North Carolina's urban areas
- d. To achieve national recognition for all doctoral programs and selected master's programs
- e. To stimulate and support excellence in teaching and enhanced faculty-student relationships
- f. To stimulate and support productive and high-quality research, scholarship, and creative expression
- g. To nurture a strong sense of community and to develop a distinctive intellectual, cultural, and social life in the University through curricular and co-curricular programs
- h. To seek opportunities consistent with the University's standards for teaching, creative expression, and research, to serve the people of the state, and to promote understanding of the mutual benefits.

**AFFIRMATIVE ACTION PLAN FOR THE
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

(March 25, 1973, Chapter II, reaffirmed in Affirmative Action Plan)

(Revised 1983)

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, nonacademic 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 1, Section 103)

At The University of North Carolina at Greensboro, the following statement has been formulated to express the commitment to Affirmative Action:

“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 appoints and promotes for all job classifications without regard to race, color, national origin, sex, age, religion, handicap, or veteran status in such manner as is consistent with achieving a staff of diverse and competent persons.

The University maintains 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.

ACCREDITATION

UNCG is regionally accredited by the Southern Association of Colleges and Schools. It is also a member of the following associations:

- American Association of State Colleges and Universities
- American Association of Colleges of Teacher Education
- American Council on Education
- Council on Postsecondary Accreditation
- National Association of Summer Sessions
- National University Continuing Education Association
- North Carolina Association of Colleges and Universities
- Southern Association of Colleges and Schools—Commission on Colleges

Teacher Education programs have been approved at the state level by the North Carolina Department of Public Instruction and the National Council of Accreditation in Teacher Education.

Programs in the professional schools and in some departments of the College of Arts and Sciences are also accredited by relevant professional agencies. Where applicable, such accreditation is noted in the respective sections in Chapter 4, Academic Programs.

CAMPUS PROFILE

The University of North Carolina at Greensboro was chartered in 1891 to provide higher education for women. As one of the three original institutions of the University of North Carolina, it is highly regarded both for its strong liberal arts tradition and its superb professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university.

The student body—68% female and 32% male—comprises over 10,000 men and women, about three-fourths of whom are undergraduates and one-fourth graduate students. While 87% are from North Carolina, students come from 38 other states and 59 foreign countries. Minority enrollment is approximately 13% including approximately 10% black students. About half the students receive some sort of financial aid. The ratio of students to faculty is 14.2 to 1.

Among the 645 faculty members are nationally known scholars whose research and creative work regularly contribute new knowledge to their fields; seventy-two percent of the faculty members hold doctoral degrees. The faculty is committed to excellence in teaching, research, and public service. Faculty members are easily accessible to students through an advisory system and on an informal basis.

The University is organized into a College of Arts and Sciences and six professional schools—those of Business and Economics; Education; Health, Physical Education, Recreation, and Dance; Home Economics; Music; and Nursing. Undergraduates have a choice of 90 areas of study from which to select a major or concentration within a major leading to one of seven undergraduate degrees offered: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science (BS), Bachelor of Science in Home Economics (BSHE), Bachelor of Science in Medical Technology (BSMT), and Bachelor of Science in Nursing (BSN).

More than 900 courses are available each semester. In addition, since UNCG is a member of the Greater Greensboro Consortium, students may cross-register at Bennett, Elon, Greensboro, Guilford, and Guilford Technical Community, and High Point Colleges, and North Carolina Agricultural and Technical State University without additional tuition.

The University also offers 11 master's degrees with 96 majors and three doctoral degrees in 13 areas of study. The **Graduate School Catalog** describes these programs in full.

Most undergraduate degree programs require 122 semester hours with 24-36 semester hours of work in the major. See Chapter 4 of this catalog for descriptions of academic programs and University-wide requirements.

Many special academic programs are available as well. Among these, **Teacher Education** has a long tradition. Five UNCG schools and several 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 37 subject areas.

The **Honors Program** provides an early opportunity for broad interdisciplinary study with team-taught sessions and independent projects.

Opportunities for **interdepartmental studies** are available in International Studies, Black Studies, Women's Studies, Gerontology, and others.

UNCG's seven **preprofessional programs** offer all of the courses required for admission to medical or dental schools, to pharmacy, veterinary, or physical therapy schools, or as needed for entrance into law school. A two-year pre-engineering curriculum prepares students to transfer to schools with engineering programs.

Independent study, tutorials, and internships are available in most schools and departments.

Residential College provides a setting for innovative study and unity of academic and social experiences for freshmen and sophomores.

Students interested in **study abroad** for academic credit may select from several opportunities available, either through summer study or the junior year abroad program.

These and other special academic programs are described more fully in Chapter 5.



The campus includes 73 buildings, among which are 16 classroom buildings and 22 residence halls. Four dining halls offer all-day service. The 10-story air-conditioned Jackson Library has an open-stack collection of 1,750,000 items. Two gymnasiums, Elliott University Center, and the 2330-seat Aycock Auditorium are campus landmarks. Construction is underway on a major new Physical Activities Complex. In addition to the main campus, UNCG maintains Piney Lake Field Campus, a 44-acre recreational area with two lakes located six miles south of Greensboro.

UNCG is especially rich in the great diversity of its arts programs. Weatherspoon Art Gallery on campus houses what is considered to be the most outstanding permanent collection of contemporary art in the southeast and offers a showcase for student and faculty work.

The University Dance Company provides performance and choreographic opportunities for qualified graduate and undergraduate students in dance. In music, student performing organizations are open to all university students by audition.

A wide-ranging program in theatre has seven production programs including summer theatre at the Parkway Playhouse in Burnsville, North Carolina. The Media Workshop explores film and video topics and co-sponsors a student-managed campus radio station. Moreover, the University Concert/Lecture series brings exciting and innovative programs in the performing arts to the campus.

Residence life and the many opportunities and services for students are described in Chapter 6, Student Life, and in the **Student Handbook**.

The Office of the Dean of Academic Advising is responsible for assigning a faculty member as adviser to each student to help plan a course of study.

Student Health Service provides full-time medical services.

The Career Planning and Placement Center assists students with planning their careers and securing full-time employment after graduation.

The Academic Computer Center, housing a dual VAX 11/780 computer, provides computer support for the educational and research activities of the University.

The focal point for campus events is Elliott University Center, which not only provides space for student government, student publications, and many student organizations, but also offers movies, concerts, lectures, dances, and parties.

More than 100 student clubs and organizations are in operation, ranging from academic honor societies and service organizations through religious, musical, media, sports, and departmental organizations. UNCG is one of only five higher educational institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Eight Greek fraternities and six sororities have chapters on campus and offer a channel for social growth.

UNCG has an eight-team intercollegiate athletics program and competes in the Dixie Intercollegiate Athletic Conference as well as in NCAA Division III. A wide choice of intramural sports and club sports is offered on campus.

The 167-acre University is located near the center of Greensboro, the state's third largest city (population: 183,000), rated by a national survey as the nation's

second most attractive place to live, based on climate, health, transportation, crime rate, and prosperity. Situated midway between Washington and Atlanta, Greensboro is one hour from Chapel Hill, two hours from the mountains, and about five hours from the beaches. It is a dynamic city, offering a splendid setting for a university. In return, for nearly a century, UNCG has enriched Greensboro with its widely diversified academic community.

ACADEMIC ORGANIZATION

The Chancellor has the responsibility for the administration of all campus programs, academic and non-academic. The Vice Chancellor for Academic Affairs coordinates and oversees the graduate and undergraduate academic programs on the UNCG campus.

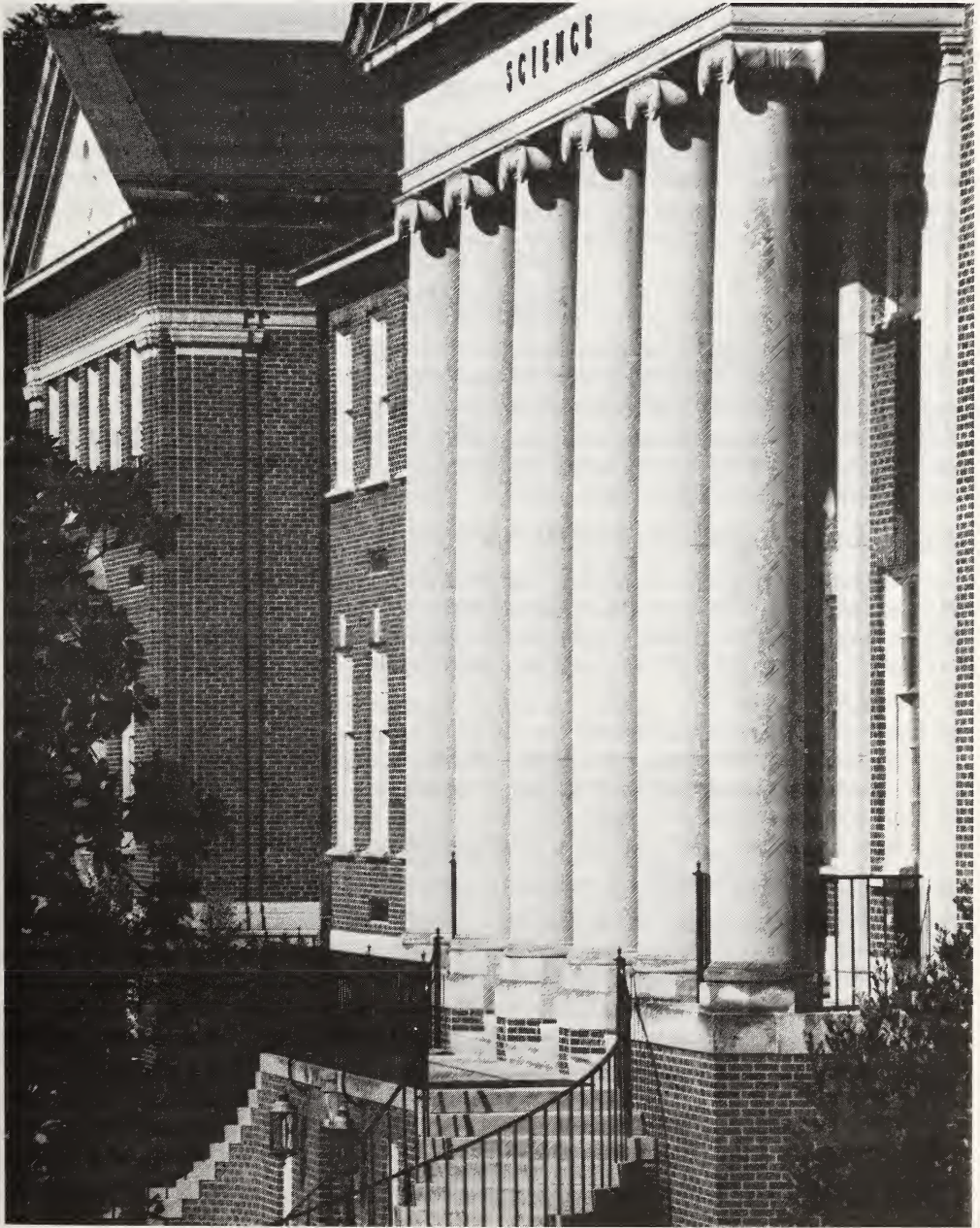
Working with the Vice Chancellor for Academic Affairs are the deans of the professional schools and of the College of Arts and Sciences, the Director of the University Library, the Director of the Summer Session and the Office of Continuing Education, the Dean of Academic Advising, the Director of Admissions, and the directors and advisers for the other special academic programs on campus.

The University faculty through the Faculty Council, the Academic Cabinet, and the Curriculum Committee determines the general framework for UNCG degree requirements and approves the programs proposed by academic units.

The UNCG Board of Trustees, acting within the framework outlined for UNCG by The University of North Carolina Board of Governors, determines general directions for UNCG's academic programs. Direct responsibility for administering academic programs rests within the various academic units.



ADMISSIONS



Admissions

UNCG seeks men and women with ability, character, motivation, and the intellectual potential to meet UNCG standards of performance. UNCG's admission decision is based upon an evaluation of the applicant's secondary school record and/or college record, including the overall grade point average and SAT and ACT scores. These factors are used to determine the applicant's probability of success at UNCG.

This policy applies to the admission of freshmen, transfer students, former students, and nontraditional students. It is administered without regard to sex, age, race, religion, handicap, or national origin.

Interviews are not used as criteria for admissions decisions, except in the case of those interviews specifically requested by the Office of Admissions. However, interviews may be scheduled by contacting the Office of Admissions at 919-379-5243 at least two weeks in advance of the date a campus visit is planned.

FRESHMEN

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 "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs.

SECONDARY SCHOOL PREPARATION

Candidates for admission to the freshman class must submit at least 15 acceptable units of credit from an accredited secondary school and a high school diploma or its equivalent. (A unit is defined as credit given for a course which meets for one period daily during the entire school year.) Units must be distributed as follows:

	Units
English (college preparatory)	4
Foreign Language (two years of one foreign language)	2
Mathematics* (algebra I, algebra II, geometry)	3
Science (natural or physical)	1
Social Science (1 unit in history; 1 unit in history, economics, sociology, or civics)	2
Electives**	3
	<u>15</u>

* Must be college preparatory; general, commercial, vocational, or business mathematics are not acceptable.

** The three elective units of secondary school preparation may include additional study in any of the areas above as well as in art, Bible, drama, home economics, music, and speech, and in 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.

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

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

FALL OF 1988 REQUIREMENTS

Beginning in the fall semester of 1988, secondary school preparation requirements will change slightly to the following, as adopted by the Board of Governors of the University of North Carolina:

	Units
Secondary school diploma or its equivalent	
English (college preparatory)	4
Mathematics (algebra I, algebra II, geometry)	3
Science (including at least 1 unit in life or biological science, at least 1 unit in physical science; at least one laboratory course)	3
Social Studies (1 unit in U.S. history, 1 unit in government and economics) . .	2

In addition, it is **recommended** that prospective students complete at least two units in one foreign language, and that they take one foreign language unit and one mathematics unit in the twelfth grade.

ENTRANCE DEFICIENCIES

When a student lacks one or more of the required units of high school preparation, an entrance deficiency exists. Students who are deficient may be considered for admission if their credentials are otherwise satisfactory. However, the deficiency must be removed within the time set by the Office of Admissions.

Deficiencies can be removed by completing the course in an approved secondary school or through UNCG Continuing Education Division, or by completing the appropriate college-level course in the area of the deficiency. Removal of a foreign language deficiency requires successful completion of two college-level courses in the same language.

Accepted students are encouraged to remove any deficiency before enrolling. In any case, all deficiencies must be removed before graduation from the University.

Mathematics. A student who lacks only one of the three required high school mathematics units may be considered for **conditional admission**. If accepted, the student must remove the deficiency within one year after admission. A student deficient in more than one unit of mathematics **cannot** be admitted.

Foreign Language. A student deficient in one or two foreign language units may be admitted. Information about alternate ways of satisfying this requirement may be secured by contacting the Office of Admissions.

NONACCREDITED SECONDARY SCHOOLS

Applicants from nonaccredited secondary schools must meet the same requirements for secondary school courses and SAT scores as applicants from accredited secondary 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 UNCG application forms. A \$25.00 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 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 Office of Admissions. Students currently enrolled in secondary 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 the spring of the junior year and in the fall of the senior year of secondary school if possible. Test scores must be sent directly from the College Board to the Office of Admissions. UNCG'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. UNCG'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).

ACCEPTANCE

After all required information is in the Office of Admissions, applicants are notified by letter of their acceptance, rejection, or other action taken on their applications.

CONFIRMATION OF INTENT TO ENROLL CARD

Students admitted before April 1 for fall semester must return this card by May 1. Students admitted after April 1 for fall semester and all students admitted for spring semester must return this card within 4 weeks from the date on their letter of admission.

MEDICAL CLEARANCE

Students who have been admitted to UNCG are required to submit a medical report form with appropriate verification of immunizations. This form is supplied by the Office of Admissions and must be satisfactorily completed and returned to the

Student Health Center. Failure to comply with this requirement within thirty calendar days from the first day of classes will result in the student's being dropped from the University. Once dropped from the University, the student must re-apply for admission should he or she wish to return the following semester or any time thereafter. This requirement applies to **all** students, regardless of whether they are part-time or full-time. Charges are refundable on a pro rata basis under the guidelines of the University Refund Policy as stated in this catalog (Chapter 7, Finances). Students on financial aid will be considered to have used a semester of financial aid eligibility.

EARLY ACTION PLAN

Well-qualified applicants for admission who decide that UNCG 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 do the following:

1. Take the Scholastic Aptitude Test during the junior year in secondary school and have the official scores forwarded to the UNCG Office of Admissions. These scores and the secondary school records must be received in the Office of Admissions 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 secondary school.

Overenrollment or state budgetary constraints may require the restriction of admission during a given year or the adjustment of minimum requirements or application deadlines.



COURSE CREDIT AND ADVANCED PLACEMENT

Advanced placement credit or exemption from specific degree requirements may be granted by UNCG. Students should contact their secondary school counselors regarding dates and local test centers.

COLLEGE BOARD ADVANCED PLACEMENT (AP) PROGRAM

Secondary 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.

ADVANCED PLACEMENT EXAMS

Exam	Score Required	Hours Granted	Courses
American History	3	6	History 211, 212
Biology	3	6	Biology 101, 102
Chemistry	3	4	Chemistry 111, 111L after completion of 114/114L
Chemistry	4 or 5	7	Chemistry 111, 111L, after completion of 114/114L
English	5	6	English 101, 104
English	4	3	English 104
English	3	3	English 104
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
History of Art	4 or 5	3*	Exemption from Art 105
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 291, 292
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
Studio Art: General Portfolio	3 or 4 or 5	3	Art elective
Studio Art: Drawing	3 or 4 or 5	3	Art elective

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

COLLEGE BOARD ACHIEVEMENT TESTS

Those who have strong academic preparation are encouraged to take one or more of the exams listed below. Examination dates are available in secondary school counseling centers or by writing to College Board, Box 592, Princeton, NJ 08540.

COLLEGE BOARD ACHIEVEMENT TESTS

Exam	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 EXAMINATIONS ONLY)

The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from secondary school counselors 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.

COLLEGE LEVEL EXAMINATION PROGRAM (SUBJECT EXAMS ONLY)

Exam	Essay Required	Minimum Score	Hours Granted	Courses
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.

SPECIAL SERVICES PROGRAM

The University provides, through the **Special Services Program**, educational support opportunities to a number of freshman students who have the ability to succeed in higher education.

In addition, services are available to other students who meet program eligibility requirements during any undergraduate year. Services include instruction in writing and mathematics for English and mathematics courses, a skills lab employing reading and study skills improvement, tutoring in a variety of subjects, academic advising, and career and personal counseling. Services are tailored to individual need and are free of charge.

The Special Services Program, designed to improve academic performance, is funded by the U.S. Department of Education and supported by UNCG. **Students wishing to be considered for this program should indicate this desire on the admissions application.** The Office of Admissions has additional information.

TRANSFER STUDENTS

Well-qualified students with 24 academic semester hours or more of college credit from a regionally accredited institution are encouraged to transfer to UNCG to continue their studies. A student who has college credit totaling fewer than 24 semester hours from a regionally accredited institution is designated a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs.

Requirements and Procedures

Transfer students must 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. They must be in good standing and eligible to return to their last attended institution.

Prior to August 10 for admission into the fall semester or before December 10 for the spring semester, they must submit the following:

1. **Completed UNCG application forms.**
2. **Official transcript from the secondary school attended.** Transfer students must present 15 acceptable units of credit from an accredited secondary school. (See Freshmen section above, page 16). Transfer students not meeting this requirement should refer to the section on entrance deficiencies (above, page 17).
3. **Official transcripts from each postsecondary institution** previously attended (including summer school and extension).
4. **A list of courses in progress** including course number, course name, and semester/quarter hours of credit.
5. **A copy of discharge papers** (DD 214) from the armed services if applicable.
6. **A \$25.00 application fee**, not refundable and not applied toward tuition and other costs.

After receipt of the above credentials, the UNCG 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 UNCG and applied toward a bachelor's degree. Transfer credit to be awarded is determined by the quality as well as the quantity of the student's previous college work. 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 courses completed in technical, vocational, or professional programs at community colleges, technical institutes, or business colleges, **cannot be accepted for transfer credit at UNCG.**

CONFIRMATION OF INTENT TO ENROLL CARD

Students admitted before April 1 for fall semester must return this card by May 1. Students admitted after April 1 for fall semester and all students admitted for spring semester must return this card within 4 weeks from the date on their letter of admission. If the form is not received, the student's application is subject to cancellation. Students must also submit a completed medical examination form prior to enrolling.

SPECIFIC PROGRAMS

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

Transfer 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 Housing and Interior Design is required for selection into that program.

An audition is required as part of the admissions procedure for transfer students seeking the Bachelor of Arts with a major in music or the Bachelor of Music degree. 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. Credits with a nursing designation do not transfer.

TRANSFER REGULATIONS

Accreditation. UNCG 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 Commission on Colleges. Colleges and universities outside North Carolina must have accreditation from the appropriate regional accrediting agency for the transfer credit to be accepted unconditionally.

Nonaccredited Institutions. Applicants from nonaccredited institutions must meet the requirements in effect for admission into the freshman class, including satisfactory secondary school records and SAT scores, as well as meeting the transfer

requirements 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 UNCG. The term "satisfactorily completed" is defined as meeting the requirements necessary to continue in the University. See Chapter 3, Academic Procedures.

Validating Examinations. Some departments at UNCG 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 UNCG 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 STUDENTS

Students who were previously enrolled and are in good standing in the undergraduate program at UNCG but who did not complete the previous semester should apply for readmission to the Director of Admissions. If such students earned credits at other colleges or universities since last attending UNCG, they must submit official transcripts of credit from those institutions before they can be considered for readmission. UNCG 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. A student who withdraws for psychological reasons must receive clearance from the Counseling and Testing Center before readmission.

INTERNATIONAL STUDENTS

A student from another nation seeking admission must be **academically 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 \$8,600.00 U.S. dollars annually. This does not include summer study or provision for any dependents.

International students must complete the special application for international students and return it to the Office of Admissions. For applicants whose native language is not English, an official copy of Test of English as a Foreign Language (TOEFL) **OR** SAT results **OR** evidence of having completed English training at an approved institute must be submitted.

VISITING STUDENTS

COLLEGE LEVEL

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:

1. Submit the regular application forms and a \$25.00 application fee.
2. Have the dean of the home institution send the Office of Admissions written permission to take the specific courses here which will be acceptable for transfer credit at that institution.
3. Have an official transcript from that institution forwarded to the Office of Admissions.

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 Chapter 3, Academic Procedures.

A student attending a college or university in the Greater Greensboro Consortium (Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community 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, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community College students interested in taking courses in the UNCG Summer Sessions should request a bulletin from the Summer School Office and submit the application form in the back of the bulletin.

SECONDARY SCHOOL LEVEL

The University provides secondary school students who have good academic records the opportunity to begin their college studies early and to supplement their secondary school curriculum. Secondary school juniors or seniors can be considered for enrollment in courses as visiting students by submitting an application, \$25.00 application fee, a high school transcript, and a letter of permission from their principal. Enrollment as a visiting secondary school student does not imply regular admission.

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 and 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 and out-of-state residency. Part-time degree students may not reside in University housing.

SECOND BACCALAUREATE DEGREE STUDENTS

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 Office of Admissions with the \$25.00 application fee.**
2. **Submit official transcript(s) from each postsecondary institution previously attended.**

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

NONTRADITIONAL STUDENTS

Persons who do not meet traditional entrance requirements and have been away from formal school for at least one year may be considered for admission as **nontraditional students**. With approval from a member of the admissions staff, these students may enroll for undergraduate courses for credit. 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 Chapter 3, Academic Procedures.

To apply for acceptance as a nontraditional student, an applicant should do the following:

1. **Complete the UNCG application forms** and return them to the Office of Admissions. A \$25.00 application fee is required.
2. **Submit official transcripts** from the secondary school attended (or General Educational Development equivalency scores) and from any postsecondary institutions previously attended, including summer school and extension.
3. **Submit discharge papers** (DD 214) from the armed services if applicable.
4. **Schedule a preadmissions conference** with a counselor in the Office of Admissions. During this interview, the applicant and the counselor will determine the student's needs and interests.

Applicants will be notified of action taken as soon as possible. They should confirm their intention to enroll by completing the "confirmation of intent to enroll" card and returning it to the Office of Admissions by May 1 (if admitted before April 1) or within four weeks from the date of acceptance. Confirmation of late acceptance must be made by the deadline for registration. Before enrolling, students must submit a medical report form supplied by the Office of Admissions.

UNCLASSIFIED ADMISSIONS

Students who do not wish 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 of Admissions to be an "Unclassified" student.

To apply for acceptance as an unclassified student, an applicant should fill out an undergraduate application in its entirety—a \$25.00 application fee is required—and return it to the Office of Admissions. Former UNCG students are not eligible for this program but must apply as former students (see above).

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 of Admissions. Upon completion of the application the records will be reviewed to determine whether or not the student can become degree-seeking before successfully completing 15 semester hours at UNCG. 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.

Students are required to submit a medical report form (supplied by the Office of Admissions) with appropriate verification of immunizations. This form must be completed under the conditions established for all admitted students (see "Acceptance" above, page 18).

SUMMER SESSION

Students planning to attend summer session at UNCG must complete an Application for Summer Study form. A copy of the Summer Session Bulletin and the application form (located in the back of the bulletin) may be obtained after March 1 by contacting the Director of Summer Session, UNCG, Greensboro, NC 27412-5001 (Telephone 919/379-5416). For more information see page 36 below.

AUDITING

Auditing a course is the privilege of being present in the classroom when space is available. No credit is involved, 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 UNCG who desire a record of enrollment as an auditor should follow regular admission, registration, and fee payment. The fee is \$60.00 in-state and \$425.00 out-of-state for each course audited.

VISITING AUDITORS

A person not officially registered at UNCG who desires to audit a course without a 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 is charged for each course audited.

GRADUATE STUDENTS

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

Students enrolling through the Office of Continuing Education in programs for extension credit, non-credit, continuing education, and professional development as well as other special educational activities sponsored by UNCG, need not apply for admission to the University for a degree program. Registration is handled by the Office of Continuing Education of UNCG. Contact that office for information relating to specific programs.

ACADEMIC PROCEDURES



ORIENTATION

New students are welcomed by a number of programs designed to assist with the transitional process into the UNCG community. The Office of the Director of Orientation coordinates these programs to meet the needs of traditional, nontraditional, minority, and disabled students. Orientation activities include academic advising and registration of classes along with tours of the campus, informal discussion groups with faculty, and general information sessions facilitated by upperclass students.

Students entering UNCG in the Fall semester are invited to participate in a summer program which occurs the latter part of June and a fall program which takes place a few days prior to classes beginning in August. Likewise, orientation programs are planned for students entering in January a few days prior to the onset of classes for the spring semester.

REGISTRATION

Freshman and transfer students register for courses after the completion of their orientation programs. Dates are given in the UNCG Calendar, pp. 2-3.

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

Continuing students, those enrolled in UNCG 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 the student's faculty adviser. Dates for preregistration are given in the UNCG Calendar, pp. 2-3.

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.

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.

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.

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 quality point ratio.

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. If a student is enrolled in only one course and drops that course, the student must follow the official withdrawal procedure.

AUDITING

Regular full-time students may audit a course upon the written approval of their faculty adviser and the instructor. Auditors 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 students may change their registration from audit to credit or from credit to audit after the one-week add period ends.

Regulations regarding visiting auditors and part-time auditing students are found on page 28.

CLASS ATTENDANCE

Each student 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, a student may be asked to withdraw from the course and be given a failing grade.

STUDENT'S RESPONSIBILITY

1. Students are responsible for all material covered in each course for which they are 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. Students are responsible for complying with any special attendance regulations specified by the instructor.

3. Students are 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.

INSTRUCTOR'S RESPONSIBILITY

1. Instructors may prescribe such reasonable regulations as they feel necessary. At the beginning of each semester they shall inform the students in their classes of these special regulations.

2. Instructors are expected to keep a record of the attendance of the students in their classes.

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.

4. If an instructor recommends that a student be dropped from a course because of excessive absence, only the instructor can rescind such action and must request in writing that a student may be re-instated in a course.

GRADING

FINAL COURSE EXAMINATIONS

Students are required to take a final examination, if one is given, on every course for which they are registered. Exceptions hold for seniors in the Honors Program (see Chapter 5, page 311.).

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 grade in a course is based on the quality of the student's 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.

UNCG uses the following grading system:

A—Excellent. A indicates achievement of distinction and excellence in several if not all of the following aspects: 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 UNCG. 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 standards 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.

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

Concomitantly with the recording of an Incomplete grade, the instructor 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 Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Dean of Academic Advising.

Removal of Incomplete. An Incomplete may be removed by completion of the deferred work. An Incomplete received during a semester or in summer school must be removed within six months from the last day of examinations in the term in which the course was taken. An Incomplete not removed within this time limit automatically becomes an F. A graduating senior who incurs an Incomplete and who has enough semester hour credits and quality points to graduate may do so even though the Incomplete grade is outstanding. If the Incomplete is not removed within the required six months, it will be converted to F at the end of that period of time. When an Incomplete is removed, it may be replaced by A, B, C, D, F, P, or NP.

S/U—Satisfactory/Unsatisfactory

P/NP—Passing/Not Passing

W—Withdrawal

WF—Withdrawal with Failure

WN—Withdrawal Not Passing (in a course graded P/NP)

NC—Audit—No credit given. (Student registered for course as an auditor.)

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 quality point ratio.

QUALITY POINTS AND QUALITY POINT RATIOS

UNCG 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**, 4 quality points; of **B**, 3 quality points; of **C**, 2 quality points; of **D**, 1 quality point; of **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. Courses graded on the **P/NP** or **S/U** basis and courses transferred from another institution (except those courses taken through the Consortium) may not be used in determining the quality point ratio.

CLASSIFICATION OF STUDENTS

Students are classified as freshmen, sophomores, juniors, and seniors. These classifications are determined by the number of semester hours completed.

Sophomore: Completion of 24 semester hours.

Junior: Completion of 51 semester hours.

Senior: Completion of 84 semester hours.

CONTINUING IN UNCG

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

Generally, in order to graduate within four years, a student would need to complete successfully at least 15 or 16 semester hours of work each semester with a quality point ratio of at least 2.0.

During the first semester at UNCG, 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, a student 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 UNCG:

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

ACADEMIC PROBATION

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**. Students placed on academic probation at the end of the spring semester are required to attend UNCG’s summer session to remove themselves from probation in order to return to UNCG in the fall.

Students are eligible to continue to work toward an undergraduate degree until they have accrued 10 semesters of full-time college enrollment (exclusive of summer sessions) or until they have attempted 168 semester hours, whichever comes first.

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

Students are expected to be aware at all times of their academic status and to be responsible for knowing whether or not they are on academic probation.

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

QUALITY POINT RATIOS FOR PART-TIME STUDENTS

Part-time students must maintain the following quality point ratios on the semester hours undertaken:

Sophomore standing attained	1.3
Junior standing attained	1.5
Senior standing attained	1.7
At completion of 105 semester hours	1.9

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 UNCG on all hours attempted and as a minimum earn a semester quality point ratio of 2.0.**

DEAN'S LIST

Undergraduate students carrying 6 or more semester hours of course work graded on an A, B, C, D, or F basis are eligible for the Dean's List.

Students who earn a quality point ratio of 3.5 or better and who have no grade below "C" for the semester will be placed on the Dean's List. (The list is compiled at the end of each semester of all students whose quality point ratio falls within the range at the time the report is prepared.)

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 UNCG to remove themselves from probation.

Students not registered during the spring semester, but who plan to work for a degree at UNCG, 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

Transfer students who enter UNCG after attendance at two-year colleges receive transfer credit for no more than 64 semester hours from two-year institutions.

EXTENSION OR 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.

EXAMINATIONS FOR PLACEMENT

Students with exceptional ability 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.

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

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

In all cases where requirements of 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

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

Students must consult in advance with their faculty 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. 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.

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. 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.

Examination for credit may be given only on those courses which have been designated by the department or school concerned and only during the regular examination periods. Such examinations 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.

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.

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.

No junior or senior may take an examination for credit in a freshman elective course. No examination for credit may be taken in a course during the semester in which the student is auditing that course. Credits earned by special examination may not be used to fulfill residence requirements for graduation.

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. Not more than 12 semester hours may be earned toward fulfillment of graduation requirements by this method.

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

Each examination shall be administered by the department or school concerned and should be read by at least two members of the department. All special examinations for credit hours are under the supervision of the Dean of Academic Advising.

GRADUATION

At the beginning of the semester in which graduation is expected, students must officially apply for graduation to the Registrar. Fulfillment of all requirements for the degree applied for as well as official application for the degree are the student's responsibilities.

ACADEMIC REQUIREMENTS

Candidates for a degree must satisfy all of the specific requirements of UNCG and of the school or department in which they major. They 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 UNCG, 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.

A senior transfer student must complete at least 30 semester hours in residence at UNCG for the degree, 12 of which must be in the 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.

TIME REQUIREMENTS

Students who do not graduate with the class with which they entered may meet the general University requirements for graduation as stated in the UNCG undergrad-

uate catalog for the year they entered, if graduation occurs within six years after entrance.

Transfer students may also graduate under the UNCG undergraduate catalog in effect at the time they initiate their college courses, provided they graduate within six years of their first college enrollment.

Otherwise, all students will be expected to meet the requirements as stated in the UNCG undergraduate catalog in effect at the time of re-entry if they return as full-time degree students. If they re-enter as part-time degree students, they will be expected to meet the requirements as stated in the UNCG undergraduate catalog in the year in which they begin work on the final 15 hours.

GRADUATION WITH HONORS

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 UNCG (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.

Honors are awarded to graduating seniors as follows:

Summa cum laude (with highest honor)

—achievement of a minimum quality point ratio of 3.90

Magna cum laude (with great honor)

—achievement of a minimum quality point ratio of 3.70

Cum laude (with honor)

—achievement of a minimum quality point ratio of 3.50

OTHER REGULATIONS

DUAL REGISTRATION: UNDERGRADUATE AND GRADUATE

Any senior who is required to take less than 12 semester hours of work in the 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 Graduate Office, 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. In such a case, all the requirements for the second degree and major as stated in the catalog which the student is entitled to follow must be met. In any case, a minimum of 30 hours in residence beyond requirements for the first degree must be completed.

ACADEMIC PROGRAMS AND COURSE DESCRIPTIONS

ALL-UNIVERSITY UNDERGRADUATE CURRICULUM

UNCG offers seven undergraduate degrees:

Bachelor of Arts	(B.A.)
Bachelor of Fine Arts	(B.F.A.)
Bachelor of Music	(B.M.)
Bachelor of Science	(B.S.)
Bachelor of Science in Home Economics	(B.S.H.E.)
Bachelor of Science in Medical Technology	(B.S.M.T.)
Bachelor of Science in Nursing	(B.S.N.)

A bachelor's degree from UNCG is awarded to a student who has met the following requirements:

1. Successful completion of a minimum of 122 semester hours, distributed as follows:

a. Liberal education	36 semester hours (minimum)
b. Major subject and related areas	60 semester hours (maximum)
c. Electives	26 semester hours (minimum)
	—
	122
2. A quality point ratio on the hours attempted of not less than 2.0
3. Courses at the 300 level or above in not less than 36 of the last 60 semester hours. (Courses at the 100 level in not more than 12 of the last 60 semester hours.)
4. Residence at UNCG for the last 30 semester hours.

The College of Arts and Sciences and each of the six professional schools—Business and Economics; Education; Health, Physical Education, Recreation, and Dance; Home Economics; Music; Nursing—have structured their individual degree programs to comply with this all-University degree framework.

Students who are undecided about their major are considered to be enrolled in the College of Arts and Sciences and should follow the College requirements (see pp. 50-54). Satisfying these requirements permits a student to pursue a major in Arts and Sciences or one of the professional schools.

UNDERGRADUATE DEGREES, MAJORS, AND CONCENTRATIONS

Departmental names are listed first in bold; majors are listed next with concentrations indented under the major. Refer to sections on specific departments for further information on options within majors or concentrations.

*Teacher Education Program available.

THE COLLEGE OF ARTS AND SCIENCES

(Degree is BA unless otherwise stated)

ANTHROPOLOGY

Anthropology

ART

Art

Art History

Studio Art

Art (BFA)

* Art Education I (General)

* Art Education II (Studio Art)

Design

Painting

Sculpture

BIOLOGY

* Biology

CHEMISTRY

* Chemistry (BA, BS)

CLASSICAL STUDIES

Greek

Greek Civilization

Greek Language

* Latin

Latin Language

Roman Civilization

COMMUNICATION AND THEATRE

Speech Communication

Broadcasting/Cinema

Broadcasting Performance

Communication Studies

General Speech

* Speech Communication

Drama

Drama

* Theatre Arts

Drama (BFA)

Acting

Design and Technical Direction

Theatre Arts

* Education of the Deaf (BS)

Speech Pathology and Audiology (BS)

ENGLISH

* English

GEOGRAPHY

* Geography

Urban Planning

Earth Science/Environmental Studies

GERMAN AND RUSSIAN

* German

HISTORY

* History

MATHEMATICS

* Mathematics (BA, BS)

Computer Science

Statistics

PHILOSOPHY

Philosophy

PHYSICS AND ASTRONOMY

* Physics (BA, BS)

POLITICAL SCIENCE

* Political Science

Public Administration

PSYCHOLOGY

* Psychology

RELIGIOUS STUDIES

Religious Studies

ROMANCE LANGUAGES

* French

* Spanish

SOCIAL WORK

* Social Work (BS)

SOCIOLOGY

* Sociology

SCHOOL OF BUSINESS AND ECONOMICS

(Degree is BS unless otherwise stated)

ACCOUNTING

Accounting

ECONOMICS

*Economics (BA, BS)

FINANCE

Finance

Financial Management

Risk Management and Insurance

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

OPERATIONS MANAGEMENT

Information Systems and Operations Management

Management Information Systems

Office Systems Administration

Operations Management

MANAGEMENT

Management

Management Policy

Marketing Management

Merchandising Management

Personnel Management

BUSINESS AND MARKETING EDUCATION DIVISION

EDUCATION DIVISION

*Business Education

*Basic Business Education

*Comprehensive Business Education

*Marketing Education

SCHOOL OF EDUCATION

(Degree is BS)

*Elementary Education

*Early Childhood (K-4)

*Intermediate (4-6)

*Middle Grades (6-9)

SCHOOL OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

(Degree is BS unless otherwise stated)

DANCE

Dance Education

*Teacher Education

Teaching in Alternative Settings

Dance (BFA)

PHYSICAL EDUCATION

Physical Education

Liberal Studies

Scientific Studies

Sport Communication

*Teacher Education

PUBLIC HEALTH EDUCATION

Health Education

Community Health Education

*School Health Education

RECREATION AND LEISURE STUDIES

Recreation and Leisure Studies

Therapeutic Recreation

Recreation Resources

Management

SCHOOL OF HOME ECONOMICS

(Degree is BSHE unless otherwise stated)

CHILD DEVELOPMENT AND FAMILY RELATIONS

*Child Development

CLOTHING AND TEXTILES

Clothing and Textiles

Clothing-Fashion Merchandising

Textiles

Apparel Arts

FOOD, NUTRITION AND FOOD SERVICE MANAGEMENT

Food and Nutrition

Restaurant and Food Service

Management

Dietetics

HOME ECONOMICS IN EDUCATION AND BUSINESS

Home Economics in Education and Business

Home Economics in Business and Community Service

*Teacher Education

HOUSING AND INTERIOR DESIGN

Interior Design (BS)

SCHOOL OF MUSIC

(Degree is BM unless otherwise stated)

General Music (BA)

Music History (BA)

Performance

Performance: Jazz Studies

Composition

*General Music Education (Choral)

*Instrumental Music Education

SCHOOL OF NURSING

(Degree is BSN)

Nursing

INTERDEPARTMENTAL STUDIES

Major Concentration

#Gerontology

History and Philosophy of Science

International Studies:

#Area 1, 2, or 3

Russian Studies

#European Studies

Linguistics

#Urban Studies

#World Literature

Student-designed majors (e.g.,

Environmental Studies)

#Second major only

Minor Concentration

All concentrations in which majors are listed plus:

Black Studies

International Studies

African Studies

Asian Studies

Population Studies

Women's Studies

SPECIAL PROGRAMS

Honors Program

Medical Technology Program

Medical Technology (BSMT)

Preprofessional Programs

Engineering/Law/Medicine,

Dentistry/Veterinary

Medicine/Pharmacy/Physical

Therapy

Study Abroad

Residential College

Plan II



ALL-UNIVERSITY LIBERAL EDUCATION REQUIREMENTS

1. One course in English composition or exemption
ENG 101 or 102 (Freshmen)
ENG 223 or 224 (Upperclassmen)
RCO 101 (Residential College Students)

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 Office of Admissions notifies students whose scores are high enough to merit exemption with or without credit. Students receiving credit for this requirement may count three semester hour credits toward the total number required for their degree. Students receiving exemption without credit may elect another course from any department, including English.

2. Eleven courses—none in the major—selected from three general areas of knowledge: humanities (H), natural sciences and mathematics (NSM), and social and behavioral sciences (SBS)—in the following distribution:
 - a. Three courses from the humanities area (H)
Two courses from the natural sciences and mathematics area (NSM)
Two courses from the social and behavioral sciences area (SBS)
 - b. Four courses from any of the areas above (H, NSM, SBS), or in an elementary foreign language.

NOTE: Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six semester hours of foreign language study at the intermediate college level.

The courses listed below meet the requirements for the three general areas of knowledge. Courses from the same discipline may not be used to satisfy requirements in more than one area. (For example, if PHI 111 is selected to satisfy the humanities requirement, PHI 211 may **not** be used to satisfy the natural sciences and mathematics requirement.) The appropriate distribution designation (H, NSM, SBS) also appears after the description of courses in the respective departments.

Humanities (H)

Art 105, 106, 301, 303, 304, 305, 306

Classical Studies 201, 205, 211, 212, 221, 311, 313, 315, 335, 336, 397, 398

Communication and Theatre 121, 171, 205, 221, 320, 370, 380

Dance 100, 200, 201, 202

Education 375

English 104, 105, 106, 107, 201, 202, 211, 212, 213, 235, 241, 251, 252, 261, 329, 330, 331, 337, 338, 339, 340, 342, 344, 345, 349, 350, 351, 352, 353, 358, 360, 371, 375, 382

French 203, 204, 205, 206, 222, 224, 303, 312, 322, 332, 342, 352, 362, 371a, 371b, 380

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
 Greek 201-202, 203, 204, 325, 326, 350, 351, 352, 353
 History 255, 311
 Italian 203, 204, 222
 Latin 203, 204, 301, 302, 303, 326, 333, 342
 Music 214, 241, 243, 331, 332, 342, 343, 344
 Philosophy 111, 115, 119, 121, 201, 220, 231, 251, 252, 259, 267, 319, 321, 322, 325, 330, 335, 343a, 343b, 343c, 343d, 348, 351, 353, 357, 361
 Physical Education 290
 Religious Studies 110, 201, 202, 204, 205, 207, 210, 211, 221, 222, 225, 231, 259, 307, 315, 324, 326, 331, 335, 351, 352, 365
 Russian 201, 202, 203-204, 313, 314, 315, 316
 Spanish 203, 204, 205, 206, 222, 271, 321, 324, 326, 329, 330, 331, 333, 334, 393, 394
 Western Civilization 101, 102
 World Literature 301

Natural Sciences and Mathematics (NSM)

Anthropology 253
 Biology 101, 102, 105, 222, 241, 271, 277, 301, 324, 355, 372
 Chemistry 103, 104, 106, 110, 111, 111L, 114, 114L, 205, 242, 331, 333, 351, 352
 Computer Science 136, 336, 342
 Geography 103, 111, 112, 205, 211, 212, 312, 330
 Mathematics 112, 119, 121, 191, 220, 292, 293, 311, 312, 320, 340, 345, 390, 394
 Philosophy 211, 311
 Physics 101, 102, 203, 209, 235, 291, 292, 303, 303L, 305, 307, 308, 322, 322L, 323, 324, 324L, 331, 332, 334, 421L
 Psychology 223, 223L
 Statistics 108, 343, 371

Social and Behavioral Sciences (SBS)

Anthropology 201, 212, 213, 231, 233, 235, 237, 258, 345, 360, 362, 385, 387
 Child Development and Family Relations 212
 Classical Studies 314
 Communication and Theatre 106, 132, 172, 206, 207, 240, 340
 Economics 101, 201, 202, 260, 311, 327, 336, 345, 346, 363, 370, 375
 Geography 101, 114, 201, 202, 301, 302, 303, 322, 338, 344
 Health 360
 History 101, 102, 209, 211, 212, 213, 215, 216, 217, 218, 228, 233, 239, 240, 273, 274, 291, 292, 301, 302, 307, 308, 313, 332, 340, 341, 342, 347, 348, 350, 351, 353, 354, 355, 356, 357, 361, 363, 365, 367, 377, 378, 381, 383, 384, 385, 386
 Management 312
 Physical Education 291

Academic Programs

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

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

Recreation 341

Social Work 311

Sociology 201, 211, 222, 232, 311, 313, 317, 318, 324, 327, 331, 339, 343, 355, 366

Women's Studies 250

Additional degree requirements have been established by the College of Arts and Sciences. Students who are undecided as to a major as well as those 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. For these students the liberal education requirements are structured in **five** broad categories. In addition to some courses in the three general areas of knowledge described above—humanities (H), natural sciences and mathematics (NSM), and social and behavioral sciences (SBS), the College requires the 6-hour core course in Western Civilization and 15 hours in “Learning Proficiencies” for a total of 48-49 semester hours (see pp. 50-53). Students who satisfy the College requirements will also satisfy the all-University requirements.

MAJOR REQUIREMENTS

Each school and/or department establishes the course requirements for each major program, and concentrations within a major, as well as related-area requirements.

SPECIAL CURRICULUM OPTION (PLAN II)

For students whose needs are not met by the formal majors and degrees offered at UNCG, a special curriculum option—called Plan II—allows students to design their own course of study.

Students interested in Plan II submit in writing to the Dean of Academic Advising a proposed course of study in which they explain their 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, 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 the student's 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.

GUIDE TO COURSE DESCRIPTIONS

In the following pages, the academic programs and course offerings of the University are set forth. Unless a notation appears in the course description to the contrary, the course is usually offered each year.

Regularly scheduled undergraduate classes for which fewer than ten students enroll (or graduate classes for which fewer than five students enroll) will be offered only with special approval of the Vice Chancellor for Academic Affairs. If enrollment does not justify continuation of a class, the class may not be offered.

COURSE SYMBOLS, NUMBERS, AND ABBREVIATIONS

Each course description is represented by a three-letter symbol (indicating the department or program within which the course is taken) and a three-digit number. After each course title are two (or three) numbers separated by colons which indicate credit, class (and laboratory) hours. Letters which follow the course description indicate which requirements that course satisfies. All these symbols are explained below.

PROGRAM AND CLASS SCHEDULE SYMBOLS

ACC	Accounting	GRO	Gerontology
ATY	Anthropology	GRK	Greek
ART	Art	HEA	Health
BIO	Biology	HIS	History
BKS	Black Studies	HEB	Home Economics in Education and Business
BME	Business & Marketing Education	HSS	Honors Program
CHE	Chemistry	HID	Housing & Interior Design
CDF	Child Development & Family Relations	ISM	Information Systems & Operations Management
CCI	Classical Studies	INS	International Studies
CTX	Clothing & Textiles	ITA	Italian
COM	Communication & Theatre	LAT	Latin
CSC	Computer Science	LST	Library Science/Educational Technology
DCE	Dance	MGT	Management
ECO	Economics	MAT	Mathematics
EDU	Education	MUS	Music
ENG	English	NUR	Nursing
FIN	Finance	PED	Physical Education
FNS	Food, Nutrition, Food Service Management	PHI	Philosophy
FRE	French	PHY	Physics and Astronomy
GEO	Geography	PSC	Political Science
GER	German		

Academic Programs

PSY Psychology
REC Recreation
REL Religious Studies
RCO Residential College
RUS Russian
SWK Social Work

SOC Sociology
SPA Spanish
STA Statistics
WCV Western Civilization
WMS Women's Studies
WLT World Literature

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**.

HOURS

The first of the figures enclosed in 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, respectively, 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. A class period is 50 minutes. 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. When only one or two figures appear in the parentheses, there are no laboratory or studio hour requirements.

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.

REQUIREMENT ABBREVIATIONS

(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.

PREREQUISITES

Prerequisites for a course are indicated in the course description by "Pr." followed by appropriate requirements which must be met before that course may be taken.

THE COLLEGE OF ARTS AND SCIENCES

Joanne V. Creighton, Professor and Dean of the College

Roch C. Smith, Professor and Associate Dean

Sheila Schurer, Assistant to the Dean

The College of Arts and Sciences is composed of the departments of Anthropology, Art, Biology, Chemistry, Classical Studies, Communication and Theatre, English, Geography, German and Russian, History, Mathematics, Philosophy, Physics and Astronomy, 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. 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 primarily programs in the liberal arts.

Through its faculty, courses, and programs, the College of Arts and Sciences supports intellectual inquiry and development in the spirit and substance of the liberal arts. Defined as "the arts of the free individual," liberal learning includes the knowledge and skills, developed for their own sake, which enable critical examination of our traditions and assumptions. A liberal education prepares students for informed and productive participation in society, for sustained cultural and aesthetic enjoyment, and for a lifetime of learning.

Liberally educated persons characteristically have both breadth of understanding and a specific focus for their 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. By meeting the requirements of a major, the student experiences the intense discipline of critical reflection, empirical investigation, and imaginative perception in a specific area.

Freedom and self-motivation in the context of a rational plan of disciplined study are fundamental to a liberal arts education. Students are encouraged to seek relationships among the various subjects studied and to develop a coherent intellectual perspective. To aid in this process, the College has established the following requirements in five categories:

COLLEGE REQUIREMENTS

1. Learning Proficiencies (15 semester hours)

a. Language, Reasoning, and Discourse

The ability to express complex ideas with clarity and coherence is an essential skill.

The College requires 6 semester hours: ENG 101 and an approved course in English composition, speech, or logic.

b. Foreign Language

Knowledge of a foreign language increases understanding of our own modes of language and thought and provides valuable insight into other cultures. Such study also is an excellent preparation for research, graduate study, or travel.

The College requires proficiency through the intermediate level (6 semester hours) 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 predominates. Moreover, many graduate programs require knowledge of one or more foreign languages.

Exceptions

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

- (1) English 101
- (2) English 102 or 103 (Philosophy 115 or Communication and Theatre 105 or 231 to complete the College Language, Reasoning, and Discourse requirement if English 102 is not chosen)
- (3) English 223 or 224
- (4) 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 or a student with any communication disability cannot fulfill the language requirement by the usual means, one of the following alternatives may be substituted:

- (1) Any two courses in foreign language in translation or in the history and traditions of non-English-speaking cultures. Specific courses which

could be chosen are French 222, 224, 303; Italian 222; Spanish 222; German 301, 302, 303, 304, 315, or 316; Russian 201, 202, 313, 314, 315, 316, or 511; Classical Studies 205, 221, 335, 336, 397, or 398; English 201 or 202.

(2) Any two of the following courses in study of language: Classical Studies 201; English 260 and/or 321, Anthropology 385 and/or 387.

c. Mathematics

The mathematical sciences influence the way we think and are fundamental to further learning in the natural and social sciences, business and economics, and many other areas.

The College requires 3 semester hours.

2. **College Core Course: Western Civilization (6 semester hours)**

Through a survey of the classical, medieval, and modern periods, the core course explores the basic themes and events in the development of western culture. This not only provides a perspective useful in evaluating events and crises of our own time, but also is an essential introduction to the institutions, achievements, and ideas which form the core of a liberal education. The course is a valuable foundation for further work in a great variety of fields.

The College requires this 6-semester-hour interdisciplinary course.

3. **Humanities (9 semester hours)**

a. Fine Arts

Courses in the fine arts develop an increased understanding of how the imagination and intellect order human experience. The study and analysis of artistic expression develop the student's critical sensibilities, aesthetic enjoyment, and awareness of the complex relationships of cultures and artistic creation.

The College requires 3 semester hours: one course in art, drama, music, or dance.

b. Literature

Literature is the artistic interpretation and portrayal in words of human experience. The study and analysis of works of literature increase awareness of the possibilities of language, form, and imagination; expand understanding of cultures, people, and the self; and develop the ability to form aesthetic choices.

The College requires 3 semester hours: one literature course in Classical Studies, English, German and Russian, or the Romance languages. A number of courses offered by the foreign language departments are read and taught in English translation.

c. **Foundations of Inquiry**

This critical and evaluative study of what is fundamental to rational thought, to values, and to symbolic expression asks some central questions: How have individuals and communities understood the nature of the world and the ultimate meanings of life? What is morally right? What is knowledge and how can it be attained? These questions and the assumptions upon which they are grounded are fundamental to all intellectual inquiry.

The College requires 3 semester hours: one course from among designated courses offered by the departments of History, Philosophy, and Religious Studies.

4. **Natural Sciences (9-10 semester hours)**

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. Because of the unparalleled advances in science during the twentieth century, no person now can consider himself educated without an understanding of the principles of natural science. Since the natural sciences are primarily experimental, study in at least one laboratory science is required to appreciate the manner in which the systematic study of the natural world is conducted and to gain practical experience in scientific procedures.

The College requires 9-10 semester hours: one course in physical science (chemistry, earth science, or physics) and one course in life science (biology, physical anthropology, or psychology).

5. **Social and Behavioral Sciences (9 semester hours)**

The social and behavioral sciences pursue a systematically structured and quantitative investigation of individuals, society, and human institutions and systems. An understanding of the methods of the social and behavioral sciences provides the student with essential analytic skills and perspectives. In addition, such knowledge and understanding are fundamental responsibilities of the informed citizen. Some disciplines in the social and behavioral sciences emphasize the effect of social and other environmental factors on individual experience and behavior; others emphasize the structures and mechanisms of societies.

The College requires 9 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.

All students in the College must fulfill all the foregoing **College Requirements** before graduation. Students are advised to take most of the required courses as freshmen or sophomores, so that whatever degree program they may pursue, they will have fulfilled the **All-University Requirements** as well as those of the College of Arts and Sciences.

Requirements of each of the degrees offered by the College of Arts and Sciences are included in the descriptions of majors, concentrations, and minors under the respective departments.

Specific courses approved to meet the College liberal education requirements are listed below. The appropriate designation shown in parentheses also follows the description of these courses under the respective departments. (For example, CFA after a course means that course satisfies the College requirement for a fine arts course within the humanities area.) A course in the major may be used to satisfy College liberal education requirements.

LIBERAL EDUCATION COURSES REQUIRED BY THE COLLEGE

1. **Learning Proficiencies** (divided into three categories)
 - a. Language, Reasoning, and Discourse (CLRD)
Six hours required:
ENG 101 plus one of the following: ENG 102; PHI 115; COM 105, 231
 - b. Foreign Language (CFL)
Six hours required with demonstrated proficiency in one language through the intermediate level:
FRE 203, 204; GER 203, 204; GRK 203, 204; ITA 203, 204; LAT 203, 204; RUS 203-204; SPA 203, 204
 - c. Mathematics (CMAT)
Three hours required:
MAT 112, 119, 121, 191; STA 108
2. **Western Civilization (CWC) (core course)**
Six hours required:
WCV 101, 102
3. **Humanities** (divided into three categories)
Nine hours required (one course from each category)
 - a. Fine Arts (CFA) (3 hours)
ART 105, 106
DCE 100, 200, 201, 202
MUS 241, 342
COM 121, 171

Academic Programs

- b. Literature (CLIT) (3 hours)
 - (1) In foreign language
FRE 206; GER 215, 216; SPA 205, 206
 - (2) In English or English translation
CCI 205, 221, 335, 336
ENG 211, 212, 213, 251, 252
FRE 222; GER 217, 218; ITA 222; RUS 201, 202; SPA 222
- c. Foundations of Inquiry (CFI) (3 hours)
HIS 255, 311; PHI 111, 119, 251, 252; REL 110, 201, 205, 207
- 4. **Natural Science**
Nine to ten hours required including one laboratory course (indicated by an asterisk).
 - a. Physical Science (CPS) (3-7 hours)
CHE 103, 104*, 111, 111L*, 114, 114L*
GEO 103, 111*, 112*, 211*, 212*
PHY 101*, 102*, 203, 209, 235, 291*, 292*, 305*
 - b. Life Science (CLS) (3-7 hours)
ATY 253*; BIO 101*, 102*, 105; PSY 223, 223L*
- 5. **Social and Behavioral Sciences (CSBS)**
Nine hours required: three courses from three different departments
ATY 201, 212, 213, 258
COM 106, 172, 240; ECO 101, 201, 202
GEO 101, 114, 201, 202
PSC 105, 200, 210, 223, 240, 250, 260
PSY 221; SOC 201, 211, 222, 232

MAJOR REQUIREMENTS

A Bachelor of Arts candidate must take a minimum of 24 and may take a maximum of 36 semester hours in courses above the 100 level in the major subject. For a Bachelor of Science candidate, the maximum is 42 semester hours. Hours taken beyond the maximum may not be counted toward the degree. However, if a student has taken courses in the major above the 100-level during the 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 taken. A course **cross-listed** in the major department must be taken within the major and count towards the total hours in the major.

MINOR REQUIREMENTS

All departments and interdepartmental programs of the College offer a minor program which may be taken in conjunction with a major. In general, a minor requires 15 to 21 hours in a department or area with no more than 8 hours at the 100 level and no fewer than 9 hours taken at UNCG.

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 need not satisfy the College liberal education requirements. In the case of transfer students, at least 12 hours in each major must be taken at UNCG. 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.

INTERDEPARTMENTAL MAJORS

See Chapter 5: Special Academic Programs



DEPARTMENT OF ANTHROPOLOGY

(426 Graham Building)

Joseph B. Mountjoy, Professor and Acting Head of Department

Professors Fitzgerald, Helms; Associate Professor Robbins; Assistant Professors Coleman, McIrvine; Lecturers Bruner, Vick.

Anthropology is a broad discipline having two major divisions:

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.

One course in physical anthropology (ATY 253) carries Natural Sciences and Mathematics Area (NSM) credit. Most other courses in anthropology carry Social and Behavioral Sciences Area (SBS) credit. (Note that students may not use courses from the same department toward satisfaction of both the NSM and the SBS portions of the liberal education requirement.)

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 human beings in 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 pp. 53-54 for listing 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. Six additional hours above the 300 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 studies, geography, history, philosophy, religious studies, sociology, biology, psychology, communications.

Electives

Electives sufficient to complete the 122 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 minor requirements.

ANTHROPOLOGY COURSES (ATY)

For Undergraduates

- 201 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. McIrvine. (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).** Comparative study of culture and its institutions. Social organization, social control, economics, ideology are emphasized. (SBS), (CSBS).
- 231 Cultures of North American Indians (3:3).** Ways of life, both aboriginal and contemporary, of indigenous people of North America. (SBS).

Course Descriptions

- 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).** 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).** Ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology and culture contact. Fitzgerald. (SBS).
- 253 Introduction to Physical Anthropology (3:2:3).** 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).** Role of anthropology in understanding human problems of today and tomorrow. Emphasis on the sociocultural dimension of human problems and their solutions. McIrvin.
- 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).
- 385 Language and Culture (3:3).** Investigation of verbal and nonverbal 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).
- 387 Modern Linguistics (3:3).** Systematic investigation of the general properties of grammar, 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.
- 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.
- 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.

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.

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 sociocultural change. McIrvine.

529 Culture Change (3:3). Development of culture and analysis of acculturation stemming from contacts of peoples of different cultural heritages. Fitzgerald.

531 Latin American Culture (3:3). Development of Latin American culture, its characteristics, variations, and significance. Directed especially toward present and future teachers. Not open for credit for graduate students in anthropology. McIrvine.

533 Archaeology of Mexico (3:3). Major prehispanic cultural developments in Mexico with emphasis on internal cultural change (from early man to rise of great civilizations such as Aztecs and Mayan) and relationships with adjacent areas. Pr. consent of instructor. Mountjoy.

543 Anthropological Perspectives on Homosexuality (3:3). Critical examination of sociocultural dimensions of homosexuality in both nonindustrial

and industrial societies, with concentration on American culture. Fitzgerald.

547 Belief and Value Systems (3:3). Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their functions.

550 Anthropological Examination of Sex Roles (3:3). Nature and variations in sex roles, emphasizing female roles. Biological and sociocultural determinants of role differences.

553 Human Identification (3:2:3). 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, and somatology of living individuals. Pr. 253 or 3 hours of biological science. Robbins.

555 Human Evolution (3:3). Biological and cultural evolution of humans from prehuman forms. Pr. 253 or 3 hours of biological science. Robbins.

560 Anthropology and the Teaching of World Studies (3:3). 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.

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. Fitzgerald.

Course Descriptions

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.

585 Social Dialects (3:3). Consideration of differences in social dialects (speech patterns) among males and females, social classes, regions, and ethnic groups. Includes attitudes about social dialects, models for describing social dialect

differences, and consequences of social dialects. Coleman.

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.

For Graduates

601, 602 Seminars in Anthropological Analysis (3), (3).

611 Pro Seminar I in Anthropology (3).

612 Pro Seminar II in Anthropology (3).



DEPARTMENT OF ART

(162 McIver Building)

William C. Collins, Professor and Head of Department

Professors Barker, Carpenter (Director of Weatherspoon Gallery), Goldstein, Gregory; Associate Professors Doren, Laymon, Martin, Rice; Assistant Professors Canning, Gerhart, Gottsegen, Kelleher, Kotani, Lee, Leeds, Maggio, Mugar, Tucker, Wasserboehr; Lecturers Droll, Gallucci.

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 apply for admission to Independent Study during the second semester of their sophomore year. Transfer students enroll during their first semester at UNCG.

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.

Course Descriptions

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 derived 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 Concentration is recommended both as a liberal 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 pp. 53-54 for listing 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. Enrollment in independent study courses.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 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 should be made to departmental office.

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

Liberal Education Requirements

(See pp. 53-54 for listing of courses meeting each area requirement.)

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

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, 285.
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, 463, and 465 (senior year).

Art Education II (Studio Art) Concentration

1. Same as Art Education I, numbers 1 through 7.
2. Independent Studio from ART 398, 399, 498, 499 or approved substitutes: 6 semester hours.
3. Single studio specialization, including at least 4 semester hours of independent studio in this specialty: 10 semester hours.

Related Area Requirements

(See Teacher Education in Chapter 5 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

Electives sufficient to complete the 128 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)

Concentration in

Design (including Ceramics and Fiber Crafts.)

Painting (including Drawing, Printmaking, and Photography.)

Sculpture

Required: 128 semester hours.

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 pp. 53-54 for listing 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.
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, 140, 150, 220, 221, 240, 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: 8 semester hours.

Course Descriptions

Painting Concentration

1. ART 120, 140, 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: 6 semester hours.

Sculpture Concentration

1. ART 120, 140, 150, 220, 221, 281.
2. Advanced sculpture: 8 semester hours.
3. A minimum of 6 of the 8 semester hours of Independent Studio must be taken in sculpture.
4. Art or related electives: 12 semester hours.

Electives

Electives sufficient to complete the 128 semester hours required for degree.

ART COURSES (ART)

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).** Basic course in principles and practice of drawing in various media and principles of pictorial composition.
- 140 Design I (4:2:6).** Basic course in fundamentals of design. Work in two and three dimensions.
- 150 Clay Modeling (4:2:6).** General course in preparation, designing, and modeling in clay.
- 190 Introduction to Studio Art (3:1:4).** Basic course for non-art 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.
- 210 History of Prints (3:3).** History of graphic arts, woodcut, engraving, etching, and lithography from the fifteenth century to the present. Special emphasis on both technique and the social role of the print. Pr. 105 or 106 preferred but not mandatory.
- 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).** 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).** 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).** Basic course. Not recommended for 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 or HID 112 or permission of instructor.
- 273 Fabric Crafts I (2:1:3).** Study of fabric surface design and fabric structures using tie dye, batik, quilting, and 3D form construction. Pr. 140 or HID 112 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).** 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. Pr. 140, 190, or permission of instructor.
- 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 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 106 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 106 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 106 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 106 or junior standing. (H).
- 306 Modern Art (3:3).** Visual arts in the west from ca. 1790 to the present. Pr. 105 or 106 or junior standing. (H).
- 320 Drawing Exploration (2:1:3).** Introduction to descriptive and expressive drawing for the general student with no previous training in art. Not open to students who have previously earned credit for 120.

Course Descriptions

- 321 Life Drawing II (2:1:3).** Continuation of 221. May be repeated for credit with consent of instructor and department head. Pr. 221.
- 332 Architectural Design (3:1:6).** Work in architectural design. Pr. 140. Not offered every year.
- 335 Painting II (2:1:3).** Studio course; substantial work from the model. Emphasis on development of control of the medium for pictorial purposes. Pr. 231 or 232.
- 337 Painting III (2:1:3).** Continuation of 335. Pr. 335.
- 343 Techniques of Structures (4:2:6).** Theory and craftsmanship of small structures. Emphasis on aesthetic and mechanical characteristics of common materials. Pr. 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 including operation of an oxy-acetylene welder and the execution of basic welding skills. Other metal-working techniques including arc welding, forging, and mechanical assembly of metals. Pr. 140 and 240.
- 352 Moldmaking (2:1:3).** Materials and techniques of rigid and flexible molds.
- 353 Casting Metal (2:1:3).** Investing, pouring, and finishing metal casting. Pr. 352.
- 355 Sculpture II (2:1:3).** Sculptural and plastic problems encountered in various sculptural media. Pr. 150.
- 356 Sculpture III (2:1:3).** Continuation of 355. Pr. 355.
- 360, 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. Prerequisite for 465. Normally taken in junior year. Pr. junior standing.
- 363 Curriculum and Teaching Methods in the Elementary School (3:2:2).** Aims and philosophy of art education in elementary school. Pr. 190 or consent of instructor. Special section for art majors only offered in the fall. Pr. for art majors 360, 361. (Counts 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; selection, preparation, and use of teaching materials. Pr. 18 semester hours of art, 360, 361. (Counts as Art credit.)
- 371 Fiber Crafts II (2:1:3).** Continuation of 271. Advanced loom techniques including pattern drafting. Pr. 271 or consent of instructor.
- 372 Surface Design/Fabric Printing (2:1:3).** Introduction to pattern design and to the basic block printing and silkscreen printing processes appropriate for the fabric surface. Pr. 140.
- 373 Design Methods for the Crafts (4:2:6).** Sources of and approaches to crafts design with materials such as wood, fiber, metal, and paper. Exploration of sources of design in natural and man-made worlds. Recommended for Art Education majors. Pr. 105 or 106, 140 or consent of instructor.
- 374 Experimental Course: Applied Fiber and Fabric Design (2:1:3).** Functional and decorative applications of the fiber and fabric media. Pr. 140, any fiber/fabric course or permission of instructor.
- 375 Metal Crafts II (2:1:3).** Continuation of 275. Pr. 275.

- 376 Experimental Course: Papermaking (2).** Papermaking technique as 2D and 3D media. Pr. 140 or 150 or 120 or equivalent art experiences.
- 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).** Practicum experience for art majors for developing career goals and skills. May be repeated for credit. Pr. sophomore standing.
- 395 Portfolio Preparation (2).** Investigation of the morphology of the professional, business, and ethical aspects of the art world by students, staff, and occasional guest lecturers.
- 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 120, 140, 150, 220, and 221.
- 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 instructor. 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. 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. 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. 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 instructor. Offered in alternate years.
- 407 Northern Renaissance Art (3:3).** Art in Europe north of the Alps from ca. 1400 to ca. 1560. Painting and graphic arts emphasized. Pr. 305 or junior standing and consent of instructor.
- 408 Baroque Art (3:3).** Seventeenth-century art in Europe: painting, sculpture, architecture. Pr. 305 or junior standing and consent of instructor. 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. 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 instructor. Offered in alternate years.

Course Descriptions

- 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 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.
- 413 Sculpture of Tribal Africa (3:3).** Tribal styles by geographical location with a consideration of the evidence of historical continuities. Pr. junior standing. Not offered every year.
- 414 Late Modern and Contemporary Art (3:3).** Historical analysis of the thematic concerns of contemporary art in Europe and America. Pr. 105 or 106; 306 suggested but not required.
- 415 Genesis of Modernism: European Art 1880-1910 (3:3).** Study of major artists, themes, and developments of late 19th- and 20th-century European art with special emphasis on recent research in this area. Pr. 306 or senior standing.
- 420 Book Illustration (4:2:6).** Execution and composition of illustrations in black and white and color of children's books, classical and contemporary literature, textbooks, and poetry. Work in pen and ink, watercolor, and oil. Pr. 220, 221, or approval of instructor.
- 428 Etching II (2:1:3).** Continuation of 228. May be repeated for credit with consent of instructor or department head. Pr. 228.
- 429 Lithography II (2:1:3).** Continuation of 229. May be repeated for credit with consent of 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. Pr. 231 or 232 or permission of instructor.
- 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 Graphic Design (4:2:6).** Problems characteristic of the professional practice of graphic design. For advanced students. Pr. 12 s.h. of design or its equivalent or permission of instructor. 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, 429 (may be taken simultaneously). Not offered every year.
- 463 Student Teaching in the Elementary School (6:1).** Supervised student teaching at the elementary school level. Pr. senior standing with 2.2 QPR or above; EDU 450, ART 363, 365.
- 465 Student Teaching in the Secondary School (6:1:0).** Supervised student teaching at the secondary school level. Pr. senior standing with 2.2 QPR; EDU 450, ART 363, 365.
- 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).** Advanced course in ceramics with 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. May be repeated for credit with consent of department head. 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 and research. Pr. recommendation of instructor and either 15 semester hours of art history and criticism or approval of department head.
- 498, 499 Independent Study V, VI (4), (4).** Continuation of 399. Students 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. admission to independent study.

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.
- 504 Medieval Sculpture, 600 to 1400 A.D. (3:3).** Study of Hiberno-Saxon metal work; ivory and metal work of Carolingian and Ottonian period through large scale stone sculpture ca. 1070 to 1400 A.D. Pr. one medieval art history course.
- 505 Medieval Painting (3:3).** Painting in all media throughout the medieval period in Western Europe from 600 A.D. to around 1350 A.D. Pr. advanced art history undergraduate major or graduate standing or permission of instructor.
- 510 Aspects of the Contemporary Art World (2).** Current visual art scene through a series of lectures utilizing both the visiting artists and guest lecturers at the Art Department and Weatherspoon Gallery. Content varies from semester to semester; may be repeated for up to six hours of credit with discretion of instructor.

- 531 Painting (4:1:8).** Theories, methods and techniques characteristic of recent trends in painting. Pr. senior or graduate standing.
- 532 Landscape Painting (4:2:6).** Practice and study of traditional and contemporary methods of landscape painting in a variety of media. Pr. advanced undergraduate painting, drawing, or graphics majors and graduate students, or permission of instructor.
- 563 Trends and Teaching in Art: Special Populations (3:2:1).** Curricular and instructional principles, processes, and designs applicable to special populations in various school, institutional, or community settings. Pr. completion of 363, student teaching, or equivalent; or consent of instructor.
- 565 Issues in Art Education (3:3).** Exploration of issues in art or education which affect the teaching of art. May be repeated once for credit when topics vary. Pr. graduate status or consent of instructor.

For Graduates

- 600 Art Criticism (3:3).**
- 603 Motion and Art (3:3).**
- 605 Northern Renaissance Painting (3:3).**
- 606 Italian Renaissance Painting (3:3).**
- 607 The Portrait (3:3).**
- 608 History Painting (3:3).**
- 609 The Monument (3:3).**
- 611 The Teaching of Art from Vasari to Albers (3:3).**
- 612 Expressionism (3:3).**
- 613 Realism (3:3).**
- 614, 615 Modern Painting (3:3), (3:3).**
- 617 Perspectives in Contemporary Art (3:3).**
- 618 A Study of the Artist (3:3).**
- 619 Research Problems in Art History, Art Criticism (3).**
- 626 Woodcut and Wood Engraving (4:2:6).**
- 627 Lithography (4:2:6).**

Course Descriptions

- 628 Etching (4:2:6).
629 Studio Problems in Drawing, Painting, or Printmaking (4).
631, 632 Painting and Drawing (2:1:3), (2:1:3).
633, 634 Painting and Drawing (4:2:6), (4:2:6).
635 Portrait Painting (4:2:6).
636, 637 Painting Research Seminar (4:2:6), (4:2:6).
641 Design (4:2:6).
649 Studio Problems in Design (4).
655, 656 Sculpture (2:1:3),(2:1:3).
657, 658 Sculpture (4:2:6), (4:2:6).
659 Studio Problems, Sculpture (4).
663 Practicum: Schools, Museums or Other Settings (3).
665 Art Education (3:3). (Formerly 654).
672 Fiber Arts (4:2:6).
682 Ceramics (4:2:6).
685 Photography (4:2:6).
690 Experimentation and Analysis: Studio Arts (3:1:6).
699 Thesis (2 to 6).
800 Graduate Registration.
801 Graduate Registration.

DEPARTMENT OF BIOLOGY

(312-C Eberhart Building)

William K. Bates, Professor and Head of Department

Professors Anderson, Lutz, Wilson; Associate Professors Cannon, Gatten, Hendrickson, Lacey, McCrady, Morrison, Sands, Stavn; Assistant Professor Anderson; Instructors J. Curtis, Patrick; Lecturers L. Curtis, Duggan, Kelly, Madden, Singh, Smith.

The Department of Biology has been in existence for over 80 years at UNCG. 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 Eberhart 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 in Chapter 5.

Liberal Education Requirements

(See pp. 53-54 for listing 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 330, 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.
3. STA 108, 343, or 571.
4. PHY 101, 102.

Electives

Electives sufficient to complete the 122 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.

Transfer Credit

Credit for courses in anatomy, physiology, and microbiology is transferred as biology elective credit only. To attempt to establish credit for BIO 271, 277, 380, or 581, students should contact the Head of the Department of Biology.

BIOLOGY COURSES (BIO)

For Undergraduates

- 101 Principles of Biology (3:2:3).** Emphasis placed on philosophical basis of science, molecular and cellular basis of life, cellular and organismic reproduction, patterns of inheritance, gene regulation, and evolution by means of natural selection. Audio-tutorial laboratory. (NSM), (CLS).
- 102 Principles of Biology (3:2:3).** Basic coverage of origins and energetics of life, ecological principles, development, evolution, and maintenance of homeostasis. Audio-tutorial laboratory. Recommend 101 before 102. (NSM), (CLS).
- 105 Major Concepts of Biology (3:3).** Introduction to the major ideas of living things including composition, reproduction, genetics, evolution, energetics, and ecology. Emphasis placed on the derivation of these ideas. Not a prerequisite for upper level courses in place of 101, 102. (NSM), (CLS).
- 202 Plants and Civilization (2:2).** Introduction to uses of plants and fungi in human society.
- 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).
- 231 The Human Environment (1:1).** Human ecology with special emphasis on pollution and the population explosion as they threaten man's future. Causes and cures of major aspects of human ecology covered, but special attention given to biological principles. Grade: pass/not pass.
- 241 Invertebrate Zoology (4:3:3).** Major invertebrate groups with emphasis on ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip required. Pr. 101, 102. (NSM).
- 271 Mammalian Anatomy (4:3:3).** Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat. Pr. 101, 102. (NSM).
- 277 Mammalian Physiology (4:3:3).** Human physiology with emphasis on homeostatic mechanisms. Pr. 101, 102, high school chemistry with grade of C or better. (NSM).
- 283 Introduction to the Profession of Medical Technology (1:1).** General survey of 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).** Introduction to fundamentals of ecology. Principles relating to populations, communities and ecosystems stressed. Particular emphasis 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).
- 330 Biological Evolution (3:3).** Survey of modern systematics and the biological mechanisms responsible for diversity among living forms. Pr. 101, 102.

- 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).** Study of cellular organization and function. Fundamental biochemical properties, including cellular components, enzyme function, energetics, and metabolism 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).** 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).
- 377 Animal Physiology (3:3).** Broad survey of physiology of invertebrates and vertebrates including energy metabolism, temperature effects, temperature regulation, respiration, blood, circulation, water and ion balance, and excretion. Pr. 277.
- 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 major.
- 383 Introduction to Clinical Pathology (3:2:4).** Introduction to 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. 277 and CHE 114 or consent of instructor.
- 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.

For Advanced Undergraduates and Graduates

- 501 Microscopy and Photomicrography: Theory and Technique (3:1:6).** Principles and uses of 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).** Field course in plant biology 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).** 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.
- 527 Terrestrial Plant Ecology (3:2:3).** Application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required weekend field trips. Pr. 301.
- 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.

Course Descriptions

- 529 Aquatic Ecology (3:2:3).** Interactions and adaptations of aquatic organisms in the major aquatic environments; fresh water, estuaries, and oceans. Optional field trips monitor local lakes, Carolina bay lakes, and the coastal Cape Fear area. Pr. 301, CHE 114, or permission of instructor.
- 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.
- 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 instructor.
- 538 Radiation Biology and Radiotracer Methods (4:3:3).** Characteristics of ionizing radiation and use 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.
- 545 General Biochemistry Laboratory (1:0:3).** Experimental work designed to complement lecture material of 535. Pr. 535. (May be taken concurrently.)
- 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.
- 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 instructor.
- 570 Natural History of Vertebrates (3:2:3).** Classification, identification, and phylogeny of all classes of vertebrates, with field work. Pr. 101, 102.
- 577 Mammalian Physiology (3:2:3).** Function of mammals at the cellular and organ system levels with laboratories. Not open to students who have received credit for 277.
- 579 Environmental Physiology (3:3).** Lectures, discussions, demonstrations, and student presentations on the physiology of animals as it is influenced by and is adapted to environmental conditions. Pr. 277 or 577.
- 581 General Microbiology (4:3:4).** Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 101, 102, CHE 114, 114L.
- 582 Pathogenic Bacteriology (4:3:4).** Study of pathogenic microorganisms and their relation to disease processes in man. Pr. 581 or permission of instructor.
- 583 Virology (3:2:3).** 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. Not offered every year.
- 584 Immunology (3:3).** Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics include: T

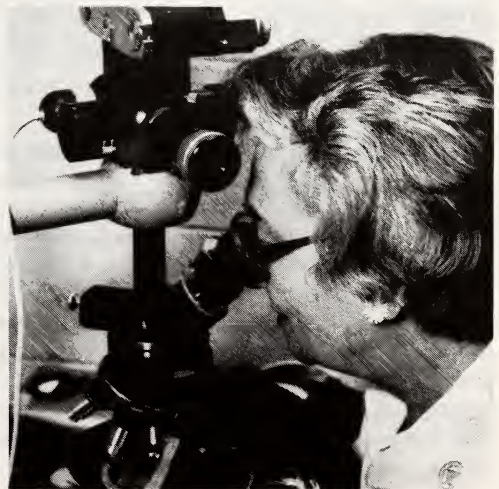
and B cell, immunoglobulins, tolerance, hypersensitivity. Pr. 581 or permission of instructor. Not offered every year.

- 586 Cytogenetics (3:3).** Classical cytogenetics and recent findings in mammalian cytogenetics particularly as related to medical genetics. Includes chromosomal origin of certain birth defects and mechanism of gene action in development. Pr. 101, 102, 592. Not offered every year.
- 592 Genetics (3:3).** Mendelism and modern trends in genetics. Pr. 9 hours of biology or permission of instructor.
- 594 Introduction to Biotechnology (3:3).** Basic principles and techniques of biotechnology. Includes molecular cloning, DNA sequencing, and hybridomas. Explores development of interferon, growth hormones, gene therapy, and gene surgery. Research seminar attendance required. Pr. 12 hours of biology or chemistry above 100 level; 592 or equivalent required.
- 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.

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.**



DEPARTMENT OF CHEMISTRY

(221 Petty Science Building)

Harvey B. Herman, Professor and Head of Department

Professors Barborak, Jezorek, Knight, Miller, Nile; Associate Professors Dilts, Forrester, Vanselow; Assistant Professors Banks, Graves, Walsh; Laboratory Assistants Katsikas, McRimmon.

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 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 pp. 53-54 for listing 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, 242, 331, 333, 351, 352, 354, 371, 501 or 502, 461 or 506.
2. Two courses from among CHE 442, 531, 556, and 581.

Related Area Requirements

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

Electives

Electives sufficient to complete the 122 semester hours required for degree. Additional advanced courses in mathematics are advised. Additional chemistry courses, up to 36 hours above the 100 level, may be taken.

CHEMISTRY MAJOR (Bachelor of Science)

Required: 122 semester hours.

The Chemistry Major (B.S.) differs from the B.A. in requiring 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 pp. 53-54 for listing of courses meeting each area requirement.)

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

Course Descriptions

Major Requirements

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

1. CHE 111, 111L, 114, 114L, 242, 331, 333, 351, 352, 354, 371, 442, 461, 462, 463, 464, 501 (or 502), 531, 533, 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, 556; BIO 535, 536, 538; CSC 236, 342; MAT 293, 311, 340, 390, 394; PHY 303, 322, 323, 324, 535, 536, 550.

Electives

Electives sufficient to complete the 122 semester hours required for degree. Additional advanced mathematics courses are advised. Additional chemistry courses, up to 42 hours above the 100 level, may be taken.

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, 106, 110, 111, 111L, 114, and 114L.)

CHEMISTRY COURSES (CHE)

For Undergraduates

103 General Descriptive Chemistry I (3:3). 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. CHE 110 must be taken concurrently unless student plans to take CHE 104 or CHE 111. (NSM), (CPS).

104 General Descriptive Chemistry II (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. CHE 110 must be taken concurrently unless taken with CHE 103. (NSM), (CPS).

106 Introductory Chemistry (3:3). For elementary education, business, and liberal arts majors. Nonquantitative survey of fundamentals of measurement, molecular structure, reactivity, and organic chemistry; applications to solution, environmental, consumer, biological, and drug chemistry. (NSM), (CPS).

110 Introductory Chemistry Laboratory (1:0:3). Designed to acquaint non-science chemistry students with basic laboratory practices. To be taken concurrently with either 106, 103, or 104. (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, 111, 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, 110; 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, 110; 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, 110; or 114, 114L. Forrester. (NSM).
- 242 Inorganic Chemistry (2:2).** Introduction to descriptive inorganic chemistry, including oxidation-reduction, electrochemistry, acid-base and coordination chemistry. Pr. 114, 114L. Dilts, Nile, Walsh. (NSM).
- 252 Chemistry and the Human Environment (3:3).** Study of chemical problems central to current technological, biomedical, and environmental issues. Topics include energy alternatives, food chemicals, environmental chemistry, molecular basis of drug action, and consumer products. Pr. 104 or 106 or 114 or permission of instructor.
- 320 Chemistry in Industry (2:2).** Broad coverage of the roles played by chemistry, chemists, and chemical engineers in industry, including discussions of management, research, development, production, sales, and patents. Government agencies, economic considerations, professional societies, and employment practices also explored. Some material presented by experts from local industry. Pr. 205 or 352 (the latter may be taken concurrently). Not offered every year.
- 331 Quantitative Analysis (2:3).** Introduction to the theory and practice of volumetric and gravimetric methods of analysis. All students **must** take 333 concurrently unless they have previous credit for an equivalent course. Pr. 114, 114L. Herman, Jezorek, Walsh. (NSM).
- 333 Quantitative Analysis Laboratory (2:0:6).** Laboratory work to accompany 331. Pr. 331 concurrently. Both 331 and 333 **must** be passed in order to obtain credit for either course. Herman, Jezorek, Walsh. (NSM).
- 351 Organic Chemistry I (4:4).** Chemistry of aliphatic and aromatic compounds with attention to reaction mechanisms and synthetic applications, and the application of spectroscopy to structure determination. Pr. 114, 114L. Banks, Barborak, Nile, 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, carbohydrates, and organic spectroscopy. All students **must** take 354 concurrently unless they have previous credit for an equivalent course. Pr. 351. Banks, Barborak, Knight. (NSM).
- 354 Organic Chemistry II Laboratory (1:0:4).** Laboratory work to accompany 352. Includes basic techniques of organic laboratory practice plus preparations involving representative reactions. Pr. 352 concurrently. Barborak, Knight, Banks, Forrester.
- 371 Chemical Literature (1:1).** Instruction in use of the literature of chemistry. Pr. two years of chemistry; reading knowledge of German helpful. Forrester.

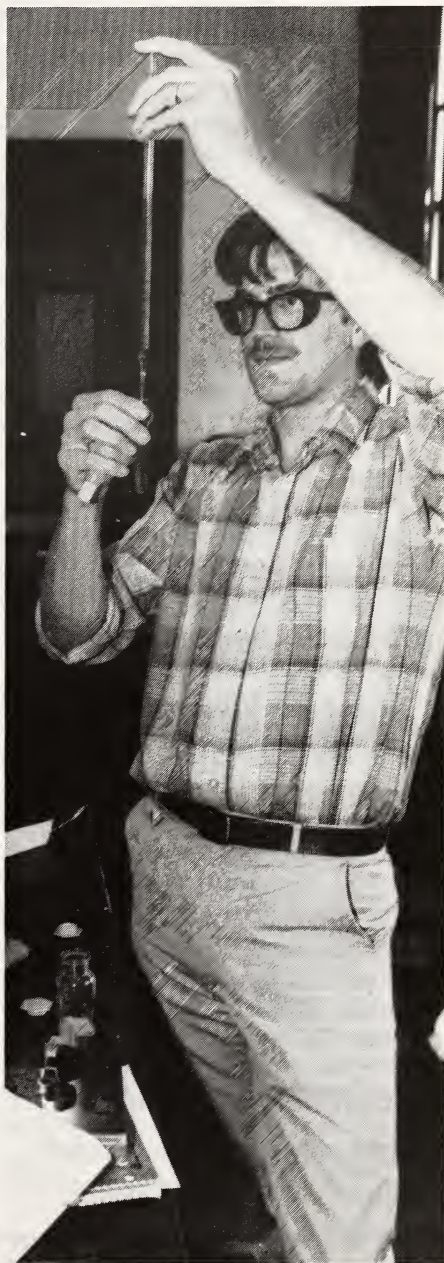
- 442 Advanced Inorganic Chemistry I (3:3).** Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. Pr. 461 (may be taken concurrently). Dilts, Nile, Walsh.
- 461 Physical Chemistry I (4:4).** Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions and equilibrium electrochemistry. Pr. 331, 333, PHY 292, and MAT 292. Vanselow.
- 462 Physical Chemistry II (3:3).** Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, statistical thermodynamics, and kinetics. Pr. 461. Vanselow.
- 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. 331, 333, 461 (preferably taken concurrently with 462). Vanselow.
- 464 Physical Chemistry II Laboratory (1:0:4).** Laboratory work related to 462. Pr. 462, 463. Vanselow.
- 491, 492 Independent Study (1 to 3), (1 to 3).** Directed program of independent study and research for the qualified student. Pr. at least 21 hours in chemistry and permission of department head and instructor under whom student wishes to work.
- 493-494 Honors Work (3)-(3).** Not offered every year.
- 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. Students should take 501 for credit and audit 502.
- 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. Credit for an undergraduate degree cannot be obtained for both 506 and 461. Pr. two semesters of chemistry beyond the general chemistry, MAT 191, one year of physics.
- 531 Instrumental Analysis (3:3).** Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. Pr. 331, 333, 352 (may be taken concurrently), PHY 292. Herman, Jezorek.
- 533 Instrumental Analysis Laboratory (1:0:4).** Laboratory work to accompany 531. Pr. 531 concurrently. Herman, Jezorek.
- 536 Computers in Chemistry (3:3).** Introduction to 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.
- 553 Advanced Organic Chemistry I (3:3).** Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Pr. 352. Barborak, Knight, Banks.
- 556 Biochemistry (3:3).** Biochemistry presented from a chemical perspective. Topics covered include the structure of biomacromolecules, enzyme mechanisms, metabolic pathways, and biochemical genetics. Pr. 351, 352; 461 or 506. Banks.
- 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, 331; 570b, 352; 570c, 242; 570d, 352; 570e, 462.

- 581 Synthetic Techniques (2:0:8).** Theoretical discussion and laboratory practice in modern methods of synthesis in the areas of organic and inorganic chemistry. Emphasis given to regions of overlap such as organometallic chemistry. Areas covered 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, Knight.

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.



DEPARTMENT OF CLASSICAL STUDIES

(243 McIver Building)

William G. Lane, Professor and Chairman of Interdepartmental Committee on Classical Studies

Associate Professors J. Minyard, Soles; Assistant Professor Shelmerdine; Visiting Assistant Professor G. Minyard; Lecturer Aicher.

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. 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 Classical Studies 401 or 450 or through the program sponsored by UNCG 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 pp. 53-54 for listing 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; CCI 201, 205, 335, 336, 397, 398; HIS 209, 210, 351, 354, 355; PHI 251. Concentrators may wish to look into the possibility of double majoring in World Literature (see under Interdepartmental Studies and consult the Chairman of the World Literature Committee.)

Electives

Electives sufficient to complete the 122 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 giving additional background. This concentration will provide an excellent preparation for law school, medical school, the history of art, comparative literature, or high school teaching in world history.

Liberal Education Requirements

(See pp. 53-54 for listing of courses meeting each area requirement.)

Same as for Greek Language Concentration above.

Major Requirements

24-36 semester hours distributed as follows:

1. 12 hours in Greek language above the 100 level.
2. 12 hours or more in Greek civilization courses in the Department of Classical Studies 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, 385 411, 478, 479; ART 301, 303, 304, 402; HIS 351, 353; PHI 251, 343; REL 204, 352, 365.

Electives

Electives sufficient to complete the 122 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 pp. 53-54 for listing of courses meeting each area requirement.)

Same as for Greek Language Concentration above.

Major Requirements

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

Major courses are chosen by the student in consultation with his major adviser. Note: Two courses in Greek at the 200 level or above may count toward the Latin Language Concentration. Latin 331 is required for **teacher certification in Latin**. Students seeking **teacher certification** should see Teacher Education Chapter.

Related Area Requirements

Suggested: ART 303, 304; CCI 201, 205, 335, 336, 397, 398; HIS 209, 210, 351, 354, 355; PHI 251. Concentrators may wish to look into the possibility of double majoring in World Literature (see under Interdepartmental Studies and consult the Chairman of the World Literature Committee.)

Electives

Electives sufficient to complete the 122 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, language, 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 pp. 53-54 for listing of courses meeting each area requirement.)

Same as for Greek Language Concentration 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 Studies 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, 385, 411, 478, 479; ART 301, 303, 304; HIS 354, 355; PHI 251, 343; REL 204, 352, 365.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Classical Studies Minor

Required: 15-21 semester hours.

The Minor in Classical Studies 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 languages and 3 hours in a Classical Studies 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 STUDIES COURSES (CCI)

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 increasing 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).
- 209 The Ancient World (3:3)** Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. Ruzicka. (SBS). (Same as His 209).
- 211 Introduction to Classical Archaeology (Greece) (3:3).** Archaeological consideration of the Mycenaean, Archaic, Classical, and Hellenistic periods of Greek civilization. Soles. (H).
- 212 Introduction to Classical Archaeology (Rome) (3:3).** 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. Minyard, 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).
- 313 Topography and Monuments of Athens (3:3).** Archaeological study of the topography and monuments of Athens from the Mycenaean through the Roman periods. Soles.
- 314 Ancient Cities (3:3).** 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).** 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).
- 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). (Same as His 351).
- 353 Athens in the Fifth Century B.C. (3:3).** Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. Ruzicka. (SBS). (Same as His 353).
- 354 The Roman Republic, 754 B.C.-44 B.C. (3:3).** 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. Rezicka. (SBS). (Same as His 354).

- 355 The Roman Empire, 44 B.C.-337 A.D. (3:3).** 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). (Same as His 355).
- 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*. Shelmerdine. (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, Anouilh, et al. Minyard. (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. Soles.
- 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. Minyard.

For Advanced Undergraduates and Graduates

- 501 Independent Study (1 to 3).** Directed program of reading, research, and individual instruction in Classical Studies. May be repeated for credit for up to 6 hours. Pr. permission of instructor.

GREEK COURSES (GRK)

For Undergraduates

- 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. Soles.
- 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. (H).
- 203, 204 Intermediate Greek (3:3), (3:3).** Designed to develop fluency in the reading of Greek and 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. Minyard, Shelmerdine. (H), (CFL).
- 325, 326 Homer (3:3), (3:3).** Selections from *Iliad* and *Odyssey*. Shelmerdine. (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 taken 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 a given field or intensive investigation of particular problem. Student should consult instructor before registering for course. Shelmerdine. Pr. 203, 204.
- 401, 402 Plato, Selected Work (Apology, Crito, etc.) (3:3), (3:3).** Shelmerdine.
- 403, 404 Greek Drama (3:3), (3:3).** Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes. Shelmerdine.
- 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).**

For Advanced Undergraduates and Graduates

- 501 Independent Study (1 to 3).** Directed program of reading, research, and individual instruction in Greek language and literature. May be taken for up to 6 hours credit. Pr. permission of instructor.
- 550 Topics in Greek Literature (3).** Studies in selected topics in Greek literature, e.g., the development of a genre, the nature of a selected period in literary history, or the treatment of a particular theme. May be repeated once for credit when topic varies. Pr. permission of instructor.

LATIN COURSES (LAT)

For Undergraduates

- 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.
- 203, 204 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. (H), (CFL).
- 301 Roman Historical Writings (3:3).** Selections from works of Livy and Tacitus. (H).
- 302 Roman Philosophical Writings (3:3).** Selections from essays of Cicero, *De Rerum Natura* of Lucretius and essays of Seneca. Minyard. (H).
- 303 Latin of the Augustan Age (3:3).** Survey of Latin literature from 40 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 Prose Composition (3:3).** Intensive review of Latin forms and syntax; extensive composition and translation into Latin from English. Minyard.
- 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 a given field or intensive investigation of particular problem. Student should consult instructor before registering for course. Pr. 203, 204. Minyard.

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. Minyard.

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).

For Advanced Undergraduates and Graduates

501 Independent Study (1 to 3). Directed program of readings, research, and individual instruction in Latin languages and literature. May be taken for up to 6 hours credit. Pr. permission of instructor.

531 Advanced Latin Composition (3). Composition of longer, continuous prose passages in different literary styles and verse composition in various meters. Pr. 331 or permission of instructor. Minyard.

550 Topics in Latin Literature (3). Studies in selected problems in Latin literature, e.g., the development of a given genre, the nature of a given period in literary history, or the treatment of a given theme. May be repeated once for credit when topic varies. Pr. permission of instructor.



DEPARTMENT OF COMMUNICATION AND THEATRE

(200 Taylor Building)

John L. Jellicorse, Professor and Head of Department

Professors Batcheller, Dixon, Nomikos, Tedford, Middleton (Excellence Fund); Associate Professors Behm, Fadely, Glenn, Mennen, Newton, Pood, Prater, Shroyer, Strong; Assistant Professors Andrews, Arnold, Bell, Earle, File, Forman, Ibsen-Riley, Jones, King, Marshall; Visiting Assistant Professor Natalle; Instructor Causby; Lecturers Corlett, Foster, Fragola, Griffiths, Hamlett, Jarrett, Johnson, King, Kline, Levitt, McCreedy, McDougald, Papa, Reynolds, Swank.

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 the Augmentative Communication Systems Laboratory; and assists clinics of area public schools, hospitals, and other human service agencies.

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, public relations, and oral interpretation. It conducts research through the Institute for Communication Research and Consulting, offers specialized training through the Speech Tape Laboratory, supervises the University Speech Screening program, 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 and performance. Studio and practicum projects are part of the curriculum as well as local media internships for which students can apply. The Media Production Club provides interested advanced students the opportunity to gain experience as crew members, writers, and directors.

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—major and nonmajors, working under professional guidance—supply the energy and talent of the Division's extensive production programs: The UNCG Theatre, Studio Theatre, Master Production

Series, Theatre for Young People, UNCG Summer Repertory Theatre, and the Parkway Playhouse in Burnsville, N.C. In addition, the Division furnishes supervision for the North Carolina Theatre for Young People.

The divisions of the Department of Communication and Theatre provide numerous interdivisional services which strengthen the Department's degree programs. For example, members of the Communication Disorders faculty are available for clinical evaluation and treatment of actors' and broadcasters' individual speech and language problems. Voice and articulation performance courses, offered to all students by the Communication Studies Division, are scheduled with special sections for theatre students. Theatre and Broadcasting/Cinema faculty and students work together in both classes (e.g., COM 599 Acting for the Camera) and in performance projects. An interdivisional Communication Education Program provides supervision for 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-language pathologists and audiologists; 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 education concept of the development of the whole person through study in the 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, playwriting, 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 pp. 53-54 for listing 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 Gen-

Course Descriptions

eral 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, 291, 320, 541.
4. Minimum of three theatre design and technology 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 hours from among courses in Communication Disorders, Communication Studies, and Broadcasting/Cinema are allowed in addition to the maximum of 36 semester hours above the 100 level in Theatre. 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 in Chapter 5 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.

Student 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 122 semester hours required for degree.

SPEECH COMMUNICATION MAJOR (Bachelor of Arts)

Required: 122 semester hours.

Speech Communication is offered in five concentrations:

Broadcasting/Cinema is a concentration with emphasis on the conditions, principles, and practices of broadcasting, telecommunications, and film. The Broadcasting/Cinema concentration is a professional degree program with a strong liberal arts component for the person planning a career in, or associated with, the mass media.

Broadcasting Performance is designed within the context of a liberal education for developing awareness and understanding of electronic communications for the person desiring a career in an on-camera position in telecommunications.

Communication Studies provides 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) 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 from more than one division within the Department.

Speech Communication Teacher Certification leads to North Carolina teacher certification in speech communication at the secondary level.

Liberal Education Requirements

(See pp. 53-54 for listing 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, 172.
 - a. Broadcasting/Cinema Concentration
 - (1) COM 171, 291, 393, 517 or 518, 532, 510 or 516 or 540.
 - (2) Other courses from among COM 210, 302, 311, 312, 333, 340, 370, 380, 381, 390, 392, 399, 410, 411, 440, 441, 460, 473, 509, 510, 511, 512, 517, 518, 519, 521, 540, 585, 591.

Course Descriptions

- (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.
- b. Broadcasting Performance Concentration
 - (1) COM 105, 291, 311, 320, 392, 532, 540 or 380.
 - (2) Other courses from among COM 210, 250, 302, 312, 333, 340, 390, 399, 410, 440, 460, 509, 521, 585, 599.
 - (3) Six hours from among courses in Communication Disorders, Communication Studies, or Theatre are allowed in addition to the maximum of 36 semester hours in Broadcasting Performance.
2. COM 102 must be taken the first semester in residence or immediately upon declaring the major.
3. For continuation in either concentration, students must earn a quality point ratio of 2.5 or higher in the following: COM 106, 171 or 172, 291, 392 or 393 (the choices depending upon the concentration selected). In addition, for admission and retention in either Broadcasting/Cinema concentration, students are expected to maintain an overall quality point ratio of at least 2.0.

Communication Studies

1. COM 105 or 341, 106, 112, 205, 207, 340, and 530.
 - a. Speech: Other courses must include COM 230 and 231, with additional hours from among 206, 320, 341, 343, 344, 502, 505, 520, 529, 531, 532, 537, 538, or approved substitute.
 - b. Rhetoric and Public Address: Other courses must include 230, 231, 505 or 531, 532 or 538, with additional hours from among 206, 320, 341, 343, 344, 520, 529, 505 or 531, 537, or approved substitute.
Required cognate course: ENG 219 or ENG 223. ENG 224, 227, 319, 320, or 520 strongly recommended.
 - c. Organizational Communication: Other courses must include COM 344, 413, 514, and 560, with additional hours from among 206, 230, 231, 341, 342, 343, 529, 532, 537, 538, 560. COM 514 is a prerequisite for COM 413.
Required cognate courses: MGT 310*, 517* or 535*, and one from ENG 227, 520, or 524.
Recommended electives: STA 108, MGT 312, PSY 314, or one from ENG 227, 520, or 527.
 - d. Public Relations: Other courses must include COM 172, 342, 412, one from 320, 505, or 531, with additional hours from among 206, 210, 291, 311, 340, 341, 343, 344, 380, 392, 399, 502, 514, 529, 532, 537, 538, 561. Note that ENG 219 and 319 are prerequisites for COM 342. COM 342 is a prerequisite for COM 412.
Required cognate courses: ENG 219, 319, and one from ENG 223, 224, 227, or 320.

Recommended electives: MGT 310*, 320, SOC 331, ART 446, or MGT/PSY 524*. Majors must have a 2.5 quality point ratio to remain in the program.

2. For admission and retention in the Communication Studies Concentration, students are expected to have an overall quality point ratio of at least 2.0.
3. Six semester hours from among courses in Broadcasting/Cinema, Communication Disorders, or 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.

Communication Studies Minor

A minor may be earned in Communication Studies by completing 18 semester hours, including COM 105 or both 112 and 341; COM 106 or 101; and at least one course at the 200 or 300 level, and at least one course at the 400 and 500 level.

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 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; COM 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 122 semester hours required for degree.

SPEECH PATHOLOGY AND 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, and the N.C. license in speech and language pathology and audiology, although no certificate or license 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. Transfer students may require more than four years to complete the undergraduate degree program.

Liberal Education Requirements

(See pp. 53-54 for listing of courses meeting each area requirement.)

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

Note: Where applicable, 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, 556, 570, 571.

Note: Six semester hours of Communication Studies, Broadcasting/Cinema, or Theatre courses are allowed in addition to the maximum of 42 semester hours above the 100 level 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 210.
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. Any grade below C in a required core course makes a student ineligible to continue in the major.

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

Electives

Electives sufficient to complete the 122 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 preschool 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 10 miles from the campus. The program is certified by the Council on Education of the Deaf. Transfer students may require more than four years to complete the undergraduate degree program.

Liberal Education Requirements

(See pp. 53-54 for listing 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 135, 240, 241, 335, 461, 481, 483, 556, 570, 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, preschool education, secondary education or in another sequence approved by the Department of 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. Any grade below C in a required core course makes a student ineligible to continue in the major.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

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 continually under evaluation and is formally examined by the theatre faculty in the spring of each year. Continuance in the program depends upon the student's attitude, discipline, 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 on 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 prior departmental approval. A summer theatre internship in an approved,

supervised program is required in all BFA concentrations and, as noted below, must be registered for in COM 256 or approved equivalent. Transfer students should make arrangements to schedule the internship as soon as possible.

Liberal Education Requirements

(See pp. 53-54 for listing 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 Sciences, 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, 112A, 121, 153, 190 repeated for 1 credit hour each semester for four 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 approved equivalent.
4. Constant and vigorous participation in the Theatre Division's production program; COM 150, repeated for 6 semester hours, and COM 450, repeated for 4 semester hours.

Related Area Requirements

1. MUS 125, 126.
2. One course from DCE 105, 205, or 305, begun at the appropriate level; one course from DCE 103, 203, or 303, begun at the appropriate level; one course from DCE 116, 216, or 316, begun at the appropriate level; plus a fourth course from one of the above and DCE 349.

Theatre Arts Concentration

(For students intending to pursue an 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, 522, 583, or 584.
3. COM 256 or approved equivalent.
4. Constant and vigorous participation in the Theatre Division's production program; COM 150, repeated for 4 semester hours; COM 450, repeated for 8 semester hours.

Design and Technical Direction Concentration

Major Requirements

1. COM 106 or 206, 121, 122, 123, 153, 250 or 541, 253 or 366 or 360, 365, 375, 376, 377, 522, 533, 534, 583, 584.
2. Two courses from COM 523, 543, 544, 545.
3. COM 256 or approved equivalent.
4. Constant and vigorous participation in the Theatre Division's production program; COM 150, repeated for 4 semester hours; COM 450, repeated for 8 semester hours.

Related Area Requirements

1. ART 120, 140, 221, 222.
2. Recommended electives: ART 150, 222, 252, 253, 275, 346.

Electives

Electives sufficient to complete the 124 semester hours required for degree.

COMMUNICATION AND THEATRE COURSES (COM)

For Undergraduates

- 102 **Orientation to Broadcasting and Cinema (1:1).** Introduction to fields of radio, television, and cinema for prospective students in the Broadcasting/Cinema and Broadcasting Performance Concentrations. Must be taken first semester in residence or immediately upon declaring the major.
- 105 **Speech Composition and Delivery (3:3).** Essentials of speech making, with emphasis on 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. (SBS), (CSBS).
- 112 **Speech Performance (3:3:1).** Theory and practice of voice and diction, including pronunciation, pitch, rate, volume, and quality. Special section for theatre majors. Other sections are open enrollment. Weekly audio laboratory required.
- 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.
- 123 **Stage Costuming Techniques (2:2:3).** Basic principles of costume sewing, construction, selection, care, and management. Practical experience in supervised laboratory.
- 132 **Introduction to Communication Disorders (3:3).** 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 Interna-

- tional 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.
- 140 R-TV-F Radio Laboratory (1 to 2).** Supervised participation in radio broadcasting or program production. May be repeated for credit for a maximum of 3 hours. Pr. approval by Broadcasting/Cinema Division.
- 141 R-TV-F Film Laboratory (1 to 2).** Supervised participation in filmmaking and/or presentation. May be repeated for credit for a maximum of 3 hours. Pr. approval by Broadcasting/Cinema Division.
- 150 Theatre Practice (1:0:4).** Departmental workshop. Open to any student 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 interested in participating in debate and/or related experiences such as extemporaneous speaking, oral interpretation, voice and speech improvement 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.
- 160 R-TV-F Media Workshop I (1:1).** Examination of specific aspects of broadcasting, film, and other media, as provided by instruction of industry professionals. Limited to freshmen and sophomores. May be repeated for credit.
- 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 to develop concentration, imagination, and the voice. Pr. sophomore BFA/ acting major. May be repeated for credit.
- 205 Persuasion in Western Culture (3:3).** Significant theories in 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. (H).
- 206 Nonverbal Communication (3:3).** Contemporary theory and practice of nonverbal communication. Functions and modes, such as kinesics, proxemics, and paralinguistics. Emphasis on increasing awareness of own nonverbal messages. (SBS).
- 207 Interpersonal Communication (3:3).** Contemporary theory and practice of interpersonal communication, with emphasis on increasing awareness of own interpersonal messages. (SBS).
- 210 Basic Broadcast Electronics (3:3).** Theory, principles, and application of radio and television broadcast equipment. Pr. 172. McDougald.
- 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.

Course Descriptions

- 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, McCready.
- 221 Development of American Musical Theatre (3:3).** Musical theatre as an art form, stressing its development and major works since 1800. Minstrelsy, vaudeville, burlesque, operetta, and revue but major emphasis on musical comedy. Illustrated lectures and demonstrations. Middleton. (H).
- 230 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 and use of reason in everyday thinking and speaking. (Formerly 101).
- 231 Argumentation and Debate (3:3).** Analysis of issues and arguments of current public interest; training in the presentation of reasoned, persuasive oral discourse. (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 and physiological bases of human communication.
- 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. 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 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 UNCG 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. May be repeated for credit.
- 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 (3:3:2).** Introduction to basic television techniques and studio operations. Pr. for Broadcasting/Cinema and Broadcasting/Performance majors 172.
- 301 Writing for the Theatre (3:3).** Exercises in dramaturgical techniques. Composition of one-act plays. Middleton.
- 302 Writing for the Screen (3:3).** Study of techniques of script writing, both adaptations and original material. Pr. 171 or ENG 330 or permission of instructor. Same as ENG 302.
- 311 Radio and Television Announcing (3:2:2).** Theory and practice of announcing skills and techniques in radio and television broadcasting. Pr. 112, 172, or permission of instructor.
- 312 Broadcast Programming (3:3).** Analysis of principal program genres in radio, television, and cable, with emphasis on notable artistic achievements in major genres. Identification, acquisition, and scheduling of programs.
- 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, 241.
- 339 Rhythm Disorders (3:3).** Basic theories and principles in the onset, development, and maintenance of stuttering and similar disorders. Principal factors in measurement, diagnosis, and treatment. Pr. 133, 134.
- 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. (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.
- 342 Communication/Public Relations (3:3).** Communication theory as it relates to public relations; functions of public relations in various settings; methods of preparing effective public relations materials. Pr. junior standing, ENG 219 and 319.
- 343 Listening to Communicate (1:1).** Theory and practice of listening to verbal messages; barriers to effective listening; improvement of poor listening skills. Pr. sophomore standing. Glenn.

Course Descriptions

- 344 Communication and Conflict Management (3:3).** Role and functions of communication in conflict management. Pr. sophomore standing.
- 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 acting technique. Emphasis on the practical application of Stanislavski's principles of Psycho-Technique and their subsequent interpretations. Pr. 351.
- 360 Stage Millinery and Accessories (3:2:3).** Historical millinery and accessories in relation to stage adaptation. Pr. 365 or permission of instructor.
- 365 Costuming for the Stage (3:2:3).** Study of historical costume styles in relation to costuming for the modern theatre.
- 366 Costume Crafts (3:2:3).** Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts.
- 370 Film Music (3:3).** Historical survey of film music. Specific technical processes involved in writing for motion pictures. The psychological-aesthetic problems of film music. The responsibilities of the composer from prefilming preparation to evaluating the end result. (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 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.
- 390 R-TV-F Television Laboratory (1 to 2).** Supervised participation in television broadcasting or video production. May be repeated for credit for a maximum of 3 hours. Pr. 291 and approval by Broadcasting/Cinema Division.
- 392 Radio-Television News Production (3:3).** Gathering, writing, editing, rewriting and producing news and features for broadcasting 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 creative area of radio, television, or film, including writing, directing, performing, sound design, cinematography, or editing. May be repeated for credit. Pr.

- appropriate to area of practice. **Permission of faculty supervisor required prior to registration.**
- 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 total of 6 semester hours in 410 and/or 411. Pr. 171, 172, 291, and two additional courses 300 level or above 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. 171, 172, 291, and two additional courses 300 level or above 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 maximum of 6 semester hours credit. Open to majors only. Pr. senior standing, COM 342, and approval by Communication Studies Division.
- 413 Communication Internship in Organizational Communication (1 to 6).** Field learning experience in applications and control of communication in a variety of organizational settings. May be repeated for credit for maximum of 6 hours. Pr. senior standing, 514, approval by Communication Studies Division.
- 440 R-TV-F Advanced Radio Laboratory (1 to 2).** Supervised participation at an advanced level of radio broadcasting or program production. May be repeated for credit for maximum of 3 hours. Pr. approval by Broadcasting/Cinema Division.
- 441 R-TV-F Advanced Film Laboratory (1 to 2).** Supervised participation at an advanced level of filmmaking and presentation. May be repeated for credit for maximum of 3 hours. Pr. junior standing and approval by Broadcasting/Cinema Division.
- 445 Experimental Course: Introduction to Broadcast Management (3:3).** Introduction to principles and practices of managing broadcast operations. Pr. 172 and 291.
- 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).** 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.
- 460 R-TV-F Media Workshop II (1:1).** Examination of specific aspects of broadcasting, film, and other media as provided by instruction of industry professionals. Limited to juniors and seniors. May be repeated for credit for maximum of 3 hours.
- 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.
- 465 Clinical Practice in the Public School (12).** Clinical practice in speech pathology in the school environment, under supervision of University supervisor and cooperating therapist. Strong.
- 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.

Course Descriptions

- 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 of 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).** Honors project may be a part of 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.
- 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. Tedford.
- 509 Media Sound Production (3:3).** History, aesthetics, and techniques of sound production in media. Pr. 171, 172, 210, 291 or approval of instructor.
- 510 Advanced Cinematography (3:3).** Advanced principles and techniques of film production. Pr. 393 and/or permission of instructor. 512 recommended.
- 511 Broadcast Technology (3:3).** Theoretical knowledge of and practical experience in the principles and practices of broadcast electronics and technology. For students in Speech Communication with a concentration in Broadcasting/Cinema. Pr. 210 or consent of instructor.
- 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.
- 514 Organizational Communication (3:3).** Theories of interpersonal and oral communications. Emphasis upon the use of oral communication to accomplish organizational objectives. Same as MGT 514.
- 515 Film Theory (3:3).** Study of the principle theories of film through the writings of critics, theorists, and directors. Pr. 171 or ENG 330 or graduate standing.
- 516 Advanced Film and Television Writing (3:3).** Advanced study of screenwriting with emphasis on writing of original full-length material. Pr. 171, 291, 302, and 393, or permission of instructor.
- 517 The Auteur Director (3:2:3).** 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.
- 518 Studies in Film Genre (3:2:3).** 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, FRE, ITA 518.
- 519 Film Animation (3:3).** Study of historical and theoretical development of animated film. Pr. 171 (or ENG 330) or graduate standing.

- 520 Advanced Oral Interpretation (3:3).** Audiences, materials, and procedures of readers theatre. Practice in advanced principles of oral interpretation of literature. Pr. 320 or graduate standing. Forman.
- 521 Advanced Telecommunications Programming (3:3).** Examination of television programs as representatives of program types. Evaluation of situation comedy, melodrama, docudrama, sports, and live "TV events," performing arts, electronic religion, game shows, and avant garde video works. Pr. 171, 172, 291, 312, 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.
- 523 Technical Direction (3:3).** Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects. Pr. 122 and 375 or 376, plus junior, senior, or graduate standing.
- 525 Mime I (3:1:4).** Analysis and practice of mime techniques. Designed to further the student actor'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 toward 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; 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.
- 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.
- 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 1932. Emphasis on the role of speech communication in pulpits, courts, legislative bodies, ceremonial events, the public platform, and on radio. Jellicorse.
- 538 Contemporary Public Address (3:3).** Significant speakers in the United

Course Descriptions

- 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.
- 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 presentation 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.
- 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 multiset plays in relation to various stage forms. Pr. 375 or permission of instructor.
- 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.
- 560 Cases in Applied Communication (3:3).** Seminar in applying communication theory and research to actual situations through published cases. Pr. 342 or 514 or consent of instructor.
- 561 Advanced Public Relations (3:3).** Advanced instruction in the preparation of public relations tools and classroom examination of public relations case studies. Pr. 342 or equivalent and senior or graduate standing.
- 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.
- 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, McCready, Strong.
- 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.
- 574 Advanced Clinical Audiology (3:3).** Pediatric audiology; non-organic hearing loss; differential diagnosis; special problems in diagnosis. Pr. 570. Dixon.
- 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.
- 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 Theatre Management (3:3).** Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs. Pr. drama major or permission of instructor.
- 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 Shepard.
- 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 application of principles and techniques of radio, television, or film production. Pr. 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 Acting V (3:1:4).** Practical application of Stanislavski's Method of Physical Action. Advanced scene study and role preparation with emphasis on the plays of Chekhov, Shaw, Ibsen, Strindberg, and American neoclassic dramatists. 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).** Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, costumes, sword play, and vocal delivery of the Elizabethan period. Pr. 351 and 352, ENG 339, 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

Course Descriptions

- 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 UNCG 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 for creative dramatics for children, ages five through 14. 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.
- 599 Acting and Directing for the Camera (3:2:2).** Practical experience in camera technique for actors and directors in dramatic film and television production. For advanced undergraduates and graduate students in Theatre and Broadcasting/Cinema. Pr. written permission of instructor(s).
- 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).**
- 616 Preschool Hearing-Impaired Children (3:3).**
- 617 Teaching Reading to Hearing-Impaired Individuals (3:3).**
- 620 Seminar in Cine-Video Structural Analysis (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).**
- 632 Seminar in Communication Freedoms and Responsibilities (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).**
- 652 Advanced Communication Theory I (3:3).**
- 660 Drama Theory and Criticism (3:3).**
- 661 Modern Theatre Styles (3:3).**
- 662 Advanced Communication Theory II (3:3).**
- 663 Seminar in Interpersonal Communication (3:3).**

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| 667 Experimental Phonetics (3:2:2). | 694 Modern Rhetorical Theory and Criticism (3:3). |
| 677 Internship in Communication Disorders (3 to 9). | 695 Master Production in Theatre (3:0:9). |
| 678 Graduate Practicum in Film/Video (3:0:9). | 696 Advanced Creative Drama (3:3). |
| 680 Graduate Practicum in Theatre (3:0:9). | 697 Master Production in Film/Video (3:0:9). |
| 681 Contemporary Acting II (3:1:4). | 698 Experimental Design in Communication Disorders (3:3). |
| 682 Period Acting II (3:1:4). | 699 Thesis (3 to 6). |
| 690 Stage Dialects (3:3). | 800 Graduate Registration. |
| 691 Advanced Experimentation (3:1:4). | 801 Graduate Registration. |
| 693 Classical Rhetoric (3:3). | |

DEPARTMENT OF ENGLISH

(132A McIver Building)

Robert O. Stephens, Professor and Chairman of the Department

Professors Beale, Buchert, Chappell, Creighton, Cushman, Darnell, Ellis, Lane, Spencer, Watson; Associate Professors Baker, Brewer, Bulgin, Davis, Evans, Gibson, Griffith, Kelly, Kirby-Smith, Lautermilch, Tisdale, Zacharias; Adjunct Associate Professor Dixon; Assistant Professors Anderson, Arndt, Tucker; Lecturers Beatty, Bryant, Cartwright, Clark, Covington, Deane, Goode, King, Klein, Lambert, Lamiman, McFee, Meyers, Pitt, Queen, Rosenblum, Salerno, Smallwood, Tyler, Vatz, White.

The Department of English provides courses in English composition, in major authors, in all major literary periods, in literary criticism, in linguistics and rhetoric, in journalism, and in 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 both to 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.

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 and professional training.

Course Descriptions

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 pp. 53-54 for listing 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 of English above the 100 level. Each student will need to meet requirements in the following 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.
2. One course in language (ENG 260, 321, 513, 515) or criticism (521, 549, 551) or creative or expository writing (219, 221-226, 227, 319, 320, 322, 325, 326, 522).
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. Additional Shakespeare may be taken beyond the 27-hour minimum.

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 in Chapter 5 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 27-36 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 in HIS 273, 274, English history, 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 studies (especially CCI 205, Mythology), history, philosophy, communications, anthropology, and music or art appreciation.

Electives

Electives sufficient to complete the 122 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 COURSES (ENG)

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. Credit does not apply toward graduation. Beale and staff.
- 101, 102 English Composition (3:3), (3:3).** Designed to develop ability to read with discrimination and to write effectively. First semester: practice in expository writing; study of essays. Second semester: continued practice in writing exposition; practice in use of source materials. Beale and staff. (EC), (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. Brewer and staff.
- 104 Approach to Literature (3:3).** Humanist tradition in literature. Reading and discussion of fiction, poetry, and drama with an emphasis on a variety of major themes and their relevance to contemporary life. Tucker and staff. (H).
- 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

Course Descriptions

- 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 works of modern playwrights. Introduction to critical concepts and vocabulary useful in the 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: Molière, 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 their 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: Fundamentals of Newswriting (3:3).** Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing laboratory and lecture. Clark, Covington, King, Queen.
- 221, 222 Writing of Poetry (3:3), (3:3).** Introductory workshop in writing poetry for students beyond the freshman year. Kirby-Smith, McFee.
- 223, 224 Writing of Essays (3:3), (3:3).** Writing of expository and critical prose for students beyond the freshman year. Anderson, Baker, Evans, Kirby-Smith, Lautermilch, Tucker. (EC).
- 225, 226 Writing of Fiction (3:3), (3:3).** Introductory workshop in writing fiction for students beyond the freshman year. Clark, Watson, Zacharias.
- 227 Writing in the Professions (3:3).** Instruction and practice in the principal types, organizational principles, and styles of writing in a variety of professional settings, including businesses, government agencies, and public service agencies. Pr. University composition requirement must already have been met. Anderson, Cartwright, Clark.
- 235 Science Fiction (3:3).** Historical and critical study of science fiction in the twentieth century. Chappell. (H).
- 236 Genre Fiction (3:3).** Selected writers from a popular kind (genre) of fiction, such as horror, spy, crime, fantasy, sports. Topic to vary. Chappell, Griffith.
- 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 the 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 the 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. Anderson, Beale, Beatty, Brewer.
- 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 techniques of script writing, both adaptations and original material. Pr. 330 or COM 171 or permission of instructor. Same as COM 302.
- 311, 312 Literary Studies Abroad (3:3), (3:3).** Selected literary topics—themes, authors, genres, periods—with emphasis on their relationships to physical and cultural settings associated with the literature. Residence abroad. Summer session only.
- 319 Journalism II: Editing the Newspaper (3:3).** Values and practices in newspaper editing. Emphasis on ethics, editing skills, newspaper design and writing editorials. Pr. 219 or permission of instructor. Smallwood.
- 320 Journalism III: Feature Writing and Reviewing (3:3).** 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).** Introduction to formal study of the English language, including intensive review of structural and transformational grammars. Other topics of interest to teachers of English, including geographical and social dialects and teaching composition. Course satisfies a state requirement for prospective English teachers. Beale, Brewer.
- 322 Principles of Composition (3:3).** Principles of written disclosure with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse. Pr. University composition requirements must already have been met. For students seeking certification in English, it is recommended that 321 be taken first. Anderson, Beale.
- 324 Practicum: Tutoring Writing (1:1:3).** Training and experience in teaching writing in individualized or small group tutorial sessions in department's writing laboratory. Pr. 321, 322, or permission of instructor. Meyers.
- 325 Writing—Intermediate: Fiction (3:3).** Student fiction discussed in class and individual conferences. Parallel reading and discussion of works by contemporary novelists and short-story writers. Pr. permission of instructor. Chappell, Zacharias.
- 326 Writing—Intermediate: Poetry (3:3).** Student poetry discussed in class and individual conferences. Parallel reading and discussion of works by contemporary poets. Pr. permission of instructor. Kirby-Smith, Watson.
- 329 Literature and Film (3:3).** Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film. Chappell, Tucker. (H).
- 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).** Study of notable literary heroines of ancient and modern times and close reading of works in which they appear. Attention 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. Gibson. (H).

Course Descriptions

- 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).
- 338 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).
- 339 Shakespeare: Early Plays and Sonnets (3:3).** Twelve plays studied including **The Merchant of Venice** and two plays of **Henry IV, Romeo and Juliet, As You Like It, Twelfth Night, and Hamlet**. Buchert, Kelly, Spencer, Tucker. (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 century through Milton and Bunyan. Emphasis on lyric and meditative poetry of the metaphysicals. Buchert. (H).
- 344 Romantic Poetry and Poetics (3:3).** Intensive study of works by Wordsworth, Coleridge, Shelley, Keats, and Byron, with attention to development of Romantic movement. Dixon, Gibson, Lane. (H).
- 345 Victorian Literature (3:3).** Major Victorian writings exclusive of novel: poems by Browning, Tennyson, Rossetti, and others; prose works by Carlyle, Arnold, Mill, and others. Gibson, Lane. (H).
- 349 English Novel from Defoe to Hardy (3:3).** Introduction to the great tradition of the English novel. Selected novels by Fielding, Austen, Dickens, and others. Bulgin, Evans. (H).
- 350 The Twentieth-Century English Novel (3:3).** Development of the English novel from Conrad through end of World War II, featuring such writers as Forster, Lawrence, Joyce, Woolf, Huxley, and Greene. Cushman. (H).
- 351 The American Novel through World War I (3:3).** Historical and critical study of Hawthorne, Twain, James, and others. Darnell, Ellis, Griffith. (H).
- 352 Twentieth-Century American Novel (3:3).** Historical and critical study of Fitzgerald, Hemingway, Faulkner, and other novelists to 1950. Davis, Ellis, Griffith. (H).
- 353 The Contemporary Novel (3:3).** Historical and critical study of such novelists as Bellow, Updike, Golding, and Fowles. Cushman, Ellis. (H).
- 358 Modern Poetry (3:3).** Poets and schools of poetry, British and American, from 1915 to the present, with emphasis on the great variety of styles and subjects. Chappell, Davis, Kirby-Smith, Watson. (H).
- 360 English Neoclassicism (3:3).** Major writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Pope, Swift, Johnson, and others. Evans, 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. (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. Griffith. (H).
- 382 Modern British and American Drama (3:3).** Historical and critical survey of British and American drama 1890 to the present: Shaw, O'Neill, Yeats, Synge, Pinter, Miller, Williams, and

others. Buchert, Cushman, Lautermilch. (H).

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

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.

505 Literary Biography (3:3). Development of literary biography and autobiography from early to modern times; biography as a literary genre; humanistic values in biography. Stephens.

510 Old English (3:3). Language and literature of the Anglo-Saxon period (600-1100 A.D.). Language studied primarily in conjunction with literary texts. Beale.

513 History of the English Language (3:3). Origins and development of the English language, methods of historical language study, and competing theories of linguistic change. Practical emphasis on reading and analysis of texts in Old, Middle, and Early Modern English. Beale, Brewer.

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 sound, syntax, and pragmatics. ESL and bidialectalism. Brewer.

517 The Auteur Director (3:2:3). 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.

518 Studies in Film Genre (3:2:3). Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offer-

ing. May be repeated for credit. PR. 330 or COM 171 or graduate standing. Same as COM, FRE, ITA 518.

519 Contemporary Publishing (3:3). Current practices in the publishing industry from manuscript preparation to the printed book or magazine. Pr. consent of instructor. Clark, Zacharias.

520 Research Writing (3:3). Analysis of situations requiring research-based reports; practice in using sources of information; practice in reporting research in appropriate formats. Stephens.

521 Contemporary American Prose Style (3:3). Study of the style, rhetoric, and themes of contemporary American literary nonfiction, including Wolfe, Capote, Mailer, Didion, and others. Emphasis on rhetorical criticism and implications for rhetorical theory. Anderson.

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. Anderson, Beale.

523 Writing—Advanced: Nonfiction (3:3). Workshop in writing and publishing essay and nonfiction literature (including biography, autobiography, literary and cultural criticism, and extended forms of investigative and analytical reporting). Pr. for undergraduates: marked ability in writing, permission of instructor and chairman of department. Watson.

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.

Course Descriptions

- 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, Watson, 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, 530 Writing—Advanced: Plays (3:3).** Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and chairman of department. Watson.
- 531 Experimental Course: Feminist Theory and Women Writers (3:3).** Examines gender and creativity, women's place in literary tradition, and connections between art, genre, race, and class. Focuses on contemporary theory and on literary works from one historical period. Gibson.
- 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.
- 533 American Realistic Writers (3:3).** Selected major realistic and naturalistic writers: Twain, James, Howells, Frederic, and authors from the Naturalistic school. Authors and topics to vary. Darnell, Ellis, Griffith.
- 534 The Modern American Novel (3:3).** Major works by Faulkner, Hemingway, Fitzgerald, and others. Davis. Ellis.
- 536 Chaucer (3:3).** Chaucer's major works, including *The Canterbury Tales* and *Troilus and Criseyde*. Baker, Beale, Kelly, Tisdale.
- 537 Middle English Literature (3:3).** Language and literature of the thirteenth-, fourteenth-, and fifteenth-century England. Baker, Beale, Tisdale.
- 539 Major Elizabethan Writers (3:3).** Spenser and one or more authors, such as Sidney, studied in relation to literary, cultural, and political movements. Attention given to Continental influences. Buchert, Kelly.
- 540 Shakespeare, Eight Plays (3:3).** Major comedies, histories, tragedies selected for topical study. Related background readings and criticism. Buchert, Kelly, Spencer.
- 541 Milton (3:3).** Milton's major poems and his most important prose works in their seventeenth-century setting. Buchert, Spencer.
- 542 Metaphysical Poets (3:3).** English poetry from Donne to Traherne, with emphasis on Jonson, Herrick, Herbert, Crashaw, Marvell, and Vaughan. Buchert.
- 544 English Romantic Writers (3:3).** Major English Romantic poets, Wordsworth through Keats, with attention also to essayists and letters. Gibson, Lane.
- 545 English Victorian Writers (3:3).** Major Victorian writers, Tennyson through the Pre-Raphaelites, with attention also to their essays and letters. Gibson, Lane.
- 548 The Modern Novel (3:3).** Selected novelists with comparison of English and American masters. Cushman, Davis.
- 549 Literary Criticism: the Major Texts (3:3).** Important critical writings from Plato to modern times. Special attention to English criticism. Buchert, Bulgin, Lautermilch.
- 550 Modern English Writers (3:3).** Selected outstanding twentieth-century writers: essayists, novelists, dramatists, and poets. Cushman, Kirby-Smith, Watson.
- 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. Lautermilch.

- 552 Southern American Writers (3:3).** Principal authors, literary movements related to development and influence of Southern tradition in American literature. Davis, Stephens.
- 555 English Renaissance Drama (3:3).** Representative plays with brief readings in medieval drama and emphasis on the Elizabethan and early Stuart periods, exclusive of Shakespeare. Treatment of style, content, and literary history. Buchert.
- 556 English Drama of the Restoration and Eighteenth Century (3:3).** Principal dramatists from 1660 to 1800 with special attention to Congreve and Sheridan. Evans, Griffith, Tucker.
- 557 Contemporary American and British Poetry (3:3).** Critical and historical study of American and British poetry from World War II to the present. Cushman, Watson.
- 558 Twentieth-Century American Poets (3:3).** Critical and historical study of major twentieth-century American poets to World War II. Davis.
- 559 Twentieth-Century British Poets (3:3).** Critical and historical study of twentieth-century British poetry to World War II. Cushman, Watson.
- 561 Eighteenth-Century Writers (3:3).** Selected major writers, 1660-1800, from among Dryden, Swift, Pope, Johnson, and others. Evans.
- 563 American Poetry from the Beginnings to the Late Nineteenth Century (3:3).** American poetry and related critical theory with special emphasis on Taylor, Poe, Emerson, Whitman, and Dickinson. Arndt, Darnell, Davis.
- 567 The English Novel through Scott (3:3).** Historical and critical study with emphasis on the novel in the eighteenth century. Evans, Lautermilch.
- 568 The English Novel from Austen through Hardy (3:3).** Historical and critical study with emphasis on the novel in the nineteenth century. Bulgin.
- 570 The Structure of Verse (3:3).** Verse forms and sound patterns in English and American poetry. Chappell, Watson.
- 582 The Modern Drama (3:3).** Drama of late nineteenth century and twentieth century, continental, English, and American. Baker, Buchert.
- For Graduates**
- 601 English Studies: Content, Methods, and Bibliography (3:3).**
- 603 Recent Anglo-Irish Literature (3:3).**
- 609 Studies in Middle English Literature (3:3).**
- 611 Studies in English Renaissance Literature (3:3).**
- 619 Seminar on Publishing (3:3).**
- 621 Romanticism (3:3).**
- 622 Writing and Editing Internship (3:3).**
- 633 Studies in Nineteenth-Century American Literature (3:3).**
- 634 Studies in Twentieth-Century American Literature (3:3).**
- 636 Studies in American Poetry (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 Modern British and American Literature (3:3).**
- 656 Contemporary British and American Literature (3:3).**
- 660 Modern English (3:3).**
- 661 Theory and Practice of Rhetoric (3:3).**
- 664 Blake (3:3).**
- 665 Eighteenth-Century Prose (3:3).**
- 666 Studies in Eighteenth-Century Literature (3:3).**
- 667 The English Novel (3:3).**
- 668 Directed Reading (3:3).**

Course Descriptions

671, 672 Graduate Tutorial in Writing:
Fiction (3:3), (3:3).

673, 674 Graduate Tutorial in Writing:
Poetry (3:3), (3:3).

675, 676 Graduate Tutorial in Writing:
Plays (3:3), (3:3).

677, 678 Special Problems in Writing
(3:3), (3:3).

680 Teaching Internship in English (3).

693 Classical Rhetoric (3:3).

694 Modern Rhetorical Theory and Criticism (3:3).

699 Thesis (6).

701 English Studies: Genres and Modes
(3:3).

799 Dissertation (12).

800 Graduate Registration.

801 Graduate Registration.

DEPARTMENT OF GEOGRAPHY

(129 Graham Building)

John J. Hidore, Professor and Head of Department

Professor Bennett; Associate Professor Hayes; Assistant Professors Mayfield, Patton; Visiting Associate Professor Bencloski; Visiting Assistant Professor Carroll.

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 departments 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 21 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 in Chapter 5. Certification in geography or in social studies is available.

Liberal Education Requirements

(See pp. 53-54 for listing 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, and 505 or 522.
2. One course from GEO 103, 211, 212.
3. One course from GEO 114, 202, 301, 302, 303.
4. One course from GEO 338, 344, 560.

Urban Planning Concentration

The outward movement of functions and people from the city over the past decade has dramatically increased the need for formal urban planning. Planners are needed at all levels to guide the growth in the urban-rural fringe, the area in the U.S. and the developed world that is growing most rapidly. Perhaps, though, the greater need is for central city planning, the area that is filling in with the poor and the disadvantaged. Local government officials are aware of these planning needs and, consequently, have created more and more positions for qualified people.

For students intending to follow a career in land-use planning in Urban Environments. Required courses: GEO 202, 212, 301, 302, 303, 344, 502, 521, and 522.

Earth Science/Environmental Studies Concentration

One consequence of the current awareness of the problems of the impact of the increasing human population on the environment has been the demand by federal, state, and local governments, as well as private industry, for personnel who understand the causes, ramifications, and alternative solutions to environmentally oriented problems. Graduates with a degree in geography, particularly physical geography, are employed in increasing numbers by various government agencies, planning commissions, private research and consulting firms, and industrial organizations for positions related to the evaluation of natural resources and in environmental impact analysis. This concentration provides training to enhance the employment opportunities of our students with a strong interest in environmental planning.

For students planning to enter the field of land-use assessment. Required courses: GEO 111, 205, 211, 212, 330, 505, and 521.

Course Descriptions

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.

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/Environmental Studies Concentration.

Related Area Requirements for General Geography Major

No specific additional courses beyond the core are required. Suggested courses in other departments and schools are recommended by the department (see above).

International Studies—See page 319-324.

Population Studies Minor—See page 326.

Urban Studies—See page 326.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

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, 521, 522 (for student desiring to acquire geographic research, writing, and cartographic techniques).
5. Geography Minor for majors in the School of Business and Economics—For the 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.

GEOGRAPHY COURSES (GEO)

For Undergraduates

Basic physical geography courses are the following: 103, 211, and 212.

- 101 The Changing Human Environment (3:3).** 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).** Survey of 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).** Introduction to 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).** Chronological examination of the physical and biological history of the earth. Topics include concepts and techniques presently employed to decipher the evolution of the continents, ocean basins, and life on the planet. Emphasis 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).** Introductory game/project oriented course concerned with the characteristics, descriptions, development, and spatial arrangements of world cultures or "way of life." (SBS), (CSBS).
- 202 World Production and Marketing Systems (3:3).** 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).** Human interaction with the physical environment. Environmental impact assessment and land-use planning for control of human use of the environment for the future. (NSM).
- 211 Our Changing Weather and Climate (3:2:3).** 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).** 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 also considered. (NSM), (CPS).
- 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).
- 305 Natural Hazards Assessment (3:3).** Nature and geographical distribution of short-lived environmental hazards including earthquakes, hurricanes, floods, volcanic eruptions, and landslides. Factors contributing to increased hazard potential. Alternative human responses to short-lived hazards. Pr. 103 or equivalent.

Course Descriptions

- 307 Agricultural Land-Use (3:3).** Major agricultural systems, production, processing, and distribution. Analysis of the interaction of man and the environment which limits and delimits agricultural productivity around the world. Pr. 6 hours of geography or economics or permission of instructor.
- 312 Physiography of the United States (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. (NSM). Not offered every year.
- 321 Map Design (3:1:6).** Lectures provide an introduction to the science of cartography with an emphasis on 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 geography emphasizing field techniques of data collection, analysis, and writing. (SBS).
- 323 Air Photo and Remote Sensing (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).** Introduction to the origin, properties, occurrence, circulation of the waters of the earth, including 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).** Geographic distinctiveness of Latin American regions, with an emphasis upon the physical foundation, bases of past development, and recent transformation. Major consideration given to Mexico/Central America, Peru/Bolivia, and Brazil. (SBS).
- 344 Geography of the United States and Canada (3:3).** Study of the human and physical characteristics of the United States and Canada, with emphasis on the former. (SBS).
- 348 Experimental Course: Geographic Problems of Lesser Developed Countries (3).** Geographic survey of less technologically advanced regions of the world emphasizing problems of economic development and socio-demographic patterns. Pr. 101 or equivalent.
- 491 Current Topics in Population (3:3).** Multidisciplinary seminar dealing with major topics concerned with national and international issues. May be repeated for credit when topic varies. Same as SOC 491. Not offered every year.

For Advanced Undergraduates and Graduates

- 502 Urban Planning (3:3).** Experiences in planning and primary concepts and procedures utilized by planners in city and local government agencies for improving the quality of the urban environment. Pr. 302 or consent of instructor.
- 505 Seminar in Environmental Studies (3:3).** Selected topics of current interest in environmental studies. Pr. major in geography or consent of instructor.
- 521 Advanced Cartography (3:3).** Introduction to computer cartography and advanced photographic methods for map production. Design, production, and evaluation of computer and photographically generated maps. Pr. 321 or consent of instructor.
- 522 Seminar in Population and Urban Studies (3:3).** Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and

interpreting data from the U.S. census and other sources. Pr. consent of instructor. Same as SOC 522.

- 560 Seminar in Regional Geography (3:3).** Smaller regions within Latin America, the United States, and Europe as case studies of regionalism and the regional method in geography. Pr. 338 or 344. Not offered every year.
- 570 Applied Field Methods in Physical Geography (3:1:6).** Application of methods in physical geography. Topics include surveying, stream measurement, dendrochronology, and geomorphological mapping. Extended field trip required. May be repeated as area of world visited changes. Pr. 103 or 212 or consent of instructor.
- 590, 591 Special Problems in Geography (3), (3).** Opportunity for advanced students to undertake independent study of field research of special interest. Pr. consent of faculty member with whom student wishes to work and at least 3 hours of previous work in geography. Not offered very year.



DEPARTMENT OF GERMAN AND RUSSIAN

(337-A McIver Building)

Robert P. Newton, Professor and Head of Department

Professor Baer; Associate Professor Rener; Lecturers Adams, Roberts-Gassler.

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 students with a basic speaking knowledge and with a reading knowledge that will enable them 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 UNCG's International House which has a German wing. Students on the German floor are encouraged to use the German language for daily communication.

Course Descriptions

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

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 Universities of Heidelberg or 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 pp. 53-54 for listing 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 100 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; HIS 291, 292, 573; RUS 201, 202, 313, 314, 315, 316; PHI 348; all courses listed under World Literature. (See under Interdepartmental Studies and consult the chairman of World Literature Committee.)

Electives

Electives sufficient to complete the 122 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 COURSES (GER)

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).

319, 320 Divided Germany. 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.

For Undergraduates

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 used. Course meets two hours a week for the whole semester. Pr. concurrent registration in 102 or permission of instructor.

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 instructor.

150 Applied German (International House) (1:1).

Students living on German Floor of International House agree to use the language for com-

Course Descriptions

- munication 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. May not be used to satisfy foreign language requirement.
- 203, 204 Intermediate German. Readings in Literature (3:3), (3:3).** Reading 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. Concurrent review of grammar. 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, 218 Masterworks of German Literature Read in English (3:3), (3:3).** Reading and discussion in English translation of some of the best works of German literature. 217—the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. 218—Naturalism, Turn of the Century, Expressionism, New Objectivity, parabolic drama, contemporary writers. (H), (CLIT).
- 221 Germanic Mythology, Readings in English (3:3).** Course taught in translation. 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 theatre (Weiss, Hochhuth, Kipphardt), and neo-Dadaism (Grass, Handke). (H).
- 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. Attendance at Kaffeestunde required unless excused by instructor.
- 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 post-war German literature. 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.
- 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).

- 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).** Readings 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.

RUSSIAN COURSES (RUS)

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.

For Undergraduates

- 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 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 are 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, 306 Advanced Grammar, Conversation and 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 are 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 are 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. Readings cover 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 present. Readings cover poetry and prose of Zeromski, Wittlin, Gombrowicz, Witkiewicz, Schulz, Iwaszkiewicz, Rozewicz, Tuwim, Andrzejewski, Milosz, and Herbert. Baer. (H).
- 317, 318 Russian Culture and Civilization (3:3), (3:3).** Survey of Russian architecture, painting, and music from medieval times to present. Russian and Soviet cultural development examined chronologically within its religious and secular context.
- 401, 402 Independent Study of Russian Literature (1 to 3), (1 to 3).** Directed programs of independent study and research. Topics in the poetry and prose of the eighteenth, nineteenth, and twentieth centuries. Depending on student's qualifications, the readings will be either in translation or in the original. Baer.

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.



DEPARTMENT OF HISTORY

(219 Mclver Building)

Allen W. Trelease, Professor and Acting Head of Department

Professors Calhoon, MacKenzie, Saab; Associate Professors Caneva, Clowse, Cooley, Gordon, Mazgaj, Melton, Ruzicka, Schantz, Schleunes, Schweninger; Assistant Professors Bilinkoff, Cassell, D'Emilio, Floyd, Link, Luczynski; Lecturers Addo, Conklin, Garber, Hatcher, Taylor.

History, at the most general level, provides students not just 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 employment, 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 juniors and seniors.

HISTORY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

Students seeking **teacher certification** should see Teacher Education in Chapter 5.

Liberal Education Requirements

(See pp. 53-54 for listing 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: Western 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. A student must include at least six hours at the 500 level.

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 the 122 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. If six hours of Western Civilization are taken with a team or panel which includes a member of the History Department, three hours may be counted toward the History Minor. Students should register for the History Minor in the History Department Office, 219 McIver Building.

HISTORY COURSES (HIS)

For Undergraduates

- 101, 102 Modern European History (3:3), (3:3).** Since 1500, with background in ancient and medieval Europe. (SBS).
- 103 The American Experience, 1607 to the Present (3:3).** Single semester survey of American history, with an emphasis on the changing nature of politics, the economic system, culture, and social structure. Link.
- 209 The Ancient World (3:3).** Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. Ruzicka. (SBS). Same as Classical Studies 209.
- 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).** Relating the family to other major elements of American society and culture—households and communities, the market economy, the democratic ethos, and urbanization. Introduction of students to genealogical, oral, and traditional historical research into the history of particular families, including their own. Gordon. (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 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. Thompson. (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. Survey of social and intellectual developments of the Italian Renaissance and their interaction with the arts. Roots of Western humanism traced to 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. Floyd. (SBS).
- 240 Latin America since 1825 (3:3).** Political freedom and its problems; new struggle for economic independence and social transformation. Floyd. (SBS).
- 251, 252 History of Science Survey (3:3), (3:3).** Introduction to major developments in the history of Western science. First semester: from antiquity to the Scientific Revolution. Second semester: from 18th to 20th century. Caneva.
- 255 The Structure of Scientific Change: Topics in the History of Science (3:3).** In-depth examination of selected topics in the history of science designed to elucidate the nature of scientific change. Representative topics: Thomas Kuhn's image of science; the Chemical Revolution; evolution; relativity. Caneva. (H), (CFI).
- 273 English History to 1660 (3:3).** Origins and evolution of English culture and English constitution. Melton. (SBS).

- 274 English History since 1660 (3:3).** Continuation of 273. May be taken separately. Melton. (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 The Black Experience (3:3).** Examination of the black experience from ancient to modern times, including pre-colonial Africa, the Atlantic slave trade, slavery in the Americas with special emphasis on the United States before 1865. 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).
- 307, 308 The World in Our Time (3:3), (3:3).** World developments since 1945. First semester: through 1960. Second semester: since 1960. (SBS).
- 311 Darwin and the Theory of Evolution (3:3).** 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).** Survey from colonial period to 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. Gordon. (SBS).
- 315 Witchcraft and Magic in European History (3:3).** Examination of witchcraft beliefs and persecution as a way of studying the social history of Europe before industrialization. Emphasizes the "Witch Craze" of the sixteenth and seventeenth centuries. Bilinkoff.
- 320 Central American Civilization (3:3).** History of Central America in all of its aspects, emphasizing interrelationships between the structure of society and politics. Floyd.
- 332 Women in American History (3:3).** History of American women from colonial times to the present. Exploration of 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 through a variety of sources including primary documents, literature, and historical studies. Gordon. (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 antebellum South, and the coming of the Civil War. Primarily a discussion course based upon assigned paperback readings. (SBS).
- 341 Nineteenth Century America, 1860-1898 (3:3).** 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. (SBS).
- 342 The Modernizing of America, 1900-1930 (3:3).** Americans confronting the modern corporation, ethnic diversity,

Course Descriptions

- urban life, new international responsibilities, new styles in architecture and the arts, popular entertainment, a consumer society, new attitudes toward women, sex, and family. Link. (SBS).
- 347 History of North Carolina (3:3).** History of North Carolina from its colonial origins to the twentieth century, including the evolution of its political system, economy, social structure, and culture. Link. (SBS).
- 348 America in Crisis, 1930-1955 (3:3).** Examination of 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. D'Emilio. (SBS).
- 349 The World at War, 1914-1945 (3:3).** Study of the two world wars of this century. Emphasis upon socio/political systems responsible for the wars; military systems which fought them; and impact of the wars on the world. Cassell.
- 350 Freedom and Authority in Western Civilization: A Historical Perspective (3:3).** Exploration from historical perspective of problem of responsibility of individuals to themselves as opposed to their responsibility to the surrounding society. Issue of individual freedom vs. obedience to social and political authority 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). Same as Classical Studies 351.
- 353 Athens in the Fifth Century B.C. (3:3).** Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. Ruzicka. (SBS). Same as Classical Studies 353.
- 354 The Roman Republic, 754 B.C.-44 B.C. (3:3).** 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). Same as Classical Studies 354.
- 355 The Roman Empire, 44 B.C.-337 A.D. (3:3).** 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). Same as Classical Studies 355.
- 356 Medieval Legacy (3:3).** Survey of Western European history from the end of the Roman Empire to the fifteenth century exploring such varied aspects of the medieval experience as pilgrimage, crusade, peasant life, the emergence of national states, and the rise of the university. Bilinkoff. (SBS).
- 357 Renaissance and Reformation in Europe (3:3).** History of the period 1350-1600 in which profound social, intellectual, and religious change transformed European society. Examination in depth of great writers and thinkers of the period, such as Petrarch, Machiavelli, Luther, Calvin, and Loyola, as well as the political and socio-economic context in which they flourished. Bilinkoff. (SBS).
- 359 Sexuality in Historical Perspective (3:3).** Survey of the history of sexuality since the 17th century, with emphasis

- on America. Topics include agrarian sexual patterns, the impact of industrialization, Victorianism, birth control, the effects of Freud, and the 20th century "sexual revolution." D'Emilio.
- 361 The Ottoman Empire and Republic of Turkey (3:3).** 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).** 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).
- 364 The French Revolutionary Era, 1715-1848 (3:3).** France in the age of the French Revolution, including the ancient regime, Enlightenment, narrative and interpretive treatment of the Revolution, the Restoration, the July Monarchy. Mazgaj.
- 365 Modern France, 1848 to Present (3:3).** Social, political, and cultural forces that shaped modern France through the Second Empire, Third Republic, World Wars One and Two, rise of communism and fascism, Occupation and Resistance, Fourth and Fifth Republics. Mazgaj.
- 367 History of the Soviet Union (3:3).** 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 Russian and non-Russian peoples under Soviet control. Students may not take both 378 and 367 for credit. MacKenzie. (SBS).
- 370 Revolutions in 20th Century Latin America (3:3).** Comparative history of revolution in twentieth-century Bolivia, Cuba, Guatemala, Mexico, and Nicaragua.
- 375 Experimental Course: Medieval Thought and Learning (3:3).** Survey of major developments in Western European thought, learning, and education from the later Roman empire to about 1400 A.D.
- 377 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). (Formerly 277).
- 378 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). (Formerly 278).
- 381 The Near and Middle East (3:3).** Emphasizes developments since World War I. Saab. (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 job supervisor. Assigned reading and written reports. May be repeated. Pr. consent of department head.

Course Descriptions

401, 402 Individual Study (1 to 3), (1 to 3). Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head.

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

For Advanced Undergraduates and Graduates

501 History and Philosophy of Science Seminar (3:3). Close and sustained analysis of problems involved in providing a philosophically acceptable account of a major episode in the history of science. Pr. 251, 252, and PHI 325, or consent of instructor. Caneva.

502 Blacks in American History: Selected Topics (3). Examination of selected topics in black history including African beginnings, slavery, racial attitudes, and civil rights. May be repeated once for credit. Schweninger.

505 Introduction to Archival Management (3:3). Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. Pr. consent of instructor. Link.

508 Problems of Latin America (3:3). Dictatorship, colonialism, and underdevelopment presented from the historical perspective, with focus on selected regimes. Floyd.

510 Historiography (3:3). History of historical writing from Old Testament times to 19th century, with some attention to the philosophy of history and the development of the historical profession. Readings in major historians from Herodotus to Ranke. Trelease.

511a,b Historical Research and Writing (3:3), (3:3). Locating and using historical source materials, written and oral, published and unpublished. Use of computers in word processing and quantitative historical analysis. 511a

American, 511b European. Pr. 6 hours of history or consent of instructor.

512 The American Museum and the American Past (3:3). Study of selected topics in American social and cultural history and the manner in which these topics have been dealt with by American museums for persons interested in museum work or historic preservation. Gordon.

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. D'Emilio.

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.

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.

526 The Civil War and Reconstruction (3:3). Causes of the Civil War. Military events and developments on the home front in wartime, North and South. Reconstruction policy in Washington and its implementation in the South. Trelease.

531 Women in World History (3:3). Comparative study of roles and images of women and of significant figures and periods for women in world history. Schantz.

532 Women in World History (3:3). Interdisciplinary course on roles and images of women in the modern world beginning with sixteenth century. Schantz.

- 533 The Age of Jackson (3:3).** Major issues and events in American domestic history from 1815 to 1848. Clowse.
- 534 The American Revolution, 1763-1789 (3:3).** Colonial social structure, organization of Empire, role of ideology, War of Independence, politics of new nation, drafting and ratification of the new Constitution. Calhoon.
- 537 The American Colonial Period, 1607-1763 (3:3).** Selected topics pertaining to development of colonies to eve of American Revolution. Clowse.
- 538 South America (3:3).** Social, economic, and political development of the continent of South America. Floyd.
- 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. D'Emilio.
- 540 Middle America (3:3).** Social, economic, and political development of Mexico, Central America, and West Indies. Floyd.
- 541 The United States and Latin America (3:3).** Hemispheric relationships and problems from independence to twentieth-century alliance. Floyd.
- 545a,b Southern History and Southern Material Culture in a Museum Context (3), (3).** Combination of southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Students selected by individual application. Pr. consent of instructor. Gordon.
- 546 The Old South (3:3).** Economy, society, and polity of the South from colonial times to the Civil War. The institution of slavery. Emphasis on period 1820-1860. Trelease.
- 547 The New South (3:3).** Southern history from Reconstruction to the present. Emphasis on race, politics, and the economy. Trelease.
- 549 American Social History: Family and Religion (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.
- 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. Link.
- 552 Interpreting North Carolina History (3:3).** Interpretation of North Carolina history as a case study in social process: colonial development, republicanism and revolutionary elites, cultural identity, civil war, agricultural economics, industrialization, modernization. Link.
- 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. Saab.
- 566 Europe since 1920 (3:3).** Domestic developments, internal policies, and international relations of major countries of Europe, from Treaty of Versailles to present. Saab.
- 568 The French Revolution and Napoleon (3:3).** Struggle for social, economic, and political democracy during the Revolution; advancement or negation of progress toward those goals under Napoleon. Mazgaj.
- 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. Mazgaj.
- 570 Contemporary Crisis of European Thought (3:3).** Intellectual and Cultural History: Freud to the present.

Course Descriptions

- Emphasizes the vision of self and society, ideological struggles and inner tensions, extended consideration of Nietzsche, Weber, Lenin, Hesse, Camus, Sartre, etc. Mazgaj.
- 572 Germany in the Nineteenth Century, 1800-1914 (3:3).** Examination of German social and political structures and their functioning between 1800 and outbreak of World War I. Attendant emphasis placed upon cultural and intellectual issues which illuminate German (and European) culture of the nineteenth century. Schleunes.
- 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.
- 576 Modern Balkan History (3:3).** Survey of political, social, economic, and cultural developments in the Balkan Peninsula since 1750 centering around Yugoslavia. MacKenzie.
- 579 Russia in World Politics Since 1850 (3:3).** Major problems in Russian and Soviet foreign relations since Crimean War. MacKenzie.
- 580 Radicalism and Revolution in Russia, 1773-1921 (3:3).** Russian radical and revolutionary movements and organizations, 1773-1921, in theory and practice. MacKenzie.
- 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.
- 582 England from the Eighteenth Century to the Present (3:3).** Development of English society; political, economic, and social evolutions. Cas-sell.
- 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. Cooley.
- 585 Chinese Ideas from Confucius to Mao (3:3).** Focus on interaction of Chinese ideas and institutions from pre-Ch'in times to contemporary China. Cooley.

For Graduates

- 601 Seminar In European History: before 1815 (3:3).**
- 602 Seminar in European History: since 1815 (3:3).**
- 609 Colloquium in American History: to 1865 (3:3).**
- 610 Colloquium in American History: since 1865 (3:3).**
- 611 Seminar in American History: before 1865 (3:3).**
- 612 Seminar in American History: since 1865 (3:3).**
- 613 Problems in American History for Teachers of American History Survey Courses (3).**
- 621 Colloquium in European History before 1800 (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).**
- 692 Advanced Topics in History (3:3).**
- 697 Directed Reading (1 to 4).**
- 699 Thesis (3 to 6).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

DEPARTMENT OF MATHEMATICS

(383 Business and Economics Building)

Richard B. Sher, Professor and Head of Department

Professors Posey, J. Vaughan; Associate Professors Church, K. Gentry, Herr, Long; Assistant Professors Byrd, Love, Ludwig, Portier, Smith-Thomas, Warrack; Instructors Griffin, Kilgariff; Lecturers Carter, Culian, A. Gentry, Hoyle, Ingram, Keith, Koehler, Montgomery, Sallez, Sanders, Sen, Tilidetzke, T. Vaughan, Weigel; Teaching Assistant Parrish.

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 and problem-solving 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 department offices, classrooms, and study areas are located in the Business and Economics Building. Computing facilities include a pair of VAX-11/780 computers (from Digital Equipment Corporation) operating as a VAX cluster. These are accessible from conveniently located interactive terminals. The University is also a member of the state-wide computer network LINCnet (operated by the North Carolina Educational Computing Service, NCECS) through which the powerful IBM facilities of the Triangle Universities Computation Center (TUCC) and other services, including national networks, are accessible.

MATHEMATICS MAJOR (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours.

The Mathematics Major is discussed in the preceding paragraphs.

Liberal Education Requirements

(See pp. 53-54 for listing 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, and must maintain a quality point ratio of at least 2.0 in mathematics courses.

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, 292, 293, 311, 340, and two 500-level mathematics courses other than 505, 593, and 594, 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 220, 301, 302, 303, 304, 420, 505, 593, 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 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. Students seeking this concentration must satisfy the requirements for the B.S. degree and must include in their program: CSC 137, 236, 261, 336, 543, 544, 553, and two additional courses at the 300-level or above chosen with the advice and consent of the Department of Mathematics.

Statistics Concentration

Students majoring in mathematics may elect to concentrate in statistics. Students seeking this concentration must satisfy the requirements for the B.S. degree and must include in their program: CSC 137, STA 343 (or 551), 352 (or 552), 573, 574, an approved course in analysis, and two additional statistics 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 requirements for the B.A. or B.S. degree and must include in their program: MAT 420 and 505; two courses chosen from CSC 342, STA 343, 352, 551; three courses chosen from MAT 513, 514, 515, 516, 517, 518, 519, 520, 521, 595, 596.

Suggested Plans of Study

In consultation with an adviser, the student may design a plan of study emphasizing special interests. Some examples follow:

Mathematics/Computer Applications

1. STA 343 and 352; or 551 and 552.
2. ACC 201, 202.
3. CSC 137, ISM 300.
4. Recommended: CSC 261, 336, 543, 544; ISM 310.
5. Minimum of two additional courses selected from the School of Business and Economics.

Applied Mathematics

Six courses selected from CSC 543, 544; MAT 345, 390, 394, 540, 545, 546, 549; a course in computer programming; a course in statistics.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

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. All minor programs must be approved by the Department of Mathematics.

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, 261, 336.
3. One additional approved 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.

All minor programs must be approved by the Department of Mathematics. The minor in computer science is designed for nonmathematics majors.

COMPUTER SCIENCE COURSES (CSC)

For Undergraduates

- 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; treatment independent of a computer programming language. Examples of computer applications and their present and future impact on society; computer hardware components and their internal operations; no mathematical or computing prerequisite. May not be taken for credit by students who have taken or plan to take ISM 234. (NSM).
- 137 Introduction to Computer Programming (3:3).** Introductory level treatment of a high-level computer programming language. Emphasis on analysis of problems for computer solution drawn from various disciplines, problem solving techniques, and programming style. May not be taken for credit by students who have taken or plan to take ISM 235. Pr. an acceptable score on the mathematics placement test or a grade of at least C in MAT 100.
- 236 Problem Solving and the Computer (3:3).** Continuation of 137. Techniques of problem solving and algorithm design emphasizing topdown design, stepwise refinement, and modularization. Advanced programming techniques including files, text processing, pointers, variant records, and recursion. Advanced syntax features of the high level language taught in 137. Pr. grade of at least C in 137.
- 237 Programming Language Laboratory (1).** Syntax of a language, including variables, assignments, loops, conditionals, arrays, subroutines, I/O and advanced topics. Language covered announced at preregistration. May be taken twice for credit. Pr. 137 and 236 or equivalent.
- 251 Introduction to Discrete Mathematics (3).** Mathematical reasoning techniques and concepts in computer science. Topics include proof techniques, logic, Boolean circuit design, sets, relations, functions, modular arithmetic, number bases, graphs, trees, counting, recurrence relations, discrete probability. Pr. 137 and MAT 119 or proficiency in college algebra.
- 261 Computer Organization I/ Introduction to Assembly Language (3).** Architecture: CPU, memory, I/O devices, twos complements, floating point, psw, machine language. Assembly language: instruction types, registers, addressing data types, arithmetic, instruction format, opcodes, pseudo opcodes, assembler directives, system calls, macros. Pr. grade of at least C in 236.
- 336 Structure and Management of Data (3:3).** Introduction to data structures and data management methods including access theory and classical processing schemes. Pr. grade of at least C in 236. (NSM).
- 339 Survey of Programming Languages (3).** Comparative study of syntactic and semantic features of programming languages, including Pascal, Fortran, Algol, Lisp, APL, Snobol, PL/I. Topics include procedure calls and execution environments, parameter passing, storage allocation, recursion. Pr. grade of at least C in 236.
- 342 Linear and Convex Programming (3:3).** Problem of linear programming, properties of a solution to the linear programming problem, generating extreme-point solutions, 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. MAT 340. (NSM).

- 439 Experimental Course: Introduction to Compiler Design (3:3).** Basic techniques of compiler design and implementation: lexical analysis, parsing, code generation. Sizable programming project implementing a compiler for a block structured language with strong typing. Pr. 261 and 336 or consent of instructor.

For Advanced Undergraduates and Graduates

- 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. 137, MAT 293, 340.
- 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 mathematical models in computer science including computability, automata theory, switching theory, formal languages, graph theory and coding and information theory. Pr. computer programming experience and MAT 311.
- 561 Computer Organization II/ Introduction to Systems (3:3).** Hardware and software components of computer systems, their organization and operations. Topics: comparative instruction set architectures, microprogramming, memory management, processor management. I/O, interrupts, and compilation and interpretation of languages. Pr. 261.
- 565 Microcomputers and Assembly Language Programming (3:3).** Architecture: CPU, memory, registers, interrupts, polling, peripherals, ready lines, basic in/out environment.

Assembly language: arithmetic algorithm design, subroutines, straight line program design, stack manipulation, timing, size and speed considerations. Pr. 261 or equivalent.

- 593, 594 Directed Study in Computer Science (1 to 3), (1 to 3).**

For Graduates

- 643, 644 Numerical Mathematics (3:3), (3:3).**

MATHEMATICS COURSES (MAT)

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 used to illustrate the nature of mathematics. Designed primarily for liberal arts student. Pr. an acceptable score on the mathematics placement test or a grade of at least C in 100. (NSM), (CMAT).
- 119 College Algebra (3:3).** Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions. Pr. an acceptable score on the mathematics placement test or a grade of at least C in 100. (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. an acceptable score on the mathematics placement test or a grade of at least C in 119. (NSM), (CMAT).

Course Descriptions

- 191 Calculus I (3:3).** Limits and introductory differential calculus of functions of one variable. Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119. (NSM), (CMAT).
- 220 Plane and Solid Analytic Geometry (3:3).** Study of conic sections, including rotation of axes, polar coordinates, graphing, quadric surfaces, and vectors. Pr. 121 or knowledge of trigonometry. (NSM).
- 292 Calculus II (3:3).** Introductory integral calculus of functions of one variable, calculus of the elementary transcendental functions, techniques of integration. Pr. knowledge of trigonometry and a grade of at least C in 191. (NSM).
- 293 Calculus III (3:3).** Indeterminate forms, Taylor's formula, infinite series, calculus of functions of several variables, multiple integration. Pr. grade of at least C in 292. (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 prerequisite for 302. Designed primarily for prospective elementary teachers and may not be taken for credit by mathematics majors.
- 303 Topics in Mathematics (3:3).** Extensive study of decimals—rational, irrational and real numbers: selected topics from number theory; clock and modular arithmetic. Concrete models 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).** Introductory course primarily for prospective elementary teachers. 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. grade of at least C in 292 (NSM).
- 340 Matrix Theory (3:3).** Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations. Pr. grade of at least C in 292. (NSM).
- 345 Vector and Tensor Analysis (3:3).** Vectors, scalar fields, vector fields. 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 340.
- 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).**

For Advanced Undergraduates and Graduates

- 505 Fundamental Investigations in Advanced Mathematics (4:4).** Content: (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 Historical Development of Mathematics (3:3).** Study of the historical development of mathematics, not a history of persons involved in 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 and 311.
- 516 Polynomial Rings (3:3).** Rings, integral domains, fields division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relations 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, powerset, 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).** Traversability of networks, planar networks, four color problem, topological equivalence, classification of surfaces, simply 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).** 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.
- 540 Complex Functions with Applications (3:3).** Analytic functions, geometry of elementary functions, integrals. Laurent's series, residues and poles, conformal mapping. Schwartz-Christoffel transformations, analytic continuation. Riemann surfaces. Pr. 293.
- 545 Differential Equations and Orthogonal Systems (3:3).** Singular points of linear second-order differential equations. Methods of Frobenius. Bessel, ber and bei, Legendre and the hypergeometric functions together with the related differential equations. 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 equations, wave equation, equation of heat conduction, and the telegraph equation. Pr. 545.
- 547, 548 Combinatorial Analysis (3:3), (3:3).** Permutations, combinations, generation functions, principle of inclusion and exclusion distributions, partitions, compositions, trees, networks, permutations with restricted position. Pr. 292 and 311. 547 pr. to 548.
- 549 Topics in Applied Mathematics (3:3).** Infinite products. Asymptotic series. Gamma and beta functions. Hypergeometric functions. Bessel functions. Generating functions. Orthogonal polynomials, Legendre, Hermite, Laguerre and 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 (1 to 3), (1 to 3).**
- 595, 596 Mathematical Analysis (3:3), (3:3).** Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Reimann-Stieltjes integral. Pr. 293 or consent of department.

For Graduates

- 606 Calculus for Middle Grade Teachers (3:3).**
- 607 Abstract Algebra for Middle Grade Teachers (3:3).**
- 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 COURSES (STA)

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. May not be taken for credit by students who have taken ECO 350 or are concurrently enrolled in ECO 350. Pr. an acceptable score on the mathematics placement test or a grade of at least C in MAT 100. (NSM), (CMAT).
- 343 Probability (3:3).** Basic probability theory; combinatorial probability, conditional probability and independent events; univariate and multivariate probability distribution functions and their properties. Pr. MAT 292. (NSM).
- 352 Statistical Inference (3:3).** Descriptive and inferential statistics. Emphasis on sampling distributions; theory of estimation and tests of hypotheses, linear hypothesis theory, regression, correlation and analysis of variance. Pr. 343 or consent of instructor.
- 371 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-tests, analysis of variance. Emphasis on statistical literacy and interpretation. Pr. 108 or 343. (NSM).

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 and MAT 293 or consent of instructor.
- 555 Statistical Computing I (3:3).** Semi-numerical and numerical methods used in statistical computing applications, such as stability of data, probability function approximation, and random number generation. Pr. 343 and CSC 137 or permission of instructor.
- 556 Statistical Computing II (3:3).** Continuation of 555. Orthogonalization methods in linear algebra, numerical methods for linear regression and classification models. Pr. 352, 555, MAT 340 or permission of instructor.
- 571 Statistical Methods for Research I (3:3).** Introduction to statistical concepts. Basic probability, random variables, the binomial, normal and student's t distributions, hypothesis tests, confidence intervals, chi-square tests, introduction to regression, and analysis of variance.
- 572 Statistical Methods for Research II (3:3).** Statistical methodology in research and use of statistical software. Regression, confidence intervals, hypothesis testing, design and analysis of experiments, one and two factor analysis of variance, multiple comparisons, hypothesis tests. Pr. 571 or consent of department.
- 573 Theory of Linear Regression (3:3).** Linear regression, least squares, inference, hypothesis testing, matrix

Course Descriptions

approach to multiple regression. Estimation, Gauss-Markov Theorem, confidence bounds, model testing, analysis of residuals, polynomial regression, indicator variables. Pr. 352 and MAT 340 or consent of department.

- 574 Theory of the Analysis of Variance (3:3).** Multivariate normal distribution, one-way analysis of variance, balanced and unbalanced two-way analysis of variance, empty cells, multiple comparisons, special designs, selected topics from random effects models. Pr. 573 or consent of department.
- 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 (1 to 3), (1 to 3).

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 Multivariate Analysis (3:3).**
- 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).**

DEPARTMENT OF PHILOSOPHY

(216 Foust Building)

Jarrett Leplin, Professor and Head of Department

Professors Levison, Rosthal; Associate Professors Hoffman, King, McConnell, Rosenkrantz.

The Department of Philosophy offers courses on the fundamental problems and methods of philosophy, the classics of philosophical literature, and the major figures in the history of philosophy.

Philosophy courses fall into natural groups.

- A. Ethics and Society: 119, 121, 220, 231, 321, 322, 335, 343, 361, 545.
- B. Knowledge and Reality: 259, 319, 357, 555, 559, 565.
- C. History: 251, 252, 351, 353.
- D. Logic and Scientific Method: 115, 211, 311, 325, 523, 525, 527, 575.

Group A is useful preparation for careers in law and government. Group B is necessary for advanced work in philosophy. Group C relates philosophy to other humanistic disciplines and is vital to a liberal education. Group D provides knowledge and skill vital to careers in science and medicine.

Courses in formal logic (211, 311) 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 all-University requirements.)

All courses under 300 and many higher level courses are open to students without previous training in philosophy. Prerequisites for other courses may be waived at the discretion of the 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. The department conducts an annual symposium on a topic of current research in philosophy.

PHILOSOPHY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The Philosophy Major is recommended for students wishing a basic education in the liberal arts, students preparing for a career in law or government, and students 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 encouraged to consider the option of a second major.

Liberal Education Requirement

(See pp 53-54 for listing 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 Area 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.

Philosophy 111, 119, 251, and 252 carry credit in the Foundations of Inquiry section of the Humanities area of the curriculum of the College of Arts and Sciences. Philosophy 115 carries credit in the Language, Reasoning, and Discourse section of the Learning Proficiencies area of the College curriculum.

Major Requirements

1. PHI 211.
2. PHI 251 and 252.
3. 24-36 hours in philosophy courses above the 100 level, including at least 12 hours above the 200 level.

Related Area Requirements

Cognate courses to be determined by department adviser where necessary.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Philosophy Minor

The Philosophy Minor requires a minimum of 18 hours including PHI 251 and 252.

PHILOSOPHY COURSES (PHI)

For Undergraduates

- 111 Introduction to Philosophy (3:3).** Discussion of views and methods of major philosophers. Topics drawn from metaphysics and epistemology, such as the foundations and scope of human knowledge, personal identity, freedom and determinism, and the mind-body problem. (H), (CFI).
- 115 Practical Reasoning (3:3).** Introduction to basic principles of reasoning and argumentation. Topics taken from syllogistic reasoning, probability, informal fallacies, the structural analysis of statements, and scientific methods. (H), (CLRD).
- 119 Introduction to Ethics (3:3).** Fundamental questions of ethics, such as the nature of the distinction between good and evil, moral right and wrong, the foundation of moral judgments, relativism, absolutism, subjectivism, and related topics. Readings from major figures in the history of ethics. (H), (CFI).
- 121 Contemporary Moral Problems (3:3).** Philosophical readings and discussion of such current topics as abortion, euthanasia, capital punishment, pornography and censorship, sexual morality, preferential hiring, environmental ethics, 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 and quantification theory. (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 earlier thinkers had on those who followed them. (H), (CFI).
- 252 History of Modern Philosophy (3:3).** Survey of Western philosophical thought in the seventeenth and eighteenth centuries, its historical background and its influences on subsequent intellectual developments. Reading from major figures of the period, such as Descartes, Locke, Berkeley, Leibniz, Spinoza, Hume, and Kant. (H), (CFI).
- 259 Philosophy of Religion (3:3).** Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. Same as Religious Studies 259. (H).
- 267 Existentialism (3:3).** 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, the reasonableness of belief, and the reliability theory of justification. (H).

- 321 Ethical Theory (3:3).** Analysis of the 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. Nature of scientific knowledge. Pr. one course in logic, mathematics, or natural science. (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. Major works of fiction studied for their philosophical content. (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 (3:3).** Exploration of major ethical perspectives in Western history. Students may repeat the course as topics change. No more than 6 hours of 343 may be used to satisfy major requirements. 343a. Ancient — Ethics of Greece, Israel, Early Christianity, Rome; 343b. — Medieval and Early Modern — Ethics of medieval Jewish, Muslim, and Christian philosophers, and major moral theories of the Renaissance and Reformation; 343c. 17th Century and Enlightenment — Ethical content and implication of scientific, religious, political, and philosophical revolutions; 343d. 19th Century — Ethics of Romanticism, Liberalism, Communism, Existentialism. (H).
- 348 Existentialism, Phenomenology, and Structuralism (3:3).** Recent philosophical movements in France and Germany. Application of structuralist models to the human sciences. Post-structuralist developments such as Deconstruction and Hermeneutics. Selections from such writers as Husserl, Levi-Strauss, Foucault, Lacan, Althusser, Derrida, Gadamer, and Ricoeur. (H).
- 351 Major Philosophers (3:3).** Systematic examination of the works of a major philosopher. May be repeated for credit with change in topic. (H).
- 353 Major Philosophies (3:3).** Systematic examination of a major historical movement in philosophy, such as rationalism, empiricism, positivism, materialism, and idealism. May be repeated for credit with different topic. (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, the problem of universals, forms of realism, and theory of reference. Pr. one course in philosophy. (H).
- 361 Ethical Issues in Business (3:3).** Ethical theory and its application to business: economic justice, corporate responsibility, self-regulation and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility. (H).
- 401 Reading Course for Seniors (3:3).** Supervised reading and research for

philosophy majors. Pr. consent of instructor. May be repeated for credit.

- 402 Independent Study (3:3).** Pr. satisfaction of requirements for the major in philosophy and consent of instructor. May be repeated for credit.

For Advanced Undergraduates and Graduates

- 523 Philosophy of Social and Behavioral Science (3:3).** Central issues in philosophy of social and behavioral science from Hume to the present: explanation, theory construction, methodology of the social sciences, the status of the sociology of knowledge. Pr. one course in social or behavioral science and one in philosophy or consent of instructor.
- 525 Philosophy of Physical Science (3:3).** Study of a major current issue in the philosophy of science such as scientific progress and change, scientific methods, experiment and theory, scientific explanation, rationality, scientific realism, philosophy of science and history of science. Examples drawn from modern history of the physical sciences. Pr. 325 and one course in physical science or consent of instructor.



- 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. one course in biology and one in philosophy or consent of instructor.
- 545 Social Philosophy (3:3).** Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, and conservatism. Study of such major figures as Hobbes, Rousseau, and Marx. Pr. one course in philosophy or consent of instructor.
- 555 Epistemology (3:3).** Skepticism, the analysis of knowledge, confirmation and induction, a priori knowledge. Pr. 319 or consent of instructor.
- 559 Philosophy of Mind (3:3).** The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind. Pr. one course in philosophy or consent of instructor.
- 565 Philosophy of Language (3:3).** Theories of truth, meaning, and reference. Origin and nature of human language and its relations to animal and machine language. Pr. one course in philosophy or consent of instructor.
- 575 Advanced Logic (3:3).** Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and type theory. Introduction to modal logic. Pr. 311 or consent of instructor.
- 590 Aesthetics (3:3).** Readings in the major philosophies of art, analysis of evaluative judgment and argument, the nature of aesthetic concepts, artistic truth, the art object, and the aesthetic experience. Pr. 322 or consent of instructor.

DEPARTMENT OF PHYSICS AND ASTRONOMY

(101 Petty Science Building)

Francis J. McCormack, Professor and Head of Department

Professors Clark, Hageseth; Associate Professors Danford, Meisner, Muir, Whitlock; Visiting Associate Professor Lea.

Physics and astronomy have long been recognized as constituting the basis for study, research, and understanding in 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 adapt readily 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 and Astronomy 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, 203, 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, experimental solid state physics, astronomy, and astrophysics.

The building in which the Department of Physics and Astronomy 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 in Chapter 5.

Bachelor of Arts

Liberal Education Requirements

(See pp 53-54 for listing 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

30-36 semester hours in physics above the 100 level and at least a 2.0 quality point ratio for the required physics courses.

Core Courses for Physics Majors

Courses required for the physics major:

1. PHY 291, 292, 303, 303L, 322, 322L, 323, 324, 324L, 421, 421L, and 505.
2. Related Areas: CHE 111, 111L, 114, 114L; MAT 191, 292, CSC 137; MAT 293, 390.

Electives

Electives sufficient to complete the 122 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. PHY 550 is required.

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 203, 209, 235, 305, 333, and 334). Other quite different programs may be fitted to the individual student's interests and objectives.

PHYSICS AND ASTRONOMY COURSES (PHY)

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).

203 Conceptual Astronomy (3:3). Introduction to astronomy. Knowledge gained of day and night sky by use of binoculars, telescopes, and other simple instruments and how to observe and measure properties of astronomical objects. Basic concepts of solar system, stellar evolution, and cosmology. No student may receive credit for both this course and either 209 or 235. (NSM), (CPS).

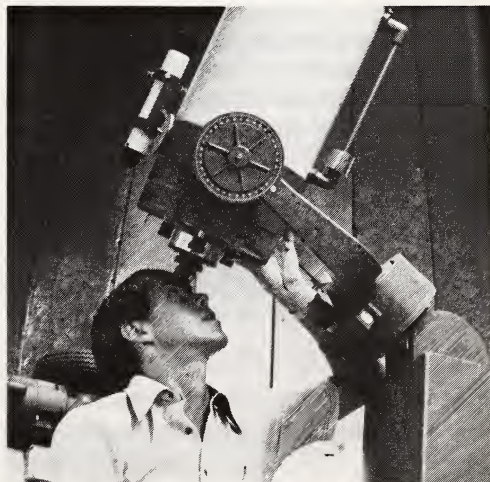
- 209 Astronomy: The Solar System (3:3).** Introductory study of the solar system. Sun and planets studied with special attention to results of recent planetary exploration. Telescopic and naked-eye observations of the constellations and planets. 209 intended to complement 235, although each course is independent of the other. No science or math background beyond the level of high school algebra required. No student may receive credit for both this course and 203. (NSM), (CPS).
- 235 Astronomy: The Universe (3:3).** Introduction to stars, galaxies, and cosmology. Emphasis on conceptual approach to such topics as the evolution of stars, the formation of galaxies, interstellar communication, and the Big Bang. Sky observations utilizing the UNCG telescopes included. 235 intended to complement 209, although each course is independent of the other. No science or math background beyond the level of high school algebra required. No student may receive credit for both this course and 203. (NSM), (CPS).
- 291 General Physics I with Calculus (4:3:3).** Basic principles of mechanics, heat, and sound 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).
- 292 General Physics II with Calculus (4:3:3).** Introduction to 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, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions, and molecular and solid state physics. Pr. 292 (or 101, 102 with permission of instructor). (NSM).
- 303L 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). (Formerly 207).
- 305 Conceptual Physics (4:3:3).** Introduction to basic laws of physics made by extensive use of demonstrations. Labs use discovery approach. Concepts emphasized and mathematical manipulations 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).
- 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).
- 322L Electricity and Magnetism Laboratory (1:0:3).** Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory. Pr. 303L or permission of instructor. (NSM). (Formerly 307).

- 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).
- 324L 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). (Formerly 208).
- 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 taken concurrently or 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; relationships between physical laws and communications. No previous science course required. Interested student should inquire at Physics and Astronomy Department office for further details. Selected topics for science majors may also be given upon request.
- 334 Energy Options and the Environment (3:3).** Energy dilemma facing the U.S. Fundamentals of fission and fusion discussed and military and commercial uses of nuclear energy analyzed. Risks and benefits of fossil fuel use, extent and uses of geothermal energy, basic elements of wind energy, and feasibility of biomass use studied. Passive and active solar energy fundamentals and techniques studied and demonstrated. (NSM).
- 375 Science of Nuclear Weapons/Arms Control (3:3).** Principles of nuclear weapons, strategies of their use. Science of weapons, effects, arms control efforts and problems. Pr. MAT 119 or equivalent.
- 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.
- 421L Optics Laboratory (1:0:3).** Performance of geometrical and physical optics experiments with both microwaves and visible light. Pr. 303L, 322L, or permission of instructor. (NSM). (Formerly 308).
- 493-494 Honors Work (3:3)-(3:3).**
- 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 basic laws of physics made by extensive use of demonstrations. Concepts emphasized and minimal mathematical manipulation. Teaching materials and strategies developed. Credit applicable toward M.Ed. degrees only.

- 505 Electricity and Magnetism II (3:3).** Continuation of 322. Study of 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).** Introduction to study of the physics of the universe. Emphasis given to structure and evolution of stars and galaxies as learned from observations and as predicted by current theories. Cosmological models 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. 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.

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).
605a, b Advanced - Placement Physics for Teachers (3:3), (3:3).
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, 632 Introduction to Solid State Physics (3:3), (3:3).
640 Introduction to Nuclear Physics (3:3).
695 Individual Study (1 to 3).
699a, b Thesis (3), (3).
800 Graduate Registration.
801 Graduate Registration.



DEPARTMENT OF POLITICAL SCIENCE

(237 Graham Building)

David M. Olson, Professor and Head of Department

Professors Clotfelter, Hounshell; Associate Professors Bernick, Hunt, Meyers, Prysby, Svava, Thompson; Lecturers Baskin, Goodson; Visiting Lecturer Kitchen.

Political science includes the study of the government, 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. 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 in Chapter 5.

POLITICAL SCIENCE MAJOR (Bachelor of Arts)

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 interest 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 pp. 53-54 for listing 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 Sci-

ences (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, 322, 324, 325, 328, 333, 334, 399, 503, 510, 511, 512, 515, 516, 520, 530, 535, 580.
3. Electives selected in consultation with adviser from courses such as: ACC 201, 202; MGT 310, 312; COM 105, 514; ECO 201, 202; PSY 314; SWK 215, 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 the 122 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 COURSES (PSC)

For Undergraduates

- | | |
|---|--|
| <p>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).</p> <p>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. Introductory level course. (SBS), (CSBS).</p> <p>210 Introduction to Public Policy (3:3). Problems of public policy and administration with emphasis on analysis of decision-making in governmental orga-</p> | <p>nizations. Clotfelter, Bernick, Svara. (SBS), (CSBS).</p> <p>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 development in Greensboro and other American cities. Introductory level course. Svara. (SBS), (CSBS).</p> <p>240 The International System (3:3). Introduction to international politics focusing upon major changes in the international system since 1945. Introductory level course. Meyers. (SBS), (CSBS).</p> <p>250 Democratic Political Systems (3:3). Comparative examination of political</p> |
|---|--|

Course Descriptions

- institutions and behavior in selected democratic nations, with emphasis on major Western European nations. 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. Introductory level course. (SBS), (CSBS).
- 300 Experimental Course: The American Constitutional Experience (3:3).** Review of major problems in the contemporary practice and theory of American politics in the light of democratic theory and the concepts of the framers of the Constitution.
- 301 Research Methods in Political Science (3:3).** Basic principles of research in political science. Focus on testing or 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 consent of instructor. Prysby. (SBS).
- 302 Experimental Course: Religion and Politics (3:3).** Relationship between church and state and the role of religious groups in American politics and public policy.
- 305 The Individual in Politics (3:3).** Introduction to 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. (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).** Emphasis on political role and interaction of police, courts, correctional and community service agencies in administering criminal justice. Pr. consent of instructor or 316. (SBS).
- 318 Constitutional Law (3:3).** Leading principles and practices of Supreme Court decision-making with emphasis on interplay of social and political factors. Pr. junior standing or consent of instructor. Hunt.
- 322 American State Politics (3:3).** Comparison of political behavior and institutions among the 50 American states. Bernick. (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. Role of the city manager and other professional administrators. Svava. (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; 325e. Workshop in Government. 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).** Examination of recent American political movements. Emphasis on their ideologies, their tactics, and their effect on public policy. (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, Clotfelter. (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 organizations 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 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. (SBS).
- 336 Women and the Law (3:3).** Analysis of American laws affecting women with emphasis on the impact of existing law on contemporary social and political issues. (SBS).
- 340 International Politics (3:3).** Analysis of recent problems in international politics including the superpower rivalry, problems of underdevelopment, and of selected regional conflicts. (SBS).
- 341 International Organization (3:3).** Role of the 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).

Course Descriptions

- 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 development and implementation of current Soviet foreign policy, with an emphasis on contemporary issues. (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. (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 of independent states of Africa. Emphasis on South Africa, Libya, and other current problem areas. 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 advisor and direction in field provided by job supervisor. Written report on a substantive topic related to the internship 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.
- 493-494 Honors Work (3:3)-(3:3).**
- 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 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.
- 510 Topics in Public Policy (1 to 3).** Intensive analysis of a major area of public policy. Examination of 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. Labor Relations; 510d. Foreign and Defense Policy; 510e. Environmental Policy; 510f. Urban Development Policy; 510g. Health and Social Policy; 510h. Global Challenges; 510i. Press and Politics; 510j. Politics of Industrial Policy. Pr. consent of instructor.

- 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.
- 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 nonpolitical science advanced undergraduate and graduate students.
- 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.
- 516 Administrative Law (3:3).** Study of the law concerning the powers and procedures of public administrative agencies, including the law governing judicial review of administrative action. Pr. 200 or approval of instructor. Hounshell.
- 520 Urban Political System (3:3).** Examination of major topics in the study of urban government and policy. Systems approach to 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.
- 521 Politics of Metropolitan Reorganization (3:3).** Government and politics in metropolitan areas; approaches to partial or complete reorganization of governmental structure; political issues involved in such change. Annexation, city-county consolidation, urban counties, functional consolidation, special districts, and regional councils of governments among approaches covered. Pr. consent of instructor. Svava.
- 523 Ethnic Politics and Urban Policy (3:3).** Survey of continuing policy conflicts between ethnic, race, and class groups in metropolitan areas. Emphasis on completing arguments, interests represented, and the implication of alternative policies. Pr. for undergraduate students previous work in political science or consent of instructor.
- 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.
- 530 Administrative and Elected Leadership (3:3).** Recruitment, selection, and roles of executives and legislators; organization and activities of the offices; relationships among executive offices, administrative offices, and legislative bodies. Pr. consent of instructor. Olson.
- 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 analyzed. Assessment of impact of citizen participation on policy-making in specific areas of policy and on performance of government in general. Pr. consent of instructor. Svava.

Course Descriptions

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.

580 Political Change and Public Policy (3:3). Potential socio-economic and political consequences of contemporary societal policies, including examination of policy options and planning processes.

For Graduates

600 Public Administration and Management (3:3).

601 Politics of Public Policy (3:3).

602 Quantitative Political Analysis (3:3).

610 Public Policy Analysis (3:3).

612 Organizational Behavior (3:3).

613 Local Government Administration (3:3).

614 Budgeting and Fiscal Administration (3:3).

615 Public Personnel: Development and Evaluation (3:3).

620 Research Seminar in Urban Policy (3:3).

630 Research Seminar in American Politics (3:3).

635 Political Ideologies and Political Movements (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, 698 Special Problems in Political Science (1 to 3), (1 to 3).

699 Thesis (3 to 6).

800 Graduate Registration.

801 Graduate Registration.

DEPARTMENT OF PSYCHOLOGY

(296 Eberhart Building)

Gilbert Gottlieb, Excellence Foundation Professor and Head of Department
Professors Brownstein, Eason (Rosenthal Excellence Fund), Harter, Lumsden,
Nelson, Shull, Wells; Associate Professors DeCasper, S. Hayes, Hunt, Lawrence,
Logan, Marschark, Salinger, Seta, Soderquist, White; Assistant Professors
Johnston, Keane, Turkat; Lecturers K. Hayes, Lickliter.

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis 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. Clinical psychology emphasizes the application of psychological principles to clinical problems and other aspects of adult and child behavior.

To supplement reading and lecture material, some courses have laboratories where students can see the principles of behavior and psychological functioning in operation firsthand. In addition to the B.A. program for undergraduates, the department 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 in Chapter 5 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 pp. 53-54 for listing 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 including: PSY 221 or 223; 310; either 341 or 347; either 326 or 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 the 122 semester hours required for degree.

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 343 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 experiences from complementary or, perhaps, alternative perspectives.

Psychology Minor

A student may earn a minor in psychology by completing a minimum of 15 hours in the department. The Department's Director of Undergraduate Studies will be glad to recommend courses appropriate to the student's interest.

PSYCHOLOGY COURSES (PSY)

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. Relation between research and theory stressed. (NSM), (CLS).
- 223L Experimental Psychology Laboratory (1:2).** 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. Student may not receive credit for STA 352, 371, or ECO 350 and PSY 310.
- 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).** 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 MGT 314.
- 320 Psychology of Animal Communication (3:3).** Survey of the strategies of non-human communication used by animals, the methods used for their study, and their bearing on human communication. Pr. one introductory course in a behavioral or biological science or consent of instructor.
- 326 Developmental Processes: Learning, Cognition, and Perception (3:3).** Survey of development of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology, and findings of research in the areas of learning, cognition, and perception. Pr. 221 or 223. (SBS).
- 341 Abnormal Psychology (3:3).** Introduction to description, dynamics, and modification of abnormal behavior, including neuroses, psychoses, character disorders, and psychosomatic reactions. Pr. 221 or 223. (SBS).
- 342 Developmental Processes: Social, Personality, and Motivation (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 social, personality, and motivation 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 Sex, Gender, and Behavior (3:3).** Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research. Pr. 221 or 223. (SBS).
- 347 Dynamics of Social Behavior (3:3).** Study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Pr. 221 or 223. (SBS).
- 361 Environmental Psychology (3:3).** Evaluation of research in environmental psychology. Content areas include attitude change, crowding, effect of an unpredictable environment, helping and helplessness. Pr. 221 or 223. (SBS).
- 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.
- 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.
- 425 Animal Behavior (3:3).** Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in socio-biology and human evolution. Pr. 221 or 223.
- 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. Survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. Paper or other formal evaluation 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).** Methodology and techniques of clinical behavior therapy described. Survey of clinical applications, theoretical underpinnings, empirical support, and current controversial issues. Pr. 341.
- 449 Motivation and Emotion (3:3).** History, data, and theories concerning the nature and scientific status of motivational and emotional variables. Roles of physiological factors and learning stressed. Pr. 221 or 223.
- 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.
- 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.
- 452 Cognitive Psychology (3:2:3).** Processes involved in human learning, memory, problem solving, and related performance; examination of typical experimental techniques, results, and

Course Descriptions

current theoretical accounts of these processes. Pr. 221 or 223.

- 453 Sensory Processes (3:2:3).** Sensory systems and how they receive and modify information about the external environment; structures, function, and phylogenetic development of eye, ear (including labyrinth), nose, and organs of touch. Pr. 221 or 223.
- 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.
- 493-494 Honors Work (3)-(3).**

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 basics for current applications to education and human services. Recommended for students in psychology, child development, counseling, speech, social work, 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 MGT 312 or consent of instructor. Same as MGT 524.
- 525 Developmental Psychobiology (3:3).** Examination of current research and theory in behavioral development in non-human animals. Topics include instinct theory, role of experience in development, and the relation between development and evolution of behavior. Pr. 425 or equivalent or permission of instructor.
- 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 MGT 535.
- 540 Drugs and Behavior (3:3).** Introduction to study of drug effects on brain and behavioral processes in normal and abnormal populations. Implications of drug/behavior interactions for the physiological understanding of behavior. Pr. 450, 453, or consent of instructor.

550 Clinical Neuropsychology (3:3). Introduction to the relationships between human brain function and behavior in normal and clinical populations. Pr. 450, 453, or consent of instructor.

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 Clinical Assessment (3:3).

621 Principles and Theory of Clinical 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 Clinical Assessment (3:3).

641 Introductory Practicum in Clinical Intervention (3:3).

642 Practicum in Clinical 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 Psychological Disorders in Children (3:3).

662 Psychological 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 Internship in Clinical Psychology (1 to 12).

763 Externship in Clinical Psychology (1 to 12).

799 Doctoral Dissertation Research (12).

800 Graduate Registration.

801 Graduate Registration.



DEPARTMENT OF RELIGIOUS STUDIES

(200 Foust Building)

Paul B. Courtright, Associate Professor and Head of Department

Associate Professors Gunn, Levinson, Wakeman; Assistant Professor Buckley; Visiting Assistant Professors Bird, Hughes; Lecturer Orzech.

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, 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 nonsectarian 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 pretheology 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 pp. 53-54 for listing 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, 305.
2. REL 205, 210, 211, 221, 225, 231, 317, 351, 352.
3. REL 207, 222, 309, 315, 326, 365.
4. REL 324, 331, 333, 335.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 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 Foust Building.

RELIGIOUS STUDIES COURSES (REL)

For Undergraduates

- | | |
|---|--|
| <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). Study of significant themes and issues in the Bible and their expression in the religious literature and history of Europe and America. (H), (CFI).</p> | <p>202 Introduction to the Hebrew Scriptures (3:3). Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary context. Wakeman. (H).</p> <p>204 Introduction to the New Testament (3:3). Study of the synoptic gospels (Matthew, Mark, and Luke) and a brief introduction to the thought of Paul and the Gospel of John. Buckley. (H).</p> <p>205 Non-Western Religion (3:3). Comparative study of non-Western religions</p> |
|---|--|

- and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms. (H), (CFI).
- 207 Modern Problems of Belief (3:3).** 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).
- 210 Christianity (3:3).** Study of classic Christian texts, symbols, rituals, and social movements. (H).
- 211 Hinduism (3:3).** Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought. Courtright. (H).
- 215 Judaism (3:3).** Introductory study of Judaism, its history, texts, life, and thought.
- 221 Buddhism (3:3).** Introduction to the origin, development, and impact of Buddhism in Asian cultures. 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).
- 222 Religion and Death (3:3).** Study of attitudes toward death and dying in various religious cultures, including our own. Levinson. (H).
- 225 Islam (3:3).** Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures. Buckley. (H).
- 231 Religion in America (3:3).** Profile of the diverse religious traditions in America from Native American religions to the varieties of Christianity and Judaism and others. Levinson. (H).
- 232 American Fundamentalism (3:3).** History of Fundamentalist movement among American evangelical Christians, focusing especially on its distinctive and diverse expressions of faith as well as its anti-modern culture emphases. Levinson.
- 259 Philosophy of Religion (3:3).** Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. (H). Same as Philosophy 259.
- 305 Religions in the Early Christian World (3:3).** Study of Christian and non-Christian religious movements and religious themes in the early Christian centuries. Buckley.
- 307 Experimental Course: Paul and Pauline Literature (3:3).** Study of the Apostle Paul and the literature associated with him within the contexts of the development of his thought and the development of Pauline tradition after his death.
- 309 Gender and Spirituality in the West (3:3).** Examines assumptions about gender roles in Western religious tradition in relation to changing roles of men and women, new spiritual needs and their expression. Wakeman.
- 315 Religious Autobiography in the West (3:3).** Exploration of changing views of selfhood in the Western autobiographical traditions from Augustine's *Confessions* to the present. Gunn. (H).
- 317 Religion and the Arts of India (3:3).** Survey of religious meanings in the art and architecture of India. Examination of myths, symbols, iconographies, aesthetic theories, rituals using the visual arts in Buddhism, Hinduism, and Islam. Courtright.
- 324 Philosophical Issues in Religion (3:3).** Modes of philosophical reflection, groups of human conceptuality and their relation to the truth of religious claims. Levinson. (H).
- 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. Gunn. (H).

- 331 Early American Religious Thought (3:3).** Exploration of American religious thought from the settlement through the National Period (mid-19th century), focusing on the works of Puritans, Rationalists, and Romantics. Levinson. (H).
- 333 Religion and Psychology (3:3).** Presents classic Western psychological theories of religion and shows how various religious traditions understand the human psyche.
- 335 A History of Philosophies of Religion in America, 1860-1955 (3:3).** Narrative history of developments in American philosophies of religion from 1860 to 1955. Levinson. (H).
- 351 Religion in Traditional Societies (3:3).** Study of religion in traditional societies in which the basic question "What is it to be human?" is raised by entering into the diverse symbolic worlds of native American, African, and/or other nonliterate peoples. Wakeman. (H).
- 352 Ancient Religions (3).** Exploration of ancient myth and ritual through a study of archeological and written records from Egypt and Mesopotamia. Emphasis on themes pertinent to an understanding of the Western cultural heritage, such as creation, kingship, sacrifice. Wakeman. (H).
- 365 Mythology and the Religious Imagination (3:3).** Study of the imaginative and religious dimensions of mythology, with emphasis upon the role of myth in religion and 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.
- 410 Religious Studies Colloquium (3).** Colloquium on unifying theme in Religious Studies. May be repeated for credit as topics change for up to 9 hours credit. Required for senior majors. Open to others with permission of instructor. Topic varies with instructor. Offered in fall semester only.
- 411 Senior Project (3).** Individually supervised inquiry for senior majors. Pr. senior standing, major in Religious Studies.

For Graduates

- 695 Independent Study (1 to 3).**



DEPARTMENT OF ROMANCE LANGUAGES

(319 McIver Building)

James Atkinson, Professor and Acting Head of Department

Professors Kish, Lagos, Sánchez-Boudy, Smith (Associate Dean of College of Arts and Sciences); Associate Professors Almeida, Chauvigné, Couch, Fein, Goode, Mitchell, Smith-Soto, Stinson, Whitaker; Assistant Professors Bulgin, Koenig, Rizk; Instructor Lay; Lecturers Bender, Dattalo, Garrett, Grace, McGee, Newsom, Rodríguez, Rubio, Shelburne.

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; 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 in Chapter 5.

Liberal Education Requirements

(See pp. 53-54 for listing 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 Teacher Education in Chapter 5.

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 Teacher Education in Chapter 5.

Related Courses, Double Majors

Suggested: second foreign language and literature; World Literature; English or American Literature; Classical Studies; European, French, or Latin American History; International Studies; Linguistics; Music; Art; Social Science.

Electives

Electives sufficient to complete the 122 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 COURSES (FRE)

Courses in English Translation

French literature in English translation courses are as follows:

- 222 Explorations in French Literature: English Versions (3:3).**
- 224 Medieval French Literature in English Translation (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.

For Undergraduates

- 101, 102 Beginning French (3:3), (3:3).** Introduction to French with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory. 101 prerequisite to 102.
- 113 Conversation in France (3).** Extensive formal and informal training in French conversation in a living French setting. Open only to students not meeting the prerequisites for 213. Offered only as a summer program in France. Pr. two semesters of elementary French courses or permission of instructor.
- 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. 203 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 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. Pr. 204 or equivalent.
- 211 French Conversation (3:3).** Intensive and methodical training in spoken French. Pr. 204 or equivalent.
- 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.
- 222 Explorations in French Literature: English Versions (3:3).** The best of French literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. May not be used for credit toward French major. (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. May not be used for credit toward French major. 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. May not be used for credit toward French major. Smith. (H).
- 309, 310 Advanced Written and Spoken French (3:3), (3:3).** Intensive practice in the written and spoken language. Focus on refinements in structure, vocabulary development, informal

- conversation, and formal writing styles. Pr. 209 or equivalent. Koenig.
- 311 French Phonetics (3:3).** Systematic approach to French pronunciation through sound/spelling relationships, exercises in phonetic transcription, and sound discrimination. Phonetic theory 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*, *Maître Pathelin*, romances of Chrétien de Troyes. Pr. 205, 206. Atkinson, Fein. (H).
- 322 French Literature of the Sixteenth Century (3:3).** 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).** High Classical Period and its antecedents: Moliere, 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, Balzac, Mallarmé, and Rimbaud. Pr. 205, 206. Bulgin, Couch. (H).
- 362 French Literature of the Twentieth Century (3:3).** 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. Smith. (H).
- 371a, 371b Culture and Civilization in France (3), (3).** 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; 371b 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 offerings at this level. Topics vary. Pr. 205, 206. (H).

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.
- 517 The Auteur Director (3:2:3).** 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.
- 518 Studies in Film Genre (3:2:3).** Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit. Films screened in French. Pr. COM 171 or ENG 330 or graduate standing. Same as COM, ENG, ITA 518.

Course Descriptions

- 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.
- 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.
- 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.
- 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.
- 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.
- 560 French Literature of the Renaissance (3:3).** Survey of sixteenth-century literature including works of Marot, Rabelais, and poets of the Pleiade. Special emphasis on the *Essais* of Montaigne. Pr. one 300-level course in French literature or permission of instructor. Couch.
- 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.

- 580 Advanced Topics in French Literature (3:3).** Nontraditional perspectives 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.

For Graduates

- 600 Methods of Teaching French (1:1:3).**
605, 606 Advanced Composition for Graduate Students (3:3), (3:3).
610 History of the French Language (3:3).
620 French Literary Criticism (3:3).
631 Moliere (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 COURSES (SPA)

Course in English Translation

Spanish literature in English translation course is as follows:

- 222 Hispanic Masterpieces in English Translation (3:3).**

A full description of this course will be found in numerical order in the Spanish courses listed below.

For Undergraduates

- 101, 102 Beginning Spanish (3:3), (3:3).** Introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the

- language laboratory. 101 is prerequisite to 102.
- 203, 204 Intermediate Spanish (3:3), (3:3).** Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading. 203 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. Pr. 204 or equivalent.
- 211, 212 Spanish Conversation (3:3), (3:3).** Intensive and methodical training in spoken Spanish.
- 213 Conversation in a Spanish-Speaking Country (3).** Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Summer Program Abroad. Pr. 204 or permission of instructor.
- 222 Hispanic Masterpieces in English Translation (3:3).** Best of Spanish and Spanish-American literature read and discussed in English. Topics 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.
- 311 Spanish-American Theatre (3:3).** Comprehensive view of the twentieth-century Spanish-American theatre. Pr. 205, 206, or equivalent. Almeida, Smith-Soto.
- 321 Twentieth-Century Spanish Novel (3:3).** Intensive study of novels by Unamuno, Baroja, Valle-Inclán, Azorín, and Pérez de Ayala. Brief survey of the post-Civil War novel. Pr. 205, 206, or equivalent. (H).
- 324 Nineteenth-Century Spanish Theatre (3:3).** Survey of the Spanish drama from neoclassicism to the late nineteenth century. Includes Moratin, Duque de Rivas, Zorrilla, Tamayo y Baus, Echegaray, Perez Galdos. Pr. 205, 206, or equivalent. Sanchez-Boudy, Smith-Soto. (H).
- 326 Spanish-American Poetry (3:3).** Analysis of representative works from Modernism to present. Lectures on social, literary, and cultural backgrounds. Pr. 205, 206, or equivalent. Lagos, Smith-Soto. (H).
- 329 Spanish-American Novel (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).

Course Descriptions

- 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 UNCG Summer Program in a Spanish-speaking country. Pr. one 300-level course in Spanish literature and permission of instructor.
- For Advanced Undergraduates and Graduates**
- 501 Mexican Literature (3:3).** Principal authors, works, and themes of Mexican literature, with emphasis on twentieth-century writers. Pr. one 300-level course in Hispanic literature or permission of instructor. Almeida.
- 503 Argentine Literature (3:3).** Principal authors, works, and themes of Argentine literature, with attention to the gaucho, feminist, modernist, and post-modernist traditions. Pr. one 300-level course in Hispanic literature or permission of instructor. Smith-Soto.
- 505 Andean Literature (3:3).** Principal authors, works, and themes of the literature of the Andean countries (Bolivia, Chile, Colombia, Ecuador, Peru, and Venezuela), with emphasis on the contemporary period. Pr. one 300-level course in Hispanic literature or permission of instructor. Lagos.
- 507 Caribbean Literature (3:3).** A study of Caribbean literature (Cuba, Puerto Rico, and the Dominican Republic): its principal authors, works, and themes, with special attention to **poesía negra**. Pr. one 300-level course in Hispanic literature or permission of instructor. Sánchez-Boudy.
- 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.
- 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. Smith-Soto.
- 517 The Auteur Director (3:2:3).** 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.
- 520 Poetry of the Golden Age (3:3).** Study of poetry of the **Siglo de Oro** with particular attention to historical, courtly, and satiric works. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida.
- 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.
- 531 The Nineteenth-Century Spanish Novel (3:3).** 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 Ibañez. Pr. one

300-level course in Spanish literature or permission of instructor. Sánchez-Boudy.

- 535 Twentieth-Century Spanish Theatre (3:3).** Study of Spanish dramatists from Echegaray and Benavente to the New Wave of Spanish dramatists. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida.
- 545 Old Spanish Literature (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. Kish, Stinson.
- 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. Whitaker.
- 572 Spanish-American Civilization (3:3).** Development of Spanish-American culture. Pr. one 300-level course in Spanish literature or permission of instructor. Lagos.

For Graduates

- 600 Methods of Teaching Spanish (1:1:3).**
- 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 COURSES (ITA)

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. 101 prerequisite to 102.
- 203, 204 Intermediate Italian (3:3), (3:3).** Review and further study of Italian, followed by reading of contemporary authors. 203 prerequisite to 204. (H), (CFL).
- 222 Italian Masterpieces in English Translation (3:3).** Best of Italian literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. (H), (CLIT).

For Advanced Undergraduates and Graduates

- 517 The Auteur Director (3:2:3).** 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.
- 518 Studies in Film Genre (3:2:3).** Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit. Films screened in Italian. Pr. COM 171 or ENG 330 or graduate standing. Same as COM, ENG, FRE 518.

DEPARTMENT OF SOCIAL WORK

(451 Graham Building)

Virginia J. Stephens, Associate Professor and Head of Department

Professor Scullion; Associate Professors Finn, Spakes, Wineburg; Assistant Professor Burwell; Lecturers Nile, Stone.

SOCIAL WORK MAJOR (Bachelor of Arts)

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 seven-year period ending in June, 1990. The first two years of study emphasize general education and specific course work in related academic disciplines. The majority of the social work instructional program takes place during the junior and senior years. The program prepares graduates for generalist practice in a variety of voluntary and governmental agencies.

Participation in the Social Work Program:

1. SWK 215 is open to all students and required for majors.
2. SWK 215, 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 quality point ratio 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 pp. 53-54 for listing of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, 6 semester hours.
2. Foreign Language (can be satisfied by completing 6 semester hours at the appropriate level), 6-8 semester hours.
3. Mathematics, 3 semester hours.
4. Western Civilization Core Course, 6 semester hours.
5. Humanities, one course from each of the 3 sub-areas, 9 semester hours.
6. Life Science, 6-7 semester hours; PSY 223, 223L, BIO 105.
7. Social and Behavioral Science, 9 semester hours; ATY 212, PSC 200, SOC 211.

Major Requirements

1. SWK 215, 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 or 223.
4. ECO 101.

Certification in 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 318; 540 or 544; SWK 584. SWK 413, 415 must be taken in a school or school related setting. The certificate is issued by the State Department of Public Instruction upon recommendation of the social work program.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

SOCIAL WORK COURSES (SWK)**For Undergraduates****215 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; overview of interventive methods used in social welfare context. Supervised volunteer experience required. Same as SOC 310. (Fall only).

311 Human Behavior and Social Environment (3:3).

Opportunity for students to apply major social science theories to the conceptualization of problems faced by social workers. Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. Same as SOC 311. (SBS). (Fall only).

312 Social Policy Analysis (3:3). Examination of policy foundation, development, and implementation. Emphasis on skill development in analysis of human service delivery systems and roles of professionals in policy and practice areas. Pr. 310. Same as SOC 312. (Spring only).

351 Professional Skills (3:3:1). Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. (Spring only).

411 Social Work Methods I (3:3). Emphasis on knowledge, values, process, and skills in social work practice and introduction 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.

Course Descriptions

- 414 Field Instruction II (4:0:16).** Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. Pr. 413.
- 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 department head.

For Advanced Undergraduates and Graduates

- 510 Selected Topics in Social Work (1 to 3).** Opportunity for students to study in depth a topic of special interest. May be repeated for credit when topic varies. Pr. consent of instructor.
- 520 Methods and Practice of Family and Marital Therapy (3:3).** Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed. Pr. 6 hours of marital and family theory plus consent of instructor.
- 530 Social Agency Program Development (3:3).** Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, 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).** 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.
- 560 Social Work with Groups (3:3).** Advanced course to teach group process and strategies, techniques, and skills for working with support groups and task groups in human services settings. Pr. 310 or consent of instructor.
- 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).** 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.
- 590 Social Services in Industry (3:3).** Overview of employee assistance programs, explanation of worker-as-client, and introduction to social work strategies and service in the workplace. Pr. open to social science majors and graduate students or consent of instructor.
- 595 Information Technology in the Human Services (3:3).** Exploration of impact of information technology on human services, including effects on service delivery, confidentiality issues, management, and new roles for social workers. Includes hands-on computer experience. Pr. one course in social research methods or introduction to computers or consent of instructor.

DEPARTMENT OF SOCIOLOGY

(337 Graham Building)

Daniel O. Price, Burlington Industries Professor and Head of Department

Professors Burgess, Humphrey; Associate Professors Knox, Lindsay, Luebke, Pratto, Rallings; Assistant Professors Adams, Allen, Brown, Markham, Mitchell; Lecturer Matsik.

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 pp. 53-54 for listing 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.

Required Courses

SOC 313, 314, 318, 495.

In addition to the above courses, students are required to complete any three of the following:

SOC 326, 327, 339, 343, 427, 428, 436, 451.

Four courses at the 400 or 500 level. (427, 428, 436, 495 count toward completion of this requirement.)

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 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

A minimum of 24 hours, including SOC 313, 314, 318, 495.

In addition to the above courses, students are required to complete any three of the following:

SOC 326, 327, 339, 343, 427, 428, 436.

Four courses at the 400 or 500 level. (427, 428, 436, 495 count toward completion of this requirement.)

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 in Chapter 5 for full explanation.)

1. One course in speech or clearance.
2. HEA 201.
3. PSY 221.
4. EDU 381, 450, 453, 465, 470.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Sociology Double Major

24-36 hours in sociology, including the required courses and levels (some courses may fulfill requirements for both majors — see your adviser); 24-36 hours in another approved major.

Sociology Minor

A student may take a minor in sociology by taking and passing at least 18 hours of work in sociology at the 200 level or above. Six hours of this work must be at the 400 or 500 level.

SOCIOLOGY COURSES (SOC)

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 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 theories of social psychology, socialization, social perception, acquisition of self, sex roles, social interaction, attitude, opinion and behavior change, group dynamics. May not be taken for credit if student has had PSY 347 or SOC 571. Knox. (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; 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).** Opportunity for students to apply major social science theories to the conceptualization of problems faced by social workers. Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. Pr. 310, SWK 215, 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. Allen. (SBS).
- 314 Introduction to Data Analysis (3:2:1).** Application of statistical concepts and procedures to sociological inquiry. Topics include elementary descriptive and inferential procedures and use of computers in data analysis. Pr. one introductory course in social science or consent of instructor.
- 317 Criminal Justice (3:3).** Adjudication of criminal defendants from arrest through appellate process. Special attention given to current issues in administration of justice, e.g., the death penalty, plea bargaining, alternatives to incarceration. Humphrey. (SBS).

- 318 Introduction to Methods and Research (3:3).** Topics include the function of theory in research, concept formation, study design, and assessment of data collection and analysis strategies. Also included are critical analyses and interpretations of selected research. Pr. one introductory course in a social science or consent of instructor. (SBS).
- 324 Criminology (3:3).** Consideration of legal aspects of crime, its causation, patterns of criminal behavior, and victimization. Attention given to selected current issues in detection, apprehension, and adjudication of criminal offenders. Humphrey. (SBS).
- 326 The Community (3:3).** Recent changes and current structure of American communities, with special attention to urbanization, bureaucratization, industrialization, social class systems, land use, inter-organizational relationships, urban life styles, and community power. Pr. 211 or consent of instructor. 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).
- 361 Sociology of Health (3:3).** Analysis of socio-cultural aspects of health and illness. Consideration given to definitions of health, social distribution of illness, formal and informal organization of health professions and institutions, national health care systems. Pr. one course in sociology or consent of instructor. Brown.
- 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).
- 400 Contemporary Soviet Society (3:3).** Examination of major social institutions and social problems. Emphasis on assessing impact of ideology, modernization, and traditional cultural values on the evolution of Soviet society. Pr. 211 or consent of instructor.
- 407 Women and Work (3:3).** Comprehensive examination of women's participation in contemporary U.S. labor force and work organization and implications of such participation for women and men, for work organizations, and for society. Pr. 211 or consent of instructor. Markham.
- 413 Corrections and Penology (3:3).** Major sociological issues concerning the process of sentencing, incarceration

tion, and rehabilitation of juvenile and adult criminal offenders. Current correctional procedures and alternatives. Pr. 6 hours of sociology or consent of instructor. Humphrey.

- 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.
- 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.
- 428 Collective Behavior (3:3).** Systematic study of such forms of relatively unstructured social behavior as crowds, fashion and fads, public opinion, propaganda, mass phenomena, and social movements. Pr. one course in sociology or consent of instructor. Luebke.
- 429 Sociological Perspectives on Women (3:3).** Inquiry into status of women in society with emphasis on socialization, structural and institutional relationships, and continuities and discontinuities in women's roles across the life cycle. Pr. one course in sociology. Adams.
- 436 Social Stratification (3:3).** Structural inequality in modern society: class, caste, prestige, and power systems. Examination of social, psychological, and structural differentials among various status groupings; elitism vs egalitarianism; patterns of mobility; stratification and social organization — consensus, conflict, and change. Burgess.
- 451 Sociology of Work Organizations (3:3).** Analysis of relationships of individuals to work organizations and the relationships between individuals in organizations. Special attention to

breakdowns in organizational functioning, satisfactions and dissatisfactions of individuals in work organizations, informal relationships and power within organizations, integration of skilled professionals into organizations, unionization and organizational conflict, and implications of increasing bureaucratization for citizens and society. Pr. 211 or consent of instructor. Markham.

- 491 Current Topics in Population (3:3).** 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.
- 493-494 Honors Work (3)-(3).**
- 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 student wishes to work.

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.
- 518 Advanced Data Analysis (3:2:2).** Application of advanced statistical concepts and procedures to sociological inquiry. Topics include multiple and partial correlation, regression, analysis of variance, and covariance. Computer application to data processing and statistical analysis included. Pr. 314 or consent of instructor.
- 521 Juvenile Delinquency (3:3).** Social dimensions of juvenile delinquency; causation, prevalence, current trends.

Course Descriptions

- Legal processing of delinquents by police, courts, and correctional agencies, including diversion from the courts and alternatives to incarceration. Humphrey.
- 522 Seminar in Population and Urban Studies (3:3).** Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources. Pr. consent of instructor. Same as GEO 522. Mitchell.
- 526 Comparative Minority Relations (3:3).** Comparative study of ethnic, racial, religious, and cultural conflict in Third World and industrialized societies. Attention to 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 in sociology or consent of instructor. Burgess.
- 533 Political Sociology (3:3).** 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 field of large-scale organization or consent of instructor. Luebke.
- 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.
- 552 Sociology of Science and Technology (3:3).** Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting. Pr. six hours of sociology at 300 level or above or consent of instructor.
- 553 Sociology of Occupations and Professions (3:3).** Nature and significance of work; culture 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. Brown.
- 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. 314, 318, 355, or consent of instructor. Rallings. Not offered every year.
- 561 Sociology of Leisure (3:3).** 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.
- 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 enviroing society. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Lindsay.
- 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. 3 hours in sociology and 3 hours in psychology or consent of instructor. Knox.
- 572 The Small Group (3:3).** How small groups form, function, and dissolve, considering especially the fundamental

process involved: communication, conformity, cohesiveness, leadership, and status differentiation. Theory, research, and practical application emphasized equally. Pr. 3 hours in sociology and 3 hours in psychology or consent of instructor. Rallings.

- 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 in sociology or consent of instructor. Knox. 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).** Structural and social psychological theories of aging. Specific topics determined by students. Focus on critical review of current research. Pr. 3 hours in sociology or consent of instructor. Adams.
- 597, 598 Special Problems in Sociology (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.

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.**



SCHOOL OF BUSINESS AND ECONOMICS

(401 Business and Economics Building)

Philip Friedman, Professor and Dean of the School

James K. Weeks, Associate Professor and Associate Dean

The School of Business and Economics is organized into five academic departments and an instructional division, each of which offers a program leading to the Bachelor of Science degree. The Department of Economics also offers a liberal-arts-oriented program leading to the Bachelor of Arts degree.

Departments

Accounting

Economics

Finance

Information Systems and Operations Management

Management

Division

Business and Marketing Education

Additionally the School conducts two professional centers. **The Center for Applied Research** sponsors and conducts studies 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**, affiliated with the North Carolina Council for Economic Education, works to improve understanding of economic affairs, primarily in collaboration with state and local school systems.

ACCREDITATION

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.

SCOPE

Programs within the School of Business and Economics prepare students for careers in business, teaching, or government, or for graduate study. These programs combine the essentials of a professional education and the breadth of general education. A minimum of 40 percent of the degree program requirements must be taken in general education and liberal arts studies outside 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.

The essential components of a professional education in business and economics (Bachelor of Science degrees) include a common body of knowledge for breadth and opportunities for advanced work for depth in the various business and economics disciplines. The common body of knowledge requirements for Bachelor of Science majors within the School of Business and Economics include ACC 201, 202; ECO 201, 202, 350; FIN 340; ISM 350, 360; and MGT 312, 320, 330 (331 for Accounting majors), 491.

Evening courses serve working or part-time students. Noncredit courses, workshops, and special lectures and seminars by distinguished persons of national prominence promote continuing education for a diverse public.

Collaboration with North Carolina Agricultural and Technical State University (located in Greensboro) permits UNCG students to take courses not offered on the home campus—for example, Agricultural Economics or Agribusiness.

ADMISSION TO THE SCHOOL

A student must be formally admitted to the School and to the department or division in which a major is to be pursued. Only students who have formal, written acceptance into the School will be permitted to register in advanced courses and complete work for the major involved.

Criteria for Admission

1. 39 semester hours (at UNCG or in acceptable transfer credit) with a minimum quality point ratio of 2.0 (Admission to Accounting will require a minimum of 2.5 for 1986-1987 and a minimum of 2.7 for 1987-88).

NOTE: Selected academic units anticipate raising the minimum quality point ratio required for admission. This applies to students entering the University during and after 1985-86.

2. Completion of the following group of foundation courses with a minimum quality point ratio of 2.0 (on a 4.0 scale) either at UNCG or in acceptable transfer credit.

For students in Bachelor of Science programs:

ACC 201, 202; ECO 201, 202, 350; MAT 191; PSY 221; SOC 211

For students in Bachelor of Arts program:

ECO 201, 202, 350; MAT 191

Students may not enroll in more than 15 semester hours within the School beyond the foundation level courses cited above without being admitted to the School. Application for admission to a department within the School is possible while the students are still completing these foundation courses, but admission cannot be granted until they have been successfully completed.

Admission should normally be sought during the second semester of the sophomore year. **Students who appear to be following one of the School's curricula but who have not applied for admission may be prohibited from taking additional work within the School.**

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.

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. The School of Business and Economics cannot, at this time, accommodate persons who seek only to complete a series of courses in one field (such as Accounting or Management Information Systems). Those who enroll as candidates for second undergraduate degrees are expected to respect all course prerequisites and show evidence of orderly progress toward the second degree.

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.

Criteria for Continuing in the School

Majors who have been admitted to the School of Business and Economics must maintain a cumulative quality point ratio equal to or greater than the minimum quality point ratio required at the time of their admission to the School. Admitted majors whose cumulative quality point ratio falls below their admission quality point requirement will be placed on probation one semester and will be allowed to continue taking coursework within the School during that semester. At the end of the probation period, students must have achieved a satisfactory cumulative quality point ratio (i.e., equal to or greater than that required for their admission), to continue taking coursework in the School. Students on probation will not be allowed to enroll in MGT 491-Business Policy and Strategy.

TRANSFERS

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. As a general guide, courses taught mainly to freshmen and sophomores here will usually, but not always, be accepted in transfer from accredited two-year colleges. Courses numbered 300 and above generally will not be accepted in transfer credit from two-year institutions. However, credit for any course may be obtained by examination, and passing grades on CLEP examinations may be used to establish credit in a few courses.

SCHOLARSHIPS AND FELLOWSHIPS

Procedures and requirements for undergraduate scholarships are described in Chapter 7.

DEPARTMENT OF ACCOUNTING

(418 Business and Economics Building)

Charles D. Mecimore, Professor and Head of Department

Professors Webster, Woelfel; Assistant Professors Greenberg, Helms, Thibadoux, Instructor Bennett; Lecturers Brown, Cardwell, Drake (Vice Chancellor for Business Affairs), Goold, Johnson, Murden, Ogburn, Price.

The Accounting major prepares students to sit for the Certified Public Accountant examination in North Carolina.

Employment opportunities in public accounting firms, private industry, and government are excellent for skilled accountants. UNCG also offers a Master of Science degree program in Accounting.

ACCOUNTING MAJOR (Bachelor of Science)

Required:

1. Formal admission to the School of Business and Economics (See admission requirements above)
2. Acceptance by Department of Accounting
3. 129 semester hours

Liberai Education Requirements

1. One course in English composition or exemption
2. Three courses from humanities area (H)
3. MAT 191; one course in biology or chemistry or geography or physics (NSM)
4. PSY 221; SOC 211 (SBS)
5. Four additional courses, outside the School of Business and Economics, from any areas above (H, NSM, or SBS) or in an elementary foreign language

Major and Related Area Requirements

1. ACC 201, 202, 314, 315, 316, 420, 430, 440, 442, 443; one or two elective courses above the 200 level in Accounting (Transfer credit will be given for Accounting courses at the 300 level or above only by examination.)
2. ECO 201, 202, 350; FIN 340; ISM 350, 360; MGT 312, 320, 331, 491; COM 341
3. Two additional courses above the 200 level within the School of Business and Economics

Electives

Electives sufficient to complete 129 total semester hours required for degree. Not more than 75 hours may be taken in the School.

ACCOUNTING COURSES (ACC)

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.

310 Accounting for Not-for-Profit Organizations (3:3).

Accounting for governmental and other not-for-profit organizations. Pr. 202 or 500, junior standing.

314 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 introduced and examined. Night tests in addition to above contact hours. Pr. 202 or 500, admission to Department or other professional program approved by Department, junior standing.

315 Intermediate Accounting II (3:3).

Continuation of 314 with primary attention to theory and procedures involving noncurrent items. Relevant literature analyzed. Night tests in addition to above contact hours. Pr. 314, admission to Department or other professional program approved by Department.

316 Intermediate Accounting III (3:3).

Continuation of 315 with primary attention to theory and reporting procedures. Relevant literature analyzed.

Night tests in addition to above contact hours. Pr. 315, admission to Department or other professional program approved by Department.

420 Income Tax Accounting (3:3). Tax structure and tax principles. Accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. 202 or 500, admission to School or other professional program approved by School, junior standing.

421 Advanced Income Tax Accounting (3:3). Continuation of 420 dealing with principles of federal income taxation. Consideration of special accounting problems as well as the tax problems of partnerships, corporations, estates, and trusts. Pr. 420, admission to Department or other professional program approved by Department.

430 Cost Accounting (3:3). Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making. Pr. 202 or 500, admission to School or other professional program approved by School, junior standing.

440 Auditing (3:3). Theory and practice of the independent examination of financial and operating data for external reporting. Professional ethics of the public practice of accountancy; auditing standards and procedures. Includes attention to authoritative literature. Pr. 316, 420, 430, ECO 350, admission to Department or other professional program approved by Department.

441 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. 316, admission to Department or other professional program approved by Department.

- 442 Advanced Accounting Problems (3:3).** Partnerships, special sales contracts, consolidations, fiduciaries, institutional entities, foreign exchange. Pr. 315, admission to Department or other professional program approved by Department.
- 443 Accounting Information Systems (3:3).** Designed to provide an understanding of computerized systems for management and control of accounting data. Emphasis given to integration with overall accounting system. Pr. 314, admission to Department or other professional program approved by Department.
- 444 Advanced Auditing (3:3).** Continuation of 440. Consideration given to practical problems in internal control, systems, and operational auditing. Pr. 440, admission to Department or other professional program approved by Department.
- 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. 316 and senior standing and permission of faculty of Department of Accounting. May be repeated for credit with approval of Department Head.

For Advanced Undergraduates and Graduates

- 500 Survey of Financial 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. admission to MBA program or other master's degree programs with consent of Director of the MBA Program.

For Graduates

- 600 Survey of Managerial Accounting (3:3).**
- 601 International 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).**
- 699 Thesis (3).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**



DEPARTMENT OF ECONOMICS

(462 Business and Economics Building)

Albert N. Link, Professor and Head of Department

Professors Friedman (Dean of the School of Business and Economics), Hirsch, Seaks, Shelton; Associate Professors Allen (Director of Center for Economic Education), Caldwell, Layson, Leary, McCrickard, Neufeld; Assistant Professors Connolly, Kemme, Snowden; Instructor Leyden; Lecturers Pennell, Redmond, Wishon; Visiting Assistant Professor Ruiz-Mier.

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 concerned with such issues as inflation, unemployment, international trade and finance, energy scarcity, population pressures, urban decay, environmental pollution, poverty, and discrimination.

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 or applied 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 UNCG 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. Social studies teacher certification is available.

ECONOMICS MAJOR (Bachelor of Arts)

Required

1. Formal admission to the School of Business and Economics (see admission requirements above)
2. Acceptance by the Department of Economics
3. 122 semester hours

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses from humanities area (H)
3. MAT 191; one additional course from natural sciences and 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 areas above (H, NSM, or SBS), or in an elementary foreign language.

Major and Related Area Requirements

1. ECO 201, 202, 327, 345, 346, 350
2. Economics electives above the 100 level of not fewer than 9 or more than 18 semester hours

Electives

Electives sufficient to complete 122 total semester hours required for degree. Not more than 72 hours may be taken in the School.

ECONOMICS MAJOR (Bachelor of Science)**Required**

1. Formal admission to the School of Business and Economics (see admission requirements above)
2. Acceptance by Department of Economics
3. 122 semester hours

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses from humanities area (H)
3. MAT 191; one course in biology or chemistry or geography or physics (NSM)
4. PSY 221; SOC 211 (SBS)
5. Four additional courses, outside the School of Business and Economics, from any areas above (H, NSM, or SBS), or in an elementary foreign language.

Major and Related Area Requirements

1. ECO 201, 202, 327, 345, 346, 350
2. Economics electives above the 100 level of not fewer than 18 or more than 24 semester hours. SBE courses approved by the department may be substituted for up to 9 semester hours of economics electives.
3. Related areas: ACC 201, 202; FIN 340; ISM 350, 360; MGT 312, 320, 330, 491

Electives

Electives sufficient to complete 122 total semester hours required for degree. Not more than 72 hours may be taken in the School.

ECONOMICS MINOR

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

DOUBLE MAJOR

Students who double major in economics and another field must meet all the requirements specified for both majors.

ECONOMICS COURSES (ECO)

For Undergraduates

101 Introduction to Economics (3:3).

Introduction to basic economic concepts and reasoning with applications to the contemporary American economy. Open to freshmen; not open to persons with credit for 201, 202, or equivalent. (SBS), (CSBS).

201 Principles of Microeconomics (3:3).

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).

Introduction to elementary macroeconomic principles and methods of analysis. 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).

260 Current Issues in Economics (3:3).

Economic analysis of current issues. Topics vary. Issues include trade policy, macroeconomic policy, environment and energy, discrimination, Social Security, regulation, education, health care, tax policy, agriculture,

stock market. Pr. 201, 202, or consent of instructor. (SBS).

311 Managerial Economics (3:3).

Economic issues of the modern corporation. Topics include: nature of corporation and role of manager, demand, market structure, competitive strategies, finance, cost and supply, pricing, R&D, mergers, and advertising. Pr. 201, 350, admission to School of Business and Economics or other professional program approved by the School. (SBS).

312 Productivity and Technological Change (3:3).

Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, R&D management, patenting, and technology assessment. Pr. 201.

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.

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. International as well as domestic monetary analysis. Pr. 202. (SBS).
- 336 Consumer Economics (3:3).** Application of economic principles to problems of consumer in his effort to maximize utility. Analysis of consumer movement and of role of government in 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 consumer, business firm, and nation considered. Pr. 201, MAT 191, admission to School of Business and Economics (for B.S. majors) or other professional program approved by the School. (SBS).
- 346 Intermediate Macroeconomic Theory (3:3).** Intermediate level analysis 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 I (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. Student may not receive credit for STA 371, SOC 314, or PSY 310, and ECO 350. Pr. MAT 191.
- 351 Economic and Business Statistics II (3:3).** Continuation of 350. Multiple regression, time series analysis, simple forecasting, basic econometric models, nonparametric methods applied to case studies in business, economics, and accounting. Use of TSP computer program. Pr. 201, 202, 350, MAT 191, ACC 201, 202, and admission to the School of Business and Economics or other professional program approved by the School.
- 360 International Monetary Economics (3:3).** Analysis of balance of payments and alternative international monetary systems. Monetary and fiscal policies under the gold standard, fixed exchange, and flexible exchange systems. Breakdown of the Bretton Woods system and the current exchange rate policies of central banks. Pr. 327.
- 363 European Economic History (3:3).** Study of evolution of European economics 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 (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 Government and Business (3:3).** Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation. Pr. 201. (SBS).
- 493-494 Honors Work (3:3)-(3:3).**
- 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. May be repeated for credit with approval of Department Head.

For Advanced Undergraduates and Graduates

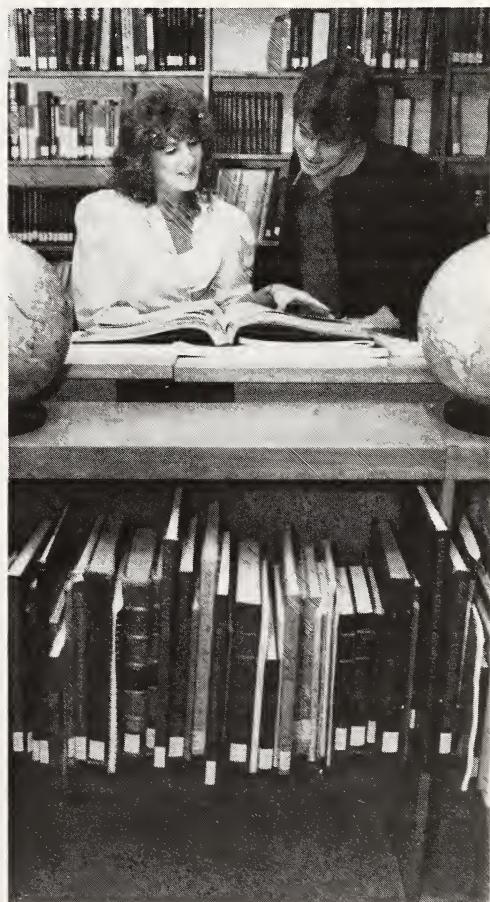
- 500 Quantitative Methods in Business and Economics (3:3).** Fundamental quantitative analysis for business, including market equilibrium models, national income models, cost and revenue functions, optimization methods, basic statistical methods. Pr. MAT 119 or equivalent; admission to MBA program or other master's degree programs with consent of Director of MBA program.
- 510 Law and Economics (3:3).** Applies economic theory in analysis of law. Presents framework for analysis, examines legal system and various fields of law, studies public regulation, reviews economic analyses of crime, and examines alternative views of legal process. Pr. 201.
- 513 Directed Studies in Economics (3).** Individual study of economic problems with emphasis on areas of special interest to the student. Regular conferences with instructor required. Pr. 12 s.h. of economics, including 201, 202, and consent of instructor. (Formerly 551).
- 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.
- 518 American Economic History: 1865 to Present (3:3).** Evolution of the American economy from the Civil War to present. Emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth. Pr. 201 or consent of instructor. Same as HIS 518.
- 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 Topics in Public Finance (3:3).** Examination of 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, 345, or permission of instructor.
- 530 Urban and Regional Economics (3:3).** Application of analytical tools and economics to explain 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.
- 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 less developed nations. Pr. 201.
- 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.
- 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.
- 554 Econometrics (3:3).** Empirical study of economic relationships. Basic economic models such as demand equations, consumption functions, supply models estimated using economic data. Computer used to implement the least squares computations. Pr. 201 and 350, equivalents, or consent of instructor. (Formerly 552).

- 555 History of Economic Thought (3:3).** Main currents in evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century. Pr. 202.
- 560 Topics in International Economics (3:3).** Mechanism and theory of international trade. Selected current problems in international economic and commercial policies. Pr. 345 or 360 or permission of instructor.
- 570 Topics in Labor Economics (3:3).** Deals with advanced theory and current research relating to wage and employment determination. Topics include labor supply and demand theory, investments in human capital, job search theory, migration, unemployment, unions, theories of discrimination, income distribution theory, and public policy. Pr. 345 or 370 or permission of instructor. (Formerly 624).
- 575 Industrial Organization and Public Policy (3:3).** Theoretical and empirical study of large firm in relation to its rivals, suppliers, and customers. Use of microeconomic theory and industry studies to understand the nature of competition and consequences of imperfect competition in an enterprise economy. Advanced analysis of anti-trust policies and other methods used by government to regulate markets. Pr. 345 or permission of instructor (Formerly 660).

For Graduates

- 611 Managerial Economics (3:3).**
- 612 Economic Environment of the Firm (3:3).**
- 613 Directed Studies in Economics II (3).**
- 645 Advanced Microeconomics I (3:3).**
- 646 Advanced Macroeconomics I (3:3).**
- 647 Advanced Microeconomics II (3:3).**
- 648 Advanced Macroeconomics II (3:3).**
- 652 Advanced Economics and Business Statistics I (3:3).**
- 653 Advanced Economics and Business Statistics II (3:3).**
- 654 Econometrics II (3:3).**
- 655 Modeling Economic Systems (3:3).**

- 660 International Monetary Economics (3:3).** (Formerly 661).
- 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 (3:3).**
- 699 Thesis (3).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**



DEPARTMENT OF FINANCE

(441 Business and Economics Building)

G. Donald Jud, Professor and Head of Department

Professors Cline, Flanigan, Johnson; Associate Professors Balbirer, Wingle; Lecturers Kimbro, Oglesby.

The undergraduate finance program deals with the theory, organization, and operation of the financial system from both a market and a managerial viewpoint. Students are expected to develop analytical abilities and to present their analyses in both written and oral form.

The Department of Finance offers a Bachelor of Science degree with a major in finance. Undergraduate majors in finance may select a concentration in financial management or in risk management and insurance.

A concentration in financial management may lead to managerial positions in controllership or treasury work in nonfinancial businesses as well as a wide array of careers in the financial service industry. A concentration in risk management and insurance may lead to positions in the risk management departments of public agencies and private corporations as well as insurance companies. The education received in either program can lead to responsible managerial positions.

At the graduate level, the department offers courses in finance and risk management as part of the Master of Business Administration (MBA) program.

FINANCE MAJOR (Bachelor of Science)

Required

1. Formal admission to the School of Business and Economics (see admission requirements above)
2. Acceptance by the Department of Finance
3. 122 semester hours

Concentrations

Financial Management
Risk Management and Insurance

Liberal Education Requirements (Both concentrations)

1. One course in English composition or exemption
2. WCV 101, 102; one additional course from humanities area (H)
3. MAT 191; one additional course in biology or chemistry or geography or physics (NSM) (recommended: BIO 105 or CHE 106 or GEO 111 or PHY 305)
4. PSY 221; SOC 211 (SBS)
5. PSC 200; three additional courses, outside the School of Business and Economics, from any areas above (H, NSM, or SBS) or in an elementary foreign language

Major and Related Area Requirements For Both Concentrations

1. FIN 340, 341, 342, 370
2. Related areas: ACC 201, 202; ECO 201, 202, 311, 327, 350; ISM 350, 360; MGT 312, 320, 330, 491; ENG 102; COM 341

Financial Management Concentration

1. FIN 441, 449
2. Two of the following: ACC 430; FIN 471; ECO 351, 552, or 553

Risk Management and Insurance Concentration

1. FIN 471, 472
2. Two of the following: ACC 420; FIN 441, 473

Electives

Electives sufficient to complete 122 total semester hours required for the degree. Not more than 72 hours may be taken in the School.

FINANCE COURSES (FIN)**For Undergraduates****300 The Management of Personal**

Finance (3:3). Personal budgeting and accounting; borrowing money; buying on credit, personal income tax returns; saving and wise investment of savings; insurance; home ownership. May not be taken for credit in the major by accounting, finance, management, and economics majors, but must be counted toward maximum permissible hours in the school.

310 Fundamentals of Real Estate (3:3).

Examination of principles, practices, and policies affecting real estate markets. Topics include the nature of real property, mortgages, real estate financing, and real property law.

340 Business Finance I (3:3).

Recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment, and financial structure. Pr. admission to the School of Business and Economics or other professional program approved by the School.

341 Business Finance II (3:3).

Theory and practical application of capital budgeting, cost of capital and capital

structure analysis, working capital management, and financial analysis and planning. Pr. 340, admission to the School of Business and Economics or other professional program approved by the School.

342 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, admission to the School of Business and Economics or other professional program approved by the School.

370 Principles of Risk Management and Insurance (3:3). Investigation of risk and the risk management process including the role of insurance. Social insurance, financial planning issues, employee benefits and pension and retirement planning are included. Pr. junior standing.

411 Real Estate Finance (3:3). Working knowledge of real estate finance. Topics include mortgage markets and institutions, methods and practices of

real estate finance, and real estate appraisal and investment analysis. Pr. 340.

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 and financial markets. Government policy objectives and regulations as influences on the financial system. Pr. 340, ECO 202, 327, admission to the School of Business and Economics or other professional program approved by the School.

444 International Finance (3:3). Examination of international finance from standpoint of the firm. Topics include international money and capital markets, foreign exchange markets, investments in foreign operations, as well as financing strategies for foreign operations. Pr. 340, ECO 360.

449 Seminar in Finance (3:3). Independent study, research, and class discussion covering a topic or group of related topics of current interest in financial theory, policy, or practice. Topics may vary each semester. Pr. 340, 341, 342, senior standing or consent of instructor.

471 Life Insurance and Financial Planning (3:3). Emphasis on life insurance in the financial planning process. Explores the role of savings and investment and the creation, preservation, and taxation of wealth. Pr. 340, admission to the School of Business and Economics or other professional program approved by the School.

472 Property and Liability Insurance (3:3). Examination of 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, admission to the School of Business and Economics or other professional program approved by the School.

473 Risk Management (3:3). Examination of risk management process of the firm involving identification measurement and treatment of business exposures to loss by pure risk. Pr. 370, admission to the School of Business and Economics or other professional program approved by the School.

499 Problems in Finance (3:3). Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of finance. Topics may vary from semester to semester. Open to senior majors or others by consent of instructor. May be repeated for credit with approval of Department Head.

For Graduates

613 Directed Studies (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).

663 International Financial Management (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).

695 Seminar and Research (3).

699 Thesis (3).

800 Graduate Registration.

801 Graduate Registration.

DEPARTMENT OF INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

(479 Business and Economics Building)

Gerald L. Hershey, Professor and Head of Department

Professors Crews, Grill; Associate Professors Eatman, Ehrhardt, Loy, Steele, Weeks (Associate Dean); Adjunct Associate Professor Cheng; Assistant Professors McClelland, Taube, White; Instructor Kini; Lecturers Cox, Flake, Jarrard, Karsnak, Klepfer, Latimer, Thies.

The Department emphasizes active participation by students in both professional organizations and internships. Microcomputer labs are available for student use. Career planning and placement assistance is provided.

These programs pursue study of contemporary application of automation and computer technology in management systems, production-manufacturing systems, office systems, and information systems. Career opportunities are excellent. Internships are available to qualified majors.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT MAJOR (Bachelor of Science)

Required

1. Formal admission to the School of Business and Economics (see admission requirements above)
2. Acceptance by the Department of Information Systems and Operations Management
3. 122 semester hours

Concentrations

Management Information Systems
Office Systems Administration
Operations Management

Liberal Education Requirements (All Concentrations)

1. One course in English composition or exemption
2. Three courses from humanities area (H)
3. MAT 191; one additional course in biology or chemistry or geography or physics (NSM)
4. PSY 221; SOC 211 (SBS)
5. Four additional courses, outside the School of Business and Economics, from any areas above (H, NSM, or SBS) or in an elementary foreign language.

Major and Related Area Requirements For All Concentrations

1. ISM 234, 309, 345, 350, 360
2. Related areas: ACC 201, 202; ECO 201, 202, 350; FIN 340; MGT 312, 320, 330, 491

Management Information Systems Concentration

1. ISM 300, 310, 351, 400, 452, 492
2. One of the following: 320, 361, 362, 413, 461, 499

Office Systems Administration Concentration

1. ISM 300, 320, 420, 472
2. One of the following: ISM 351, 413, 461, 499

Operations Management Concentration

1. ISM 461, 462, 430 or 463; ECO 311
2. One of the following: ACC 430; ECO 312, 319, 351; MGT 421 or ISM 430 or 499

Electives

Not more than 12 semester hours may be elected (for Management Information Systems concentration, not more than 6) from the School of Business and Economics. Students may not take more than 72 hours in the School.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT COURSES (ISM)

For Undergraduates

234 Introduction to Business Information Systems (3:3). Introduction to computer hardware, software, and program design for business applications; to BASIC programming language. Designed primarily for School of Business and Economics students.

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 COBOL Programming I (3:3). Introduction to the use of the COBOL language as a tool for solving business-related problems on digital

computers. Emphasis placed on problem analysis and structured programming. Pr. 234.

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. Pr. admission to Department or other professional program approved by Department.

310 COBOL Programming II (3:3). Advanced study of structured COBOL programming. Multiple dimensioned tables, multiple file handling, indexed and direct file access for business applications. Pr. grade of at least C in 300 and admission to Department or other professional program approved by Department.

- 311 Administrative Office Operations (3:3).** Study of administrative office systems and procedures. Particular emphasis on word processing, office procedures development, and office personnel issues. Pr. BME 111 or equivalent.
- 320 Office Systems (3:3).** Organization and concepts of office systems. Approaches to integration of various support systems. Office automation practice related to word processing, electronic mail, and user issues. Pr. junior standing or permission of instructor.
- 345 Microcomputers in Business Information Systems (3:3).** Theory and practical applications of microcomputers in a business environment. Hands-on experience with microcomputer languages and software relating to business information systems. Pr. 234 and admission to the Department or other professional program approved by Department.
- 350 Management Information System Concepts (3:3).** Survey of foundation concepts: system definition, constraints, relationship of MIS to data processing, organizational and behavioral implications, systems reliability, and social responsibilities. Pr. admission to School of Business & Economics or other professional program approved by the School.
- 351 Analysis of Management Information Systems (3:3).** Study of managerial decision-making requirements, information systems structures, data classification/coding, data base concepts, information output determination, and feasibility analysis. Pr. 300, admission to Department or other professional program approved by Department.
- 360 Production Management (3:3).** Survey on management of the production function of the organization with emphasis on design and control decisions. Qualitative and quantitative problem-solving methodologies presented to enhance managerial competence in the production function of manufacturing and service organizations. Pr. admission to School of Business & Economics or other professional program approved by the School.
- 361 Assembler Programming (3:3).** Examination and utilization of assembly language with an emphasis on understanding how a one-for-one machine language operates. Pr. 300.
- 362 RPG II Programming (3:3).** Analysis of RPG II to prepare and generate business reports. Emphasis on problem solving techniques. Pr. 300 or permission of instructor.
- 400 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 data-base environment. Pr. 310, admission to Department or other professional program approved by Department.
- 410 Office and Data Systems Analysis (3:3).** Processes and problems in analysis of such support systems as data processing, word processing, administrative support, etc. May involve field-based analysis experiences. Pr. 310, admission to Department or other professional program approved by Department.
- 413 Internship in Information Systems and Operations Management (1 to 3).** Relevant internship experiences in information systems and/or operations management. Approved plan required prior to internship. May be taken twice for a maximum of six semester hours. Pr. admission to Department or other professional program approved by Department, junior or senior standing, and consent of instructor.
- 420 Office Systems Analysis and Design (3:3).** Approaches and tools used in analysis and design of such office

- systems as word processing, record systems, etc. Development of techniques for assessing office productivity. Pr. 320 and admission to the Department or other professional program approved by Department. (Normally only offered in Spring semester).
- 430 Quantitative Business Analysis (3:3).** Survey 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. admission to School of Business & Economics or other professional program approved by the School.
- 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. 310, 351.
- 461 Production and Inventory Control (3:3).** Analysis of development, execution, and control of an operating plan for an organization, including discussions of material and capacity control, quality control, and Japanese techniques. Cases and a term paper/project. Pr. 360, admission to Department or other professional program approved by Department.
- 462 Inventory Systems Planning (3:3).** Major topic areas covered include forecasting, aggregate production planning, and independent demand inventory systems. Cases and a project/term paper used. Pr. 360, ECO 350.
- 463 Production/Operations Management Simulation (3:3).** Seminar simulating operation of a complex business enterprise. Student teams operate competing firms in an industrial environment simulated by a computer. Pr. 360.
- 472 Advanced Office Systems (3:3).** Study of advanced topics in office systems and office automation. In-depth analysis of selected issues. May involve field-based research. Pr. 420, admission to Department or other professional program approved by Department. (Normally only offered in Fall semester).
- 492 Advanced Topics in Business Information Systems (3:3).** Advanced study of topics of interest to those in Business Information Systems concentration. Group discussions and study emphasized. Pr. 400, 452, admission to Department or other professional program approved by Department.
- 498 Independent Study (1 to 3).** Individual study of issues or problems in information systems and/or operations management. Student must arrange time and course requirements with instructor prior to registration. Pr. senior standing and permission of faculty of Department.
- 499 Problems in Information Systems and Operations Management (3:3).** Independent study and research with class discussion covering a topic or group of related topics of current interest in information systems and/or operations management. Pr. consent of instructor. May be repeated for credit with approval of Department Head.

For Advanced Undergraduates and Graduates

- 501 Information Systems in Management (3:3).** Relationship between managerial decision-making and information systems. Information systems in the organization. Systems analysis and design concepts. Role of data processing computers and telecommunications in information systems. Pr. admission to MBA program or other masters degree programs with consent of Director of the MBA program.
- 519 Business Report Writing (3:3).** Continuation of 309. Emphasis on organizing and writing realistic business

reports, including research methodology which precedes report preparation. Pr. 309 or permission of instructor.

- 535 Electronic Data Processing I—Basic Concepts (3:3).** Introduction to basic computer concepts. Development of understanding in computer programming at the machine language level. Intended primarily for teachers; not open to students with credit for 234 or equivalent.

For Graduates

- 601 Management Information Systems (3:3).**
- 602 Production and Operations Management (3:3).**
- 605 Business Data Analysis (3:3).**
- 613 Directed Studies in Information Systems and Operations Management (1 to 3).**

- 648 Operations Research (3:3).**
- 649 Topics in Operations Research (3:3).**
- 650 Management Decision-Making under Uncertainty (3:3).**
- 651 Systems Simulation (3:3).**
- 653 M.I.S. Programming Structures (3:3).**
- 656 The Computer As a Research Instrument (3:3).**
- 657 Decision Support Systems (3:3).**
- 658 Managing Databases and Information Resources (3:3).**
- 659 Seminar in Management Information Systems (3:3).**

DEPARTMENT OF MANAGEMENT

(366 Business and Economics Building)

Terry W. Mullins, Associate Professor and Head of Department

Professors Lucas, Miles, Moran (Chancellor of UNCG), Petit; Associate Professors Land, McEnally, Tullar; Assistant Professors Noteman, Novelli, Williamson; Visiting Assistant Professor Penland; Instructors Buttner, Taylor; Lecturers Brown, Burford, Cone, Delvecchio, Gryskiewicz, Hudson, Johnson, M. Jones, T. Jones, Petcash, Sowers.

The Department of Management offers a program of study leading to the Bachelor of Science degree. The objective of the undergraduate major in management is to provide liberally educated students with a broad exposure to the functional areas of business and a more comprehensive understanding of one of the managerial specialties through choice of a concentration:

Management Policy is the process of producing organizational effectiveness through planning, organizing, staffing, leading, and controlling. Activities range from supervising small groups to establishing strategy for a multinational corporation.

Marketing Management is concerned with the development and pricing of products, selection of distribution channels, and promotion of products to consumers. This concentration leads to careers in sales, sales management, advertising, and retailing as well as marketing management.

Merchandising Management leads to supervisory or management positions in retailing or related business operations.

Personnel Management places focus on skills and knowledge needed by the professional human resources manager: job analysis, recruiting, screening, selection, training and development, performance appraisal, job evaluation, and salary administration.

MANAGEMENT MAJOR (Bachelor of Science)

Required:

1. Formal admission to the School of Business and Economics (see admission requirements above)
2. Acceptance by the Department of Management
3. 122 semester hours

Concentrations

Management Policy
Marketing Management
Merchandising Management
Personnel Management

Liberal Education Requirements

1. One course in English composition or exemption
2. WCV 101, 102; one additional course from humanities area (H)
3. MAT 191; one course in biology, chemistry, geography, or physics (recommended: BIO 105 or CHE 106 or GEO 111 or PHY 305) (NSM)
4. PSY 221; SOC 211 (SBS)
5. PSC 200; three additional courses, outside the School of Business and Economics, from any areas above (H, NSM, or SBS) or in an elementary foreign language

Major and Related Area Requirements

Students are encouraged to select one of the optional concentrations listed below. Students who do not choose a concentration will be considered a "general management" major and must meet the same minimum semester hour requirements in the department as those selecting a concentration.

For All Concentrations

1. MGT 310, 312, 320, 330, 491
2. Related areas: ACC 201, 202; ECO 201, 202, 311, 350; ISM 350, 360; FIN 340; ENG 102; COM 341
3. One approved elective in the School of Business and Economics

Management Policy Concentration

MGT 314, 514, 517

Marketing Management Concentration

Three of the following: MGT 306, 421, 422, 524

Merchandising Management Concentration

MGT 306, 507, 508, 518, 550

Personnel Management Concentration

MGT 517, 535; MGT 314 or ECO 370

Electives

Electives sufficient to complete 122 total semester hours required for the degree. Not more than 72 hours may be taken in the School.

MANAGEMENT COURSES (MGT)**For Undergraduates**

- 306 Introduction to Retailing (3:3).** Introductory course in the fundamentals of store organization, management, and merchandising.
- 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. 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).** 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.
- 315 Experimental Course: Business History (3:3).** Survey of the development of Western business practices and institutions. Exploration of the impact of business on society in an historical context. Pr. junior standing.
- 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).** Survey of the legal, political, and ethical environment in which business decisions are made. Anti-trust, taxation, labor, and consumer and creditor laws included. Federal and state laws covered. Pr. junior standing.
- 331 Legal Aspects of Business Transactions (3:3).** Subjects covered include court systems, contract and sales law, professional ethics, business political activities, anti-trust laws, and other matters of public policy. Pr. admission to Department of Accounting.
- 332 Legal Aspects of Management (3:3).** Securities regulations, negotiable instruments of law, and debtor and creditor rights included. Also covered are legal relationships-partnerships, corporations, and principals-agencies create internally and externally. Pr. 330 or 331, or junior standing and permission of instructor.
- 390 International Business (3:3).** Environmental issues in international business addressed as driving factors which increasingly bring about transcen-

- dence of national boundaries by business enterprises. Growth and structure of multinational business organizations analyzed. Pr. admission to School of Business & Economics.
- 421 Promotion Management (3:3).** Promotion process and decision criteria for making promotion management decisions. Emphasis on behavioral and communicative aspects of advertising, personal sales, and other promotional tools from a management decision-making viewpoint. Pr. 320, consent of instructor, and admission to School of Business & Economics or other professional program approved by the School.
- 422 Fundamentals of Marketing Research (3:3).** Marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis. Particular attention to assumption structure underlying each technique. Case studies and problem approach. Student develops programs of action on basis of marketing research results. Pr. 320, ECO 350, and admission to School of Business & Economics or other professional program approved by the School.
- 426 International Marketing (3:3).** Practical aspects of marketing goods across national boundaries. Documentary complexities of international marketing emphasized. Pr. 320, 390.
- 470 Small Business Management (3:3).** Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business. Pr. 312, 320, FIN 340, ISM 360.
- 475 Labor Law and Employment Relations (3:3).** National Labor Relations Act, Fair Labor Standards Act (including equal employment), and other statutes and court decisions relating to employment relations and their effect on managerial practices. Pr. 312 and 330 or 331.
- 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, FIN 340 and ISM 360, senior standing, and admission to School of Business & Economics or other professional program approved by the School.
- 493, 494 Honors Work (3:3), (3:3).** Pr. admission to School of Business & Economics or other professional program approved by the School.
- 499 Problems in Management (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. May be repeated for credit with approval of Department Head.

For Advanced Undergraduates and Graduates

- 507 Merchandise Analysis and the Sales Process (3:3).** Special problems involved in merchandising with emphasis on supervision of the sales process. Pr. 306 or departmental approval.
- 508 Operating Problems in Retailing (3:3).** Examination and evaluation of politics and practices in retailing, with emphasis on advertising and its economic significance. Pr. 306 or departmental approval.
- 514 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 514. Pr. admission to School of Business & Economics or other professional program approved by the School.

- 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. Pr. admission to School of Business & Economics or other professional program approved by the School.
- 518 Advanced Merchandising (3:3).** Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores. Pr. 306 or departmental approval.
- 524 Consumer Behavior (3:3).** Psychological and socioeconomic 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 socioeconomic groups. Pr. PSY 221 or 223 or MGT 312 or consent of instructor. Same as PSY 524.
- 530 The Environment of Business (3:3).** Covers major legal, political, and ethical concepts, anti-trust, labor, and consumer laws; the decision processes of legislative bodies and administrative agencies; and ethical questions involved in business decisions. Pr. admission to MBA program or other master's degree programs with consent of Director of the MBA program.
- 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.
- 550 Directed Business Practice (1-4:1:3-12).** Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. permission of instructor, admission to School of Business & Economics or other professional program approved by the School. Same as BME 550.
- For Graduates**
- 600 Organization Theory and Management Processes (3:3).**
- 604 Organizational Behavior and 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 Business Research Methods (3:3).**
- 613 Directed Studies (3).**
- 620 Marketing Management (3:3).**
- 621 Management of the Sales Force (3:3).**
- 622 Marketing Research (3:3).**
- 623 Industrial Marketing, Sales and Procurement (3:3).**
- 625 Studies in Consumer Behavior (3:3).**
- 629 Marketing Strategy (3:3).**
- 640 Retail Personnel Problems (3:3).**
- 661 Business in the International Economy (3:3).**
- 662 International Marketing Management (3:3).**
- 665 International Business Management (3:3).**
- 670 Entrepreneurial Management (3:3).**
- 675 Issues and Problems in Industrial Relations (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.**

DIVISION OF BUSINESS AND MARKETING EDUCATION

(476 Business and Economics Building)

James W. Crews, Professor (Department of Information Systems and Operations Management) and Director of Division

Professors Grill (Department of Information Systems and Operations Management), Lucas (Department of Management), Miles (Department of Management); Associate Professor Loy (Department of Information Systems and Operations Management); Lecturer Eagle.

Programs in this division develop, maintain, update, and promote business and marketing teacher education. Graduates are qualified and certified to teach in North Carolina secondary schools. Employment opportunities are excellent in community colleges and technical institutes as well as secondary schools.

Two majors are available in this division in two areas of teaching: business education and marketing education. While each major primarily prepares students to teach high school subjects germane to the business world, the strong foundation in business courses also prepares students for employment in the business world.

The Business Education major qualifies graduates to teach all business education subjects normally taught at the secondary school level. The Marketing Education major prepares graduates to teach marketing, merchandising, and management courses in secondary schools as well as courses in fashion merchandising, advertising, sales, wholesaling, and food marketing. Graduates have frequent opportunities to mix with the business community; the marketing education teacher is often an entrepreneur. Employment opportunities for graduates are excellent.

Financial Aid. The North Carolina Department of Public Instruction has financial aid available on a competitive basis to undergraduate students preparing to teach business education or marketing education. One type of aid is a pure scholarship of \$2,000 annually; another is a scholarship-loan of \$2,000 annually that may be repaid in cash or by teaching in North Carolina public schools one year for each \$2,000 scholarship received. Other financial aid sources are listed and explained in Chapter 7.

BUSINESS EDUCATION MAJOR (Bachelor of Science)

Required: 122 semester hours (125 semester hours for Basic Business Education concentration)

Concentrations

Comprehensive Business Education
Basic Business Education

Liberal Education Requirements for Both Concentrations

1. One course in English composition or exemption
2. Three courses from humanities area (H)

3. One course in biology or chemistry or geography or physics; one additional course from natural sciences and mathematics area (NSM)
4. Two courses, outside the School of Business and Economics, from social and behavioral sciences area (SBS)
5. Four additional courses, two of which must be outside the School of Business and Economics, from any areas above (H, NSM, or SBS), or in an elementary foreign language

Major and Related Area Requirements

Both Concentrations

1. BME 368, 463, 464, 465, 550, 555
2. Related areas: ACC 201, 202; ECO 201, 202, 350; FIN 340; ISM 234, 300, 309, 350, 360; MGT 312, 320, 330, 491
3. EDU 381, 450, 470; HEA 201
4. Satisfactory speech screening test
5. Physical Education activities: 2 semester hours
6. Competency in typewriting according to division standards

Comprehensive Business Education Concentration

1. Competency in shorthand according to division standards
2. ISM 320

Basic Business Education Concentration

ISM 345

Electives

Electives sufficient to complete the 122-125 total semester hours required for the degree to include at least one course outside the School of Business and Economics. Not more than 72 hours may be taken in the School (excluding BME 465).

MARKETING EDUCATION MAJOR (Bachelor of Science)

Required: 122 semester hours

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses from humanities area (H)
3. One course in biology or chemistry or geography or physics; one additional course from natural sciences and mathematics area (NSM)
4. Two courses, outside the School of Business and Economics, from social and behavioral sciences (SBS)
5. Four additional courses, two of which must be outside the School of Business and Economics, from any areas above (H, NSM, or SBS), or in an elementary foreign language

Major and Related Area Requirements

1. BME 458, 465, 469, 555
2. Related areas: ACC 201, 202; ECO 201, 202, 350; FIN 340; ISM 309, 350, 360; MGT 306, 312, 320, 330, 491, 507, 508, 518, 550
3. EDU 381, 450, 470; HEA 201
4. Satisfactory speech screening test
5. Physical education activities: 2 semester hours

Electives

Electives sufficient to complete the 122 total semester hours required for the degree to include at least one course outside the School of Business and Economics. Not more than 72 hours may be taken in the School (excluding BME 465).

BUSINESS AND MARKETING EDUCATION COURSES (BME)

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 writing; 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.
- 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 Marketing Education (1 to 3).** Opportunity for students to work individually on a problem of special interest. Student should secure recommendation from an instructor and consult with the Division Director before registering for the course.
- 458 Curriculum and Methods of Teaching Marketing Education (3:3).** Role of the distributive education teacher with respect to curriculum development and instructional methodology. Pr. acceptance into a teacher education program or consent of instructor.
- 463 Teaching Practices and Curriculum in Business Education I (3:3).** Analysis and evaluation of planning instruction; equipment, materials, and supplies;

teaching strategies for special-needs groups; testing and evaluation; and teaching selected subject-matter areas. Emphasis on teaching typewriting and word processing, data processing, office occupations, accounting, or shorthand courses. Required of student teachers in business education. Pr. senior standing.

464 Teaching Practices and Curriculum in Business Education II (1:1). Analysis and evaluation of planning instruction; equipment, materials, and supplies; teaching strategies for special-needs groups; testing and evaluation; and teaching selected subject-matter areas. Emphasis on teaching business communications, business dynamics, business economics, business law, business management, and introduction to business. Required of student teachers in business education. Pr. 463.

465 Supervised Teaching (9). Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for at least ten weeks. Pr. 463, 464.

469 Organization of Marketing/Distributive Education Programs (3:3). Role of distributive education, responsibilities of marketing/distributive education teachers and curriculum patterns. Emphasis on conduct of successful marketing/distributive education program. Pr. acceptance into a teacher education program or consent of instructor.

For Advanced Undergraduates and Graduates

550 Directed Business Practice (1-4:1:3-12). Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. permission of instructor. Same as MGT 550.

555 Coordination of Cooperative Vocational Education Programs (3). Phi-

losophy, 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 division director. Same as HEB 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 division director. Same as HEB 598.

599 Selected Topics in Business and/or Marketing Education (1 to 3). Study of topics of common interest to those interested in business and/or marketing education. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied. May be repeated for credit if content is changed. Pr. division approval.

For Graduates

610 Research in Business and Marketing Education (3:3).

611 Analysis of Research (3:3).

612 Field Study (1 to 3).

613 Independent Study in Business and/or Marketing Education (1 to 3).

614 Testing and Evaluation in Business and Marketing Education (3:3).

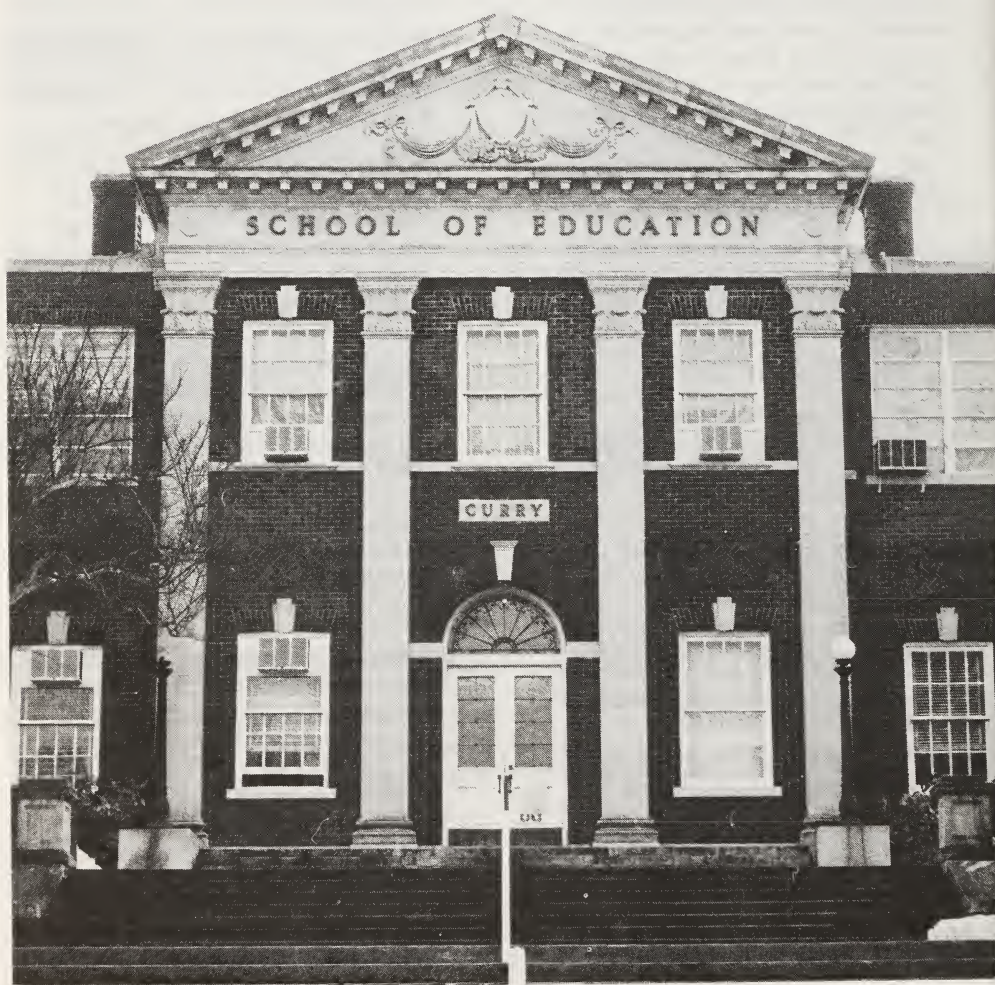
615, 616 Seminar in Teaching (1:1), (1:1).

620 Major Issues in Business and Marketing Education (3:3).

Course Descriptions

- 624 Administration and Supervision in Business and Marketing Education (3:3).
- 625 Curriculum Problems in Business and Marketing Education (3:3).
- 629 The Instructional Program in Vocational Office Education (3:3).

- 633 Principles and Philosophy of Vocational Business and Marketing Education (2 to 3).
- 699 Thesis (3).
- 800 Graduate Registration.
- 801 Graduate Registration.



SCHOOL OF EDUCATION

(Curry Building)

David H. Reilly, Professor and Dean of School

Marilyn Haring-Hidore, Associate Professor and Associate Dean

The School of Education comprises five departments, two centers, and a research laboratory.

Departments

Counseling and Specialized Educational Development

Curriculum and Educational Foundations

Educational Administration, Higher Education, and Educational Research

Library Science and Educational Technology

Pedagogical Studies and Supervision

Centers

Center for Educational Research, Service, and Evaluation

Center for Educational Studies and Development

Research Laboratory

Computer-Assisted Research Laboratory for Information Sciences, Libraries, and Education (CARLISLE)

All of these departments are engaged in graduate programs leading to master's specialist's, and doctoral degrees. The Department of Pedagogical Studies and Supervision offers an undergraduate degree as well; its Bachelor of Science programs prepare students for Class "A" certification in North Carolina. Majors are available in Elementary and Middle Grades Education.

The School of Education also supports programs in teacher education conducted under the auspices of other schools (music; dance, health, 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. Recent emphases in competency-based curricula and individualized programming contribute to new designs of teacher education programs.

The School of Education continues to seek realization of its goals as a professional school: to create and disseminate new knowledge in professional education, to engage in field services and apply research findings, to prepare practitioners, and to study the profession. A general discussion of Teacher Education may be found in Chapter 5, Special Academic Programs.

Departments of the School of Education are listed below with their respective faculties. Students seeking further information on graduate-level programs are referred to the **Graduate School Catalog**.

DEPARTMENT OF PEDAGOGICAL STUDIES AND SUPERVISION

John J. Van Hoose, Professor and Department Chairperson

Professor Edinger; Associate Professors Bowles, Irwin, Lee, Mitchell, S. Powers, Stoodt; Assistant Professors DeGuire, Haworth, W. Powers, Strahan.

Majors in this department are prepared to receive North Carolina Class "A" certification for teaching in public schools, grades K-9.

Admission to the University and admission to teacher education do not guarantee admission to the professional semesters in Elementary or Middle Grades Education. Eligibility to enter the first semester in Elementary Education requires, **in addition to admission to teacher education:**

A quality point ratio of 2.5 or better in the following collection of required courses:

PSY 221, CDF 302/EDU 201, ENG 101, BIO 101 or 105, CHE 106, PHY 305, GEO 103 or 211, MAT 301 and 302, ART 363, EDU 381, MUS 361, PE 341, HEA 341, one course in Literature (ENG 104, 105, 106, 107, 211, 212, 213, 251, 252, or CCI 205), one course in the Social Sciences (ATY 201, 211, SOC 201 or 211), and a U.S. History course (HIS 211 or 212)

Other courses may be substituted for the above with prior approval from a student's adviser.

Admission to Middle Grades Education requires, **in addition to admission to teacher education:**

A quality point ratio of 2.5 or better in the following collection of required courses:

ENG 101, BIO 105, HEA 201, PSY 221, PHY 305 or CHE 106, EDU 381, MAT 301 (or 303), MAT 302 (or 304), HIS 211 or 212, EDU 202, GEO 103 or 211, a Social Science elective (ATY 201, 211, SOC 201 or 211), and a Literature elective (ENG 104, 105, 106, 107, 211, 212, 213, 251, 252 or CCI 205)

Other courses may be substituted for the above with prior approval from a student's adviser.

Eligibility to enter the second professional semester in Elementary and Middle Grades Education (student teaching) requires achieving a quality point ratio of 2.5 or better in the first professional semester.

These requirements become effective with those students entering the University in the Fall of 1986.

The School of Education's Department of Pedagogical Studies and Supervision reserves the right to refuse admission where additional enrollments would threaten the academic quality of classes or programs. The size of each junior class coming into each semester of professional study in Elementary or Middle Grades Education is determined by the availability of clinical faculty for student practicum and student teaching experiences. Therefore, it may not be possible to assure space for every student who meets the criteria for admission to the professional semesters as specified above.

ELEMENTARY EDUCATION MAJOR (Bachelor of Science)

Required: 124-128 semester hours

Concentrations:

- Early Childhood Education (grades K-4)
- Intermediate Education (grades 4-6)

Liberal Education Requirements

1. One course in English composition
2. Three courses in humanities area including one course in literature (H)
3. Two courses from natural sciences and mathematics area (NSM)
4. Two courses from social and behavioral science area (SBS)
5. Four additional courses from any areas above (H, NSM, or SBS)

Major Requirements (For both concentrations)

1. EDU 201 (co-listed as CDF 302), 381
2. EDU 346, 430, 443, 444 (block semester)
3. EDU 461 or 462 (student teaching and seminar)
4. Electives: 0-9 semester hours

Elementary Certification Requirements

1. PHY 305; CHE 106; MAT 301, 302; GEO 212
2. One course in United States history; one course in sociology or anthropology or political science; one biology course; one literature course
3. ART 190, 363; MUS 361; PED 341; PSY 221; HEA 341. (These courses should be completed before the block semester.)

***Early Childhood Education Concentration**

1. EDU 202; CDF 532; COM 596
2. Three additional courses above the 100 level chosen with adviser's approval

***Intermediate Education Concentration**

At least 18 semester hours in **one** of the following areas:

English

History

Social Studies (anthropology, economics, geography, history, political science, sociology)

Mathematics

Science (biology, chemistry, earth science, physics)

Foreign Language

Language Arts

*Concentration requirements are **in addition to** Liberal Education and Certification requirements.

MIDDLE GRADES EDUCATION MAJOR (GRADES 6-9) (Bachelor of Science)

Required: 124-128 semester hours

Concentrations

Communication Skills
Foreign Language
Mathematics
Science
Social Studies

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses in humanities area including one course in literature (H)
3. Two courses from natural sciences and mathematics area (NSM)
4. Two courses from social and behavioral science area (SBS)
5. Four additional courses from any areas above (H, NSM, or SBS)

Major Requirements

1. EDU 202, 346, 381, 430, 443, 450, 470
2. EDU 451-459 or equivalent (two methods courses in area of concentration)
3. EDU 491 (individualized practice)
4. EDU 462 (student teaching and seminar)
5. 15-18 semester hours in **each** of **two** academic concentrations from the following areas:
Communication Skills
Foreign Language
Mathematics
Science
Social Studies
6. General Electives: 6 semester hours

(See listing of education courses at end of section.)

DEPARTMENT OF COUNSELING AND SPECIALIZED EDUCATIONAL DEVELOPMENT

*Gary J. Hoover, Associate Professor and Chairperson of the Department
Professors Bardon (Excellence Foundation), Franklin, Purkey, Vacc; Visiting
Professor Patterson; Associate Professors Haring-Hidore (Associate Dean), Karmel,
Osborne, Vallecorsa; Visiting Assistant Professor Marr.*

The counseling education program is fully accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

Counseling and Guidance Major

(Master of Education)

(Doctor of Education)

Special Education Major

(Master of Education)

Cross-Categorical Track

Gifted and Talented Track

(See listing of education courses at end of this section.)

DEPARTMENT OF CURRICULUM AND EDUCATIONAL FOUNDATIONS

David E. Purpel, Professor and Chairperson of the Department

Associate Professors Mengert, Shapiro.

A major component of this department is an undergraduate course, EDU 381, "The Institution of Education," which is required of all students who are planning to seek teacher certification.

Curriculum and Instruction Major

(Doctor of Education)

(See listing of education courses at end of this section.)

DEPARTMENT OF EDUCATIONAL ADMINISTRATION, HIGHER EDUCATION, AND EDUCATIONAL RESEARCH

Joseph E. Bryson, Professor and Chairperson of the Department

Professors Brubaker, Goldman, Jaeger, Sharma; Visiting Professor Snyder;

Associate Professor Busch; Visiting Assistant Professors O'Sullivan, Reid; Lecturer Thompson.

Programs of this department are accredited by the North Carolina State Department of Public Instruction, the Southern Association of Colleges and Schools, and the North Carolina Association of Teachers of Education.

Educational Research and Evaluation Major

(Master of Education)

(Specialist in Education)

EDUCATION COURSES (EDU)

For Undergraduates

- 201 Human Development I (3:3).** Introduction to current knowledge about human growth and development from conception to adolescence. Designed to contribute to student's general education as well as to subsequent professional development. Required for Early Childhood and Intermediate Education Majors.
- 202 Human Development II (3:3).** Introduction to current knowledge about human growth and development from adolescence to old age and death. Designed to contribute to student's general education as well as to subsequent professional development. Required for Early Childhood and Middle Grades Education Majors.
- 210 Career/Life Planning (3:3).** 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. 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).** 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 opportunity to observe classroom practice and to develop their own professional skills. Emphasizes organization and management of classroom, provision for individual differences, and evaluation of instruction. Provides introduction to working with exceptional children in 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 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 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. Offered ONLY during fall semester and must be taken as a block during entire fall semester in conjunction with student teaching.
- 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. Offered ONLY during fall semester and must be taken as a block during entire fall semester in conjunction with student teaching.
- 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. Offered ONLY during fall semester and must be taken as a block during entire fall semester in conjunction with student teaching.
- 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. Offered ONLY during fall semester and must be taken as a block during entire fall semester in conjunction with student teaching.
- 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. Offered ONLY during fall semester and must be taken as a block during entire fall semester in conjunction with student teaching.
- 461 Student Teaching and Seminar: Early Childhood (12).** Supervised student teaching in an early childhood setting (grades K-3) under 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 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 (9).** Supervised student teaching in junior or senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-

time teaching assignment for full semester in conjunction with methods course. Offered only during fall semester. Pr. 381, 450, 470.

470 Reading Education for Secondary and Special Subject Teachers (2:2).

Designed to prepare secondary and special subject teachers to deal with students who exhibit a variety of reading abilities. Emphasis placed upon understanding 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 student's major area 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).

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). Introductory course in applied descriptive statistics, correlational methods, and linear regression providing 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). Applied inferential statistics providing a conceptual foundation in applied probability, methods of estimation, hypothesis testing, and elementary analyses of variance. Concept learning, applications, computer analysis, and computational algorithms stressed. Pr. 501 or equivalent.

505 Counseling and Guidance of Special Populations (3:3). Examination of substantive and theoretical issues concerning counseling/guidance of special populations. In a given semester, focuses on either (a) intellectually talented; or (b) women entering or re-entering education or the work force. Pr. 310 or equivalent, graduate standing, or permission of instructor.

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. Grade: Satisfactory/Unsatisfactory, S/U.

510 Survey of Adult Education (3:3). Survey of concepts and history of the professional field of adult education and affiliated fields. Examination of role of 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 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 materi-

als, methods, and procedures in teaching fundamental operations.

519 Science in the Elementary School (3:3). Emphasis 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. Development of democratic citizens also a major consideration.

521 Curriculum and Teaching of the Language Arts in the Elementary School (3:3). Study of the language arts curriculum. Some consideration given to the implementation of research for classroom instruction. Attention to recent developments in the use of media, instructional techniques, and materials for instruction.

522 Diagnosing Learning Difficulties in Elementary and Junior High School (3:3). Procedures and techniques in the diagnosis of learning problems. Emphasis placed on assessment procedures related to learning processes. Practical application stressed through contact with school age children.

523 Bilingual-Bicultural Education (3:3). Legal and historical background of bilingual education in United States. Development and selection of materials, assessment of evaluation instruments, and techniques for integrating limited-English speakers into school

and society. Pr. consent of instructor.

524 Teaching Middle/Junior High School Science (3:3). Emphasizes helping teachers develop conceptual understandings and learning experiences for teaching science to adolescents. Includes selecting resources, materials, and field experiences to enhance scientific conceptual understandings. Pr. senior or graduate status or permission of instructor.

525 Practicum: Teaching English as a Second Language (3). Three-week practicum in a field setting approved by School of Education. Intern to perform all duties of the ESL teacher in the classroom. Pr. permission of instructor.

526 Middle Grades Curriculum and Instruction (3:3). Curricular and instructional principles, processes, and designs applicable to students in the middle grades. Particular emphasis given to exemplary middle school programs. Pr. senior or graduate status or permission of instructor.

540 Introduction to Exceptional Individuals (3:3). Introductory course designed to survey the field of exceptional children. Major attention 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). 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). 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.
- 550 Education of the Gifted and Talented (3:3).** Definition and identification of mentally gifted and highly talented children. 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).** Examination of learning and developmental principles and implications for teaching and curriculum development. Pr. 430, 450, or consent of instructor.
- 574 Topics in Counseling and Guidance (3:3).** Designed to study issues, problems, and new approaches in helping relationships. Emphasis placed on current topic(s) of interest.
- 576 Counseling and Guidance with Children (3:3).** 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.
- 579 Student Development in Higher Education (3:3).** Study of student development services. Areas such as admissions, orientation, career counseling, academic advising, student activities, housing, and financial aid reviewed. Pr. permission of instructor.
- 588 Fundamentals of Educational Administration (3:3).** Introductory course emphasizing fundamentals of educational administration. Stresses behavioral performance under simulated conditions. Case studies, simulations, "in-basket" method, and role-playing in a laboratory approach used. Intended primarily for entering prospective students of educational administration and other in-service educators.
- 593 Methods of Educational Research (3:3).** Techniques and uses of research in education. Some basic elements of statistics, including practice in designing research projects.

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 Administration of Higher Education (3:3).**
- 607 Models of Instruction in Adult and 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).
- 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).
- 634 Seminar in Middle Grades Education (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).
- 639 Global Education in the Curriculum (3:3).
- 640 Research Practicum in Counseling and Personnel Services (3:3).
- 641 Assessment in Special Education (4:3:3).
- 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).
- 647a Introduction to Consultation in Education (3:3).
- 647b Consultation in Counselor 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 of the Gifted and Talented (3:3).
- 654 Teaching Models and the Analysis of Instruction (3:3).
- 655 Supervision of Instruction (3).
- 656 Advanced Counseling Theory and Practice (3:3).
- 657 Practicum in University Teaching in Counseling (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).
- 662 Power, Politics and Schools (3:3).
- 663 Educational Administration in Historical Perspective (3:3).
- 664 Foundations of Interpretive Inquiry (3).
- 665 Seminar in Professional School Psychology (3:3).
- 667 Foundations of Educational Measurement Theory (3:3).
- 668 Survey Research Methods in Education (3:3).
- 669 Career Development (3:3).
- 670 Educational Measurement and Evaluation (3:3).
- 671 Understanding and Counseling Adolescents (3:3).
- 672 Theory and Practice of Individual Intelligence Testing (4:3:4).
- 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 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).
- 750 Advanced Seminar in School Law Research (3:3).
- 751 Concepts and Cases in Educational Administration (3:3).
- 752 Theories in Educational Administration (3:3).
- 760 Seminar: Consultation in Human Service Settings (3:3).
- 777a,b Seminar in Counseling (3:3), (3:3).
- 780a,b,c Advanced Internship (3 to 9).
- 781a,b Counseling Internship Supervision (1 to 6).
- 799 Dissertation (12).
- 800 Graduate Registration.
- 801 Graduate Registration.

DEPARTMENT OF LIBRARY SCIENCE AND EDUCATIONAL TECHNOLOGY

Kieth C. Wright, Professor and Chairperson of Department

Associate Professors Hagaman, Jonassen, Parrott; Assistant Professors Baker, Kovacs; Visiting Assistant Professor Davie; Lecturers Friggle, Joseph.

This program is accredited by the American Library Association and leads to appropriate state-level certification for school media personnel and public librarians.

Courses at the 500 level are offered for advanced undergraduates.

LIBRARY SCIENCE AND EDUCATIONAL TECHNOLOGY MAJOR (Master of Library Science)

LIBRARY SCIENCE/EDUCATIONAL TECHNOLOGY COURSES (LST)

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. Grade: Satisfactory/Unsatisfactory, S/U.
- 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.
- 548 Sound/Slide Design and Production (1:1:1).** Design and production of sound/slide program for the single and multi-screen. Instruction in graphic and photographic slides and sound mixing. Pr. 547 or permission of instructor.
- 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.
- 580 Introduction to Educational/Library Applications of Microcomputers (1:1:1).** 15-contact hour self-instructional computer literacy experience to provide beginners with microcomputer experience, illustrate applications, and introduce other microcomputer courses. Prerequisite for other courses in microcomputer applications area.
- 581 Selection/Evaluation of Microcomputer Courseware (1:1:1).** Identify sources and types of courseware and reviews; examine and apply criteria for evaluating and selecting different types of instructional software in various disciplines by running courseware on the microcomputer.
- 582 Educational Applications of BASIC (2:2:1).** Introduction to writing instructional programs in BASIC on school-based microcomputers.
- 583 Designing Computer Assisted Instruction for Microcomputers (1:1:1).** Apply principles of instructional design, instructional management, and screen design to producing instructional courseware. Pr. 582 or 584 or permission of instructor.
- 584 Using Authoring Systems to Create Courseware (1:1:1).** Use high level, authoring language systems to create instructional courseware. No prior knowledge or computer languages required.
- 585 Information Retrieval in Libraries and Education (1:1:1).** To become acquainted with the variety of on-line databases available, with emphasis on educational and library applications. Develop search strategies and conduct an on-line database search using a microcomputer.
- 586 Logo: Logic and Applications (1:1:1).** Use language and logic of logo to explore fundamental computing concepts and powerful ideas about learning in elementary/intermediate students by creating graphics with the turtle and manipulating lists.
- 587 Microcomputer Managed Instruction (1:1:1).** Analysis and utilization of computer managed instruction systems, including test generation, place-

Course Descriptions

- ment, prescription, and management of tutorial instruction. Pr. 582, 583, or permission of instructor.
- 590 Library/Media Center Applications of Microcomputers (1:1:1).** Review of the applications of microcomputers to libraries and media centers (such as acquisition, bibliographies, cataloging, circulation, information management) and the provision of computer-related services.
- 591 School Administrative Applications of Microcomputers (1:1:1).** Introduction to school administrative applications of microcomputers, including attendance, scheduling, record keeping, budgeting, instructional planning.
- 594 Educational/Library Applications of Data Base Management Systems (1:1:1).** Introduction to types and library/educational applications of microcomputer-based database management systems with hands-on experience in storing/manipulating information.
- 595 Word Processing for Educators and Librarians (1:1:1).** Introduction to word processing systems for text editing and production with emphasis on educational and library applications.
- 599 Independent Study in Microcomputer Applications (1 to 2).** Opportunity to independently explore microcomputer applications, with emphasis on developing systems, processes, or programs. Pr. permission of instructor.
- 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).**
- 645 Introduction to Library Automation and Information Science (3:3:2).**
- 646 Indexing and Abstracting (3:3).**
- 650 Administration of Library Programs (3:3).**
- 652 Advanced Library Administration Seminar (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).**
- 656 The Academic Library (3:3).**
- 657 The Special Library (3:3).**
- 658 Planning and Evaluation of Library Services (3:3).**
- 670 Theories in Instructional Communications (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.**

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).**

SCHOOL OF HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE

(209 Forney Building)

Richard A. Swanson, Professor and Dean of School

Marian K. Solleder, Professor and Assistant Dean

The School of Health, Physical Education, Recreation and Dance comprises four academic departments and the Office of Campus Recreation. Academic programs are offered through the Department of Dance, the Department of Physical Education, the Department of Public Health Education, and the Department of Recreation and Leisure Studies. Each Department offers varied courses for all University students and programs of study leading to undergraduate majors and minors in their respective areas. Graduate studies in Dance, Health Education, and Physical Education are also offered. The School's programs are designed to meet specialized interests of students and also the requirements of state and national accrediting agencies and professional associations.

In the Department of Dance, the Bachelor of Fine Arts degree is offered with a major in dance as a creative and performing art. The Bachelor of Science degree, with a major in dance education, is also available; one concentration leads to teacher certification; a second concentration prepares a student for teaching in alternative settings. A dance minor and master's degree studies are also available.

The Department of Physical Education offers majors in Physical Education leading to the Bachelor of Science degree. One of four concentrations may be selected: Teacher Education, Sport Communication, Liberal Studies, or Scientific Studies. An emphasis in the Scientific Studies concentration may be selected from among the options of Behavioral Foundation, Biomechanics, or Exercise Physiology. In Sport Communication the options are Sport Journalism or Radio/TV Sport Broadcasting. The Teacher Education concentration prepares a student for teaching in grades K-12. A Coaching minor is available, and graduate studies leading to the master's degree, the Certificate of Advanced Study, and the doctoral degree are offered.

The Department of Public Health Education offers the Health Education major, leading to the Bachelor of Science degree, with concentrations in Community Health Education and School Health Education. The latter leads to K-12 teacher certification. A Health Studies minor is available as well as graduate studies leading to the master's degree.

In the Department of Recreation and Leisure Studies, a major student may choose one of two areas of concentration, Therapeutic Recreation or Recreation Resources Management. Within the latter concentration an option may be selected in Environmental Education, Recreation and Park Management, or Travel and Tourism. Both concentrations lead to the Bachelor of Science degree. A Recreation and Leisure Studies minor is also available.

Further details about specific major programs can be found in the individual Department listings on the following pages. Graduate programs are described in the University's *Graduate Catalog*.

DEPARTMENT OF DANCE

(101 Rosenthal Gymnasium)

John Gamble, Professor and Head of Department

Professor Cheney; Assistant Professors Deloria, Stinson; Lecturers Adams, Fray, Hunt, Kurtz, Manning, Vulpi, Walker.

DANCE MAJOR (Bachelor of Fine Arts)

Required: 126 semester hours

The Dance major is planned to provide experiences in dance as an art form with emphasis on creative and performance activities. Coursework in modern dance, ballet technique, choreography, and performance and related arts are central in the curriculum, providing a basis for graduate study and for careers related to dance.

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses, other than dance, from humanities area (H)
3. BIO 101; one additional course from natural sciences and mathematics area (NSM)
4. Two courses from social and behavioral sciences area (SBS); ATY 212 recommended
5. Four additional courses, other than dance, from any areas above (H, NSM, or SBS) or in an elementary foreign language

Major Requirements

49 semester hours in dance:

1. Appropriate level technique courses in ballet and modern dance every semester of residence—up to 16 semester hours
2. Grade of B or higher in at least one 300-level course in both ballet and modern dance
3. DCE 100, 201 or 202, 215 or 216, 217, 250, 251, 340, 341, 343, 349, 350, 351, 470
4. DCE 250 should be repeated once

5. Six semester hour credits from the following: DCE 201, 202, 250, 342, 345, 446, 447, or 451

Related Area Requirements

1. ART 140 or 150
2. MUS 207 or 578
3. COM 250

Electives

Electives sufficient to complete 126 total semester hours required for degree.

DANCE EDUCATION MAJOR (Bachelor of Science)

Required: 126 semester hours

The Dance Education major is planned to develop an understanding of dance as an art form and as creative arts education. In addition to core courses in dance technique, choreography, performance, history, and scientific foundations, dance education students also study the teaching/learning process in dance. Extensive observations, participation, and laboratory experiences with a variety of age groups are included.

Concentrations**Teacher Education**

For students desiring North Carolina certification for teaching in public schools K-12

Teaching in Alternative Settings

For students desiring to teach in settings other than schools

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses other than dance, from humanities area (H) (Select from art, philosophy, music, or drama)
3. BIO 101; one mathematics course (NSM)
4. PSY 221; one additional course from social and behavioral sciences area (SBS)
5. Four additional courses, other than dance, from any areas above (H, NSM, SBS) or in an elementary foreign language

Major Requirements**Both Concentrations**

61 semester hours in dance:

1. Appropriate level technique courses in ballet and modern dance every semester in residence up to 14 semester hours
2. Grade of B or higher in at least one 200-level course in both ballet and modern dance

Course Descriptions

3. DCE 100, 201 or 202, 216, 217, 250, 251, 340, 342, 345, 350, 351, 446, 447, 460, 463, 470
4. DCE 250 should be repeated once
5. DCE 341 or 451
6. Remaining dance courses selected from DCE 201, 202, 215, 343, 349, or 250 (production only)

Teacher Education Concentration/Certification

1. DCE 461, 462
2. Teacher Certification Requirements:
Satisfactory speech screening test: HEA 201; EDU 381, 430 or 450, 470;
two semester hours in physical education

Teaching in Alternative Settings Concentration

1. DCE 464
2. HEA 201 or PED 390 or HEA 338
3. EDU 430 or 450

Related Area Requirement

MUS 207 or 578

Electives

Electives sufficient to complete 126 total semester hours required for degree.

DANCE MINOR

A Dance minor is available for students not wishing to specialize but who have an interest in dance and want a concentration of study in the area to complement an affiliated program of study. Students wishing the minor program must register with the head of the Dance Department. Coursework is individualized, with selections to be made in each of the following areas:

Technique: Ballet, Modern, Jazz, Ethnic

Creative Work: Improvisation, Choreography, Repertory, Performance, Creative Synthesis

Historical/Cultural Aspects: Introduction to Dance, Dance Appreciation, Dance History

The minor includes a minimum of 18 hours, with no more than 9 in any one of the above areas. Additional coursework may be chosen from remaining dance electives in related areas to total 18 hours.

Students seeking endorsement in dance from the State Department of Public Instruction will have additional course requirements and must consult the Department of Dance.

DANCE COURSES (DCE)

For Undergraduates

- 100 Introduction to Dance (3:3).** Orientation to the art of dance and the principles governing it. 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.
- 104 Beginning Modern Dance II (1:0:3).** Continuation of study of the modern dance form as a technique and an art. Developing a refined kinesthetic sense and learning the importance of body feedback. Pr. 103 or permission of instructor.
- 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.
- 106 Beginning Ballet II (1:0:3).** Continued study of classical ballet techniques. Basic alignment, positions, simple adagio, and petit allegro stressed to prepare student for intermediate level. Pr. 105 or permission of instructor.
- 107 Classical Ballet Technique of the Danseur (1:0:3).** Introduction to the study of classical ballet technique with emphasis upon men's technique. Pr. consent of instructor.
- 108 Classical Ballet Technique of the Danseur II (1:0:3).** Continued study of classical ballet with emphasis on men's techniques for jumps, turns, and basic partnering. Pr. 105 or 107 or permission of instructor.
- 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.
- 116 Beginning Jazz Dance (1:3).** Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. May be repeated once for credit.
- 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).** 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).** 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.
- 204 Low Intermediate Modern Dance II (1:0:3).** For the student capable of basic modern techniques. More serious study of modern dance with emphasis on individual expression through technique and improvisation. Pr. 104, 203, or permission of instructor.
- 205 Low Intermediate Ballet I (1:0:3).** Technique course designed to increase

Course Descriptions

- skills in classical ballet. Open to all students. Pr. permission of instructor.
- 206 Low Intermediate Ballet II (1:0:3).** Continued study of the art of classical ballet with increased complexity of adagio and allegro work. Pr. 205 or permission of instructor.
- 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).** Folk and ethnic dances of Europe, Near and Far East, Africa, and the Americas as they relate to concert dance. Pr. two semesters of dance technique or consent of instructor. May be repeated for credit.
- 216 Intermediate Jazz Dance (1:0:3).** Continuation of 116. Pr. 116 or permission of instructor. May be repeated once for credit.
- 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 open to all students by auditions held early in each semester. Students interested in production must have permission of the Artistic Director. May be repeated for credit.
- 251 Time and Space/Design in Dance (2:3).** 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 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.
- 304 High Intermediate Modern Dance II (1:0:3).** Modern dance technique for the serious student of dance interested in broadening and refining the dance experience. Introduction to the commitment of dance. Pr. 303 or permission of instructor.
- 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.
- 306 High Intermediate Ballet II (1:0:3).** Continued study of the art and technique of classical ballet to prepare the student for the advanced level. Pr. 305 or permission of instructor.
- 309 Experimental Course: Pointe Class (1:0:3).** Advanced course in classical ballet. Emphasis on the practice of point technique illustrative of history, pedagogy, variations, and repertory. Pr. two of the following courses: 205, 206, 305, 306, 313, 314, or permission of instructor.
- 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.
- 315 Pointe Technique (1:0:3).** Advanced course in classical ballet. Emphasis on practice of pointe technique illustrative of the history, pedagogy, variations, and repertory. May be repeated once for credit. Pr. two of the following: 305, 306, 313, 314, or permission of instructor.
- 316 Advanced Jazz Dance (1:0:3).** Continuation of 216 for further development of skill, style, understanding of the jazz form of dance. May be repeated once for credit. Pr. 216 or permission of instructor.
- 340 The Body and Motion in Dance (3:2:2).** Study of the body and movement as relevant to dance and applied to dance technique. Care of the dance instrument through overview of nutrition, prevention and care of injuries. Taught with a movement lab. Pr. BIO 101.
- 341 Accompaniment for Dance (2:3).** Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings. Pr. 251, MUS 207, or basic music background.
- 342 Teaching Social, Folk, and Country Dance (2:3).** Teaching of American square, social, contra, and round, and international folk dance. Includes study of sociocultural, historical, geographic, and musical influences on the development of dance forms. Pr. dance major or permission of instructor.
- 343 Dance Repertory (1:3).** 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. May be repeated for credit.
- 345 Experiential Foundations for Dance Education (2:1:3).** Examination of the nature of dance, its significance in personal/social development and being, and the teaching/learning process. Participation/observation in school and community settings.
- 349 Movement for the Stage (2:3).** Examination and application of theories of movement and metakinetik process. Emphasis on development of movement roles within various styles of theatre. Pr. 103 or 203 or equivalent and COM 251 or consent of instructor.
- 350 Dance Production (3:4).** Theoretical and practical experiences 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.

Course Descriptions

- 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.
- 446 Perspectives on Dance Education (3:3).** Theoretical foundations in dance education and their implications for curriculum and teaching. Pr. 345.
- 447 Field Experience in Dance Education (3:2:3).** Development of teaching skills in dance in public school and/or community settings. For dance majors only. Pr. 345, 446, and permission 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 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 a school setting. Admission by application only. Acceptance contingent upon approval of 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.
- 464 Practicum in Dance Education (3 to 6).** Supervised experience teaching dance in non-public school setting. Arranged through cooperative effort of student and supervisor. Pr. 447 and approval of instructor.
- 470 Creative Synthesis in Dance (2:4).** 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 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.

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.
- 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.
- 524 Contemporary Dance Artists: Techniques and Theories (3:1:6).** Study

and practice of the theory and technique of selected contemporary dance artists. Focus to vary each semester. May be repeated for credit. Pr. advanced level of dance technique.

- 550 Creative Process: Dance Perspective (3:3).** Exploration and examination of issues related to creativity and the creative process in dance and related arts. Includes experiential and theoretical modes of encounter. Pr. advanced standing in an arts program or permission of instructor.
- 560 The Dancer's Body (3:3).** Exploration of selected approaches to body awareness, integration, and release, and their implications for dance technique and performance. Pr. two semesters of dance technique and equivalent of 340, or permission of instructor.

For Graduates

- 610 Dance: The Phenomenon I (3:3).**
- 611 Dance: The Phenomenon II (3:3).**
- 620 Rhythmical Analysis (3:3).**
- 621 Administration of the Dance Curriculum (3:3).**
- 622 Dance Criticism (3:3).**
- 651 Studio Problems in Choreography (3:3).**
- 660 Issues in Planning the Dance Curriculum (3:3).**
- 662 Practicum in Teaching Dance (3).**
- 676 Problems Seminar (3).**
- 680 Seminar in Dance Education (3:3).**
- 687 Practicum in Dance Performance (3).**
- 690 Experimentation and Analysis (3:3).**
- 695 Independent Study (1 to 3).**
- 698 Field Project in Dance (6).**
- 699 Thesis (3 to 6).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**



DEPARTMENT OF PHYSICAL EDUCATION

(206 Forney Building)

Shirl J. Hoffman, Professor and Head of Department

Professors Barrett, Berlin, Hennis, McGee, McKinney, Swanson; Associate Professors Gayle, Harris, Karper, Martinek, Riley, Robinson, Spittler, Umstead; Adjunct Associate Professor Hawkins; Assistant Professor Richards; Instructors Gaskin, Howard, Lottes, Swiggett; Lecturers Satern, Bobb (Director of Athletics)

PHYSICAL EDUCATION MAJOR (Bachelor of Science)

Required: 122 semester hours; for Teacher Education, 123-125 semester hours

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

The Physical Education major with a concentration in **Teacher Education** leads to certification for teaching grades K-12 in North Carolina and many other states.

Concentrations

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, performance, historical, philosophical, 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 primarily for those students who, upon entering undergraduate school, have well-defined professional goals which require advanced degrees. The exercise physiology option also can be used for preparation in fitness leadership as a career.

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

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 provides students with some opportunity to elect courses which focus on greater depth for elementary or secondary level teaching or coaching. Throughout the program there are opportunities for observation, participation, assisting and "mini-teaching" and coaching experiences with public school students, including those with special needs.

Liberal Education Requirements

For All Concentrations and Options

1. One course in English composition or exemption
2. Three courses from humanities area (H)
3. BIO 101, 102 (NSM)
4. Two courses from social and behavioral sciences area (SBS)
5. Four additional courses from any areas above (H, NSM, or SBS) or in an elementary foreign language; include BIO 271

Liberal Studies Concentration

BIO 277

Scientific Studies Concentration

Exercise Physiology option: BIO 277; CHE 104

Biomechanics option: BIO 277

Behavioral Foundations option: PSY 221

Sport Communication Concentration

Both options: SOC 201 or 211

Radio/TV Broadcasting option; COM 172; PSY 221

Teacher Education Concentration

PSY 221; BIO 277

Major Requirements

Core Courses for Liberal Studies, Scientific Studies, and Sport Communication Concentrations

1. PED 109, 291, 351, 376, 476, 480
2. Ten semester hours in physical education activity courses, 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. 42 semester hours in physical education including PED 210, 290, 352, 563, 575, and two semester hours of non-traditional activities
2. Related areas: DCE 100 or ART 105 or 190; one of the following: DCE 201, 202, 522, or 523; PED 474; two of the following: BIO 231; FNS 213; CDF 302 or EDU 201 or HEA 369; EDU 202; ATY 101, 253; PSY 450; PED 431
3. Two of the following from different departments: HEA 310; REC 101; ATY 212, 213, 348; PED 373, 488; PSY 326, 342, 347; SOC 201, 211, 232, 561, 571

Scientific Studies Concentration

Exercise Physiology Option

1. 28 semester hours in physical education, including PED 575
2. Related areas: BIO 355, 380; CHE 103, 114, 114L; CSC 137; STA 108, 571, 572; one additional science course

Biomechanics Option

1. 31 semester hours in physical education including PED 431, 575
2. Related areas: CSC 137; STA 108, 571, 572; PHY 101, 102 (with no prior calculus) or PHY 291, 292 (with prior calculus); two additional science courses (6-7 semester hours)

Behavioral Foundations Option

1. 28 semester hours in physical education including PED 488
2. Related areas: STA 571 or 572; **seven** of the following from at least two 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 or 361 may be taken rather than PSY 347)

Sport Communication Concentration

Sport Journalism/SID Option

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

Radio/TV Sport Broadcasting Option

1. 39 semester hours in physical education including PED 210, 373, 471, 474, 488
2. Related areas: SOC 331; COM 210, 291, 380, 392, 540

Teacher Education Concentration

1. 51 semester hours in physical education: PED 85, 86, 87, 89, 94, 95, 96, appropriate level swimming, 98, 99, 109, 210, 217, 351, 354, 359, 369,

373, 376, 381, 449, 452, 454, 461, 462, 464, 468, 470, 575; plus additional elected activity courses to make a total of eight hours of activity courses, two of which must be at Level II or above

2. Related area: HEA 236 or 338
3. Teacher Certification Requirements: Satisfactory speech screening test; HEA 201; EDU 381, 450; one course in the teaching of reading
4. Admission to Teacher Education Program
Students who have not been admitted to the Teacher Education Program may not enroll in PED 354, 449, 452, 454, 461, 462, 464, or 470. Additional information about Teacher Education may be found in Chapter 5.

Electives

Sufficient to complete total semester hours required for degree. For Teacher Education students, up to 11 semester hours may be elected in physical education.

COACHING MINOR

May be chosen by any degree-seeking UNCG student. Minimum of 15 semester hours, approved by the Department, including PED 390, 477, 488; HEA 338 or American Red Cross First Aid and Certification (n.c.).

PHYSICAL EDUCATION COURSES (PED)

For Undergraduates

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[1/2 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[1/2 semester]). Required for Teacher Education Concentration. 85—Modern Dance; 86—Personal

Physical Conditioning; 87—Olympic Gymnastics; 89—Folk Dance; 90—Experimental Course: Teaching of Aerobics; 94—Track and Field; 95—Tennis; 96—Basketball; Appropriate level Swimming course; 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).** Study of basic human move-

Course Descriptions

- ment concepts through personalized meaningful physical experiences.
- 119 Personalized Physical Education (1:0:3).** 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).** Principles of conditioning. Physical fitness assessment and development of a personal fitness program. Emphasis on maintenance or improvement of cardio-respiratory fitness. May be repeated for credit once.
- 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 \$180, 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 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 for food, gas, and campground fees.
- 126 Modern Rhythmical Gymnastics (1:0:3).** Manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.
- 127 Beginning Golf (1:0:3).** Fundamentals of golf with opportunity to practice skills and play on the University golf course.
- 128 Beginning Bowling (1:0:3).** Introduction to basic skills, knowledge, and scoring of bowling. Off campus course; fee approximately \$30.
- 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).** Weight training with emphasis on principles, techniques, and development of individualized programs. May be repeated for credit once.
- 131 Jogging (1:0:3).** Designed for the developing jogger, including information on basic skills and knowledge, graduated jogging programs, and self-testing procedures. May be repeated for credit once.
- 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, 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 with a fear of the water and a desire to learn to swim.
- 151 Beginning Swimming (1:0:3).** Basic course in swimming for students with

little or no knowledge of strokes and little deep water experience.

not receive credit for this course and 109, 210.

- 170 Beginning Fencing (1:0:3).** Introduction to basic footwork, attacks, and defenses of foil fencing with opportunity for competitive bouts.
- 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 \$50, includes use of off-campus court. Students provide transportation, racquet, and balls.
- 174 Wrestling (1:0:3).** Combative sport offering participant a physically demanding experience and opportunity to develop wrestling skill and fitness.
- 175 Beginning Tennis (1:0:3).** Introduction to basic skills, rules, and scoring of tennis.
- 201 Intermediate Volleyball (1:0:3).** Introduction to advanced techniques, knowledges, and strategies of volleyball. Pr. 101 or instructor's approval.
- 205 Rhythmic Aerobics (1:0:3).** Conditioning course in which participants exercise to musical accompaniment for purpose of developing cardiovascular efficiency, strength, and flexibility. May be repeated for credit once.
- 210 Understanding of Human Movement II (1:0:3).** Study of fundamental movement patterns through application of basic movement concepts acquired in 109. Pr. 109.
- 211 Movement Concepts Applied to Physical Education (2:1:3).** Study of basic human movement concepts with applications to efficient and effective fundamental movement patterns. For transfer students only. Students may
- 217 Introduction to the Teaching of Physical Education in Grades K-12 (2:3).** Study of the nature and scope of teaching physical education in today's public schools with particular emphasis on its relationship to 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 Physical Fitness for Life (3:2:3).** Activity based course with selected lecture material regarding principles and methods for developing and maintaining physical fitness. 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 \$180, 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 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. Off-campus lanes; fee approximately \$30.
- 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.
- 242 Clogging (1:0:3).** Basic steps of clogging, historical and cultural concepts pertaining to clogging, and use of these steps in precision routines, free-style clogging, and Appalachian Big Circle Mountain Dancing.
- 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.
- 250 Experimental Course: Martial Arts (1:0:3).** Ancient art and exercise forms of the Orient. High degree of concentration needed to perform bodily movements done in rhythmic motion. Disciplined form of self-defense.
- 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.
- 258 Advanced Lifesaving and Lifeguarding (2:1:2).** 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 include final certification. Fee for equipment rental. Pr. 254 or equivalent or permission of instructor.
- 264 Experimental Course: Advanced SCUBA (2:1:2).** Advanced skills of SCUBA diving gained through lecture material and open water dives at off-campus locations. Successful completion of course leads to advanced certification. Fee for equipment rental.
- 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 \$20 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 \$20 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.
- 273 Intermediate Racquetball (1:0:3).** Intermediate skills and advanced strategy of racquetball developed through practice and game situations. Fee: approximately \$50. Student furnishes transportation, racquet, and balls. Pr. 173 or permission of instructor.
- 275 Intermediate Tennis (1:0:3).** Continuation of various tennis strokes with practice in singles and doubles strategies. Pr. 175 or instructor's approval.
- 276 Advanced Tennis (1:0:3).** Designed for 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 sport 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 Department Head.
- 341 Teaching Elementary School Physical Education I (3:2:3).** Introduction to teaching physical education in grades K-6. Designed especially for the pre-service classroom teacher. Field experiences emphasized. Pr. junior or senior standing or 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).** Overview of philosophical concerns related to study of sport and sport experiences, examined with 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 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).** 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).** Introduction to selected theory and principles underlying the learning and performance of physical skills. Practical application in instructional settings 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).** Survey of all aspects of developmental, adapted, and corrective physical education for handicapped populations of children and adults. Field experiences may be required.
- 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 prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs. Supplies cost approximately \$12.
- *431 Biomechanics (3:3).** Introduction of mechanical principles and analysis techniques for the study of human movement. Cinematographical and noncinematographical techniques presented in evaluation of movement skills. Pr. 376 and PHY 102 or permission of instructor.
- *449 Seminar in Physical Education (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 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 by Dean.
- *464 Administration of 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.

- *470 **Specialized Methodology in Physical Education (2:2).** 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.

- 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 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 field of physical education. 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).** Opportunity for prospective physical educator to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach. Opportunities 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).** Supervised teaching practicum emphasizing 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).** 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).**

- 499 **Experimental Course: Competitive Sport for Children and Youth (3:3).** Examination of significance of sport in the lives of today's children and youth in America.

*Block courses in professional semester for teacher education majors.

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.
- 535 **Exercise Science/Fitness Internship (3:0:8).** Field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance. Pr. 568, 575, and/or permission of instructor.

- 541 Teaching Elementary School Physical Education II (3:3).** Advanced teaching skills in physical education for classroom teacher. Focus on program planning, teacher behavior, and psychosocial factors affecting children's motor skill development. Pr. 341 or consent of instructor.
- 550 Sports Clinic (1).** Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.
- 551 Teaching Motor Skills to Preschool Children (3:2:3).** Strategies and techniques to enhance motor skill development of children ages 2-5 in the home, on the playground, and in the classroom. Field work with children emphasized. Pr. one of the following: CDF 302, 552 (for undergraduates); EDU 698, PED 648 (for graduates); or permission of instructor.
- 563 Development of Physical Education in the Western World (3:3).** Historical overview of development of physical education in Western Civilization from classical times to the present age.
- 564 History of American Physical Education (3:3).** Study of development of physical education in the United States with special emphasis on the evolving institutional involvement of schools and colleges.
- 567 Measurement and Evaluation in Physical Education (3:3).** Survey of tests and application of measurement in physical education. Elementary testing procedures. (Formerly 468).
- 568 Physical Fitness: Assessment and Prescription (3:2:3).** Scientific principles of exercise emphasizing design of safe, appropriate individualized exercise programs for all ages; foundation for future ACSM certification as a physical fitness instructor. Pr. BIO 271, 277, or permission of instructor. CPR certification or concurrent accomplishment.
- 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).** 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 Needs Assessment of Handicapped Persons in Physical Education (3:3).** Determination of gross motor and perceptual/gross motor performance needs of handicapped persons. Analysis of published and teacher-made instruments. Construction of new tests for physical education for handicapped persons. Pr. permission of instructor.
- 580 Legal Issues: Sport and Physical Education (3:3).** Examination of major legal issues in sport and physical education. Emphasis on providing educationally and legally sound programs of activity which reduce risk of litigation. Pr. junior standing or higher.
- For Graduates**
- 606 Workshops in Physical Education (1 to 3).**
- 609 Critical Analysis of Professional Literature in Physical Education (3:3).**
- 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).**
- 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).
- 672 Measurement Theory Applied to Physical Education (3:3).
- 676 Problems Seminar (3:3).
- 678 Physiology of Human Performance (3:3).
- 695 Independent Study (1 to 3)
- 696 Laboratory Technology in Exercise Science (1:0:3) or (2:0:6).
- 697 Project in a School Setting (3 to 6).
- 698 Field Project in Physical Education (6).
- 699 Thesis (6).
- 700 Special Topics in Physical Education (3).
- 713 Research in Physical Education III: Advanced Seminar (3:3).
- 799 Dissertation (12).
- 800 Graduate Registration.
- 801 Graduate Registration.



DEPARTMENT OF PUBLIC HEALTH EDUCATION

(350 Curry Building)

Keith A. Howell, Professor and Head of Department

*Professor Solleder; Associate Professor King; Adjunct Associate Professor Dignan;
Assistant Professors Bibeau, Lawrance, McLeroy, Mullen; Instructor DeShazo;
Adjunct Instructor Smith; Lecturer Keys*

HEALTH EDUCATION MAJOR (Bachelor of Science)

Required: 124 semester hours

Increasing national interest in health promotion attracts students to the undergraduate degree program in Health Education, with concentrations available in Community Health Education and School Health Education. Both concentrations provide many field experiences in public and private agencies as a part of the professional studies program. Graduates have found interesting career paths open to them in hospital-based patient education, community health education and planning, school health education supervision, and in varied health and human services agencies.

Concentrations

Community Health Education

This concentration focuses on designing and implementing health promotion programs. Students are prepared for careers in national, state, and local health agencies, health and human services organizations, and business and industry.

School Health Education

Students are prepared for teaching grades K-12 in public and private schools, and, with appropriate selection of elective courses, for positions in some community health agencies.

Admission to the Health Education Major Program

The student who wishes to declare a Health Education major should consult with the Admissions Coordinator, to be assigned an adviser and receive information about appropriate course selections.

Admission to the Professional Program

1. Completion of at least 12 semester hours at UNCG
2. At least 2.2 quality point ratio upon completion of 60 credit hours.

Admission to Senior Practicum (HEA 428 or HEA 461, 462)

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

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses from humanities area (H)
3. BIO 101, 102 (NSM)
4. PSY 221; SOC 211 (SBS)
5. Four additional courses from any areas above (H, NSM, or SBS) or in an elementary foreign language

Major Requirements

Core Courses for Both Concentrations

1. HEA 201, 327, 345, 360, 369, 467, 480, 520, 525
2. Related areas: BIO 277; COM 341; LST 547; SOC 232 or PSY 347

Community Health Education Concentration

1. 43 semester hours in health, including HEA 310, 340, 405, 428, 515
2. Related areas: **two** of the following from two departments: BIO 380; PSC 210, 223; HEA 347; psychology elective

School Health Education Concentration

1. 40 semester hours in health, including 338, 460, 461, 462, 463, 464, 465
2. Related areas: FNS 213
3. Two of the following from two departments: PSC 210, 223; CDF 412; HEA 310, 347, 450; psychology elective
4. Teacher Certification Requirements: satisfactory speech screening test; HEA 201; EDU 381, 450, 470 or 517; two semester hours in physical education

Electives

Sufficient to complete 124 total semester hours required for degree.

MINOR IN HEALTH STUDIES

1. HEA 201; FNS 213; PED 220; nine additional hours of health courses above the 200 level
2. Grade of C or better in courses counted toward minor
3. At least 2.2 quality point ratio
4. Completion of at least 12 semester hours at UNCG and a minimum quality point ratio of 2.2 at time of registration for the minor.

NOTE: No more than three courses (including those enrolled in during the semester of registration) may be accepted into the minor at the time of program registration. Students interested in the minor should contact the Department of Public Health Education.

PUBLIC HEALTH EDUCATION COURSES (HEA)

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.
- 331 Alcohol and Health (3:3).** Analysis of alcohol use, effects, associated disorders, and preventive approaches. Emphasis upon physiological and psychosocial considerations. Exploration of behaviors, knowledge, and attitudes related to alcohol use/non-use/abuse.
- 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 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).** Development and resolution of personal sexuality with emphasis on selected physical, emotional, and social aspects. Pr. 201 or permission of instructor. (SBS).
- 361 Sexuality Education: Content and Methods (3:3:1).** Content and methods for sexuality education among young adults. Emphasis on enhancing student understanding of sexuality through the planning and implementation of selected learning activities. Pr. 360 and permission of instructor.
- 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).** 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. Nature of the problems themselves as well as the impact on society. 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 (4), (4).** Full-time teaching

Course Descriptions

of health in schools and/or appropriate teaching centers in state. Weekly seminar for evaluation and planning. Admission by application and permission of Department Head.

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 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 health education.

For Advanced Undergraduates and Graduates

515 Epidemiology (3:3). 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). Development of human sexuality and ensuing interpersonal relationships and sexual behavior in today's society.

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.

DEPARTMENT OF RECREATION AND LEISURE STUDIES

(211A Forney Building)

James A. Sellers, Professor and Head of Department

Associate Professor Mann; Assistant Professor Phillipp; Instructors Bryan, Gidley

RECREATION AND LEISURE STUDIES MAJOR (Bachelor of Science)

Required: 122 semester hours

The **Recreation and Leisure Studies** major is designed to prepare students for supervisory, middle-management, and planning positions in Therapeutic Recreation or Recreation Resources Management. Program options in Environmental Education, Recreation and Park Management, and Travel and Tourism are available in the Recreation Resources Management concentration. The program is accredited by the National Recreation and Park Association's Council on Accreditation. Graduates are prepared to pursue graduate study in the field or to seek career opportunities in municipal and regional recreation programs, state and federal outdoor/environmental programs, recreation and leisure service programs for special populations, commercial resort developments, and other aspects of the travel and tourism industry.

Concentrations

Therapeutic Recreation
Recreation Resources Management

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses in humanities area (H)
3. Two courses in natural sciences/mathematics; Therapeutic Recreation majors take BIO 101, 102. Others take BIO 101 or 102 or 105
4. Two courses in social behavioral sciences area (SBS)
5. STA 108; three additional courses from any areas above (H, NSM, or SBS) or in an elementary foreign language

Major Requirements

For Both Concentrations

REC 101, 102, 201, 202, 203, 301, 310, 401, 411, 441, 451

Therapeutic Recreation Concentration

1. REC 261, 361, 561
2. Related areas: CDF 302; PSY 341; PED 381; one physical education activity course
3. Two of the following from different departments: COM 335; HEA 338, 360; EDU 310; BIO 271, 277

Recreation Resources Management Concentration

1. REC 321, 431, 551
2. One of three sets of courses according to option selected:
 - a) Environmental Education: REC 241; BIO 301; EDU 375; GEO 111, 205
 - b) Recreation and Park Management: REC 304, MGT 310, 330; COM 342 or 344; PSC 210 or 310 or 324
 - c) Travel and Tourism: REC 341; MGT 320, 421, 524; COM 342

Electives

Sufficient to complete 122 total semester hours required for degree

Recreation and Leisure Studies Minor

This minor complements a number of majors, including biology, business administration, child development, geography, history, physical education, political science, public health education, psychology and social work. Fifteen semester hours are required, including REC 101, 201, 301 and two additional courses approved by a department faculty advisor.

Students interested in the minor should register with the Department of Recreation and Leisure Studies.

RECREATION COURSES (REC)

For Undergraduates

101 Recreation and Leisure in Modern Society (3:3). Study of personal values of recreation and leisure participation; examination of conceptual issues in recreation and leisure; survey of professional preparation programs, professional organizations, and career opportunities.

102 Leisure Service Delivery System (3:3). Survey of historical and philosophical foundations of recreation, park and leisure services; examination of public, quasi-public, private, and commercial agencies comprising the leisure service delivery system.

- 201 Recreation Program Development (3:3).** General principles of recreation program development; intensive study of program areas available to participants; analysis of methods and techniques of program design, organization, implementation, and evaluation. Pr. 101.
- 202 Recreation Site Planning and Design (3:2:3).** Examination of basic procedures involved in the planning process; basic considerations in recreation site planning and design; analysis of methods and techniques of site evaluation. Pr. 101.
- 203 Methods and Materials in Recreation Leadership (3:2:2).** Analysis of techniques, principles, and practices of leadership in recreation and leisure settings; basic processes of activity leadership in conjunction with development of skills and knowledge in activity areas.
- 211 Leisure: Its Uses and Resources (3:3).** Survey of philosophical dimensions of leisure, leisure delivery system, evolution of leisure life-styles, and need for educating for leisure-oriented living. Not open to recreation majors.
- 241 Environmental Education (3:3).** Historical and philosophical foundations of environmental education. Exploration of various program types; emphasis on teaching and learning alternatives. Survey of environmental issues and current research.
- 261 Introduction to Therapeutic Recreation (4:4).** Survey of key concepts, theoretical underpinnings, and procedures in clinical and special recreation situations. Focuses upon varied special needs populations, prescriptive activities, documentations using medical charting, medical and psychiatric terms.
- 301 Recreation Administration (3:3).** Study of principles and practices of administration. 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.
- 304 Park Maintenance and Operations (3:2:2).** Principles and practices of recreation and park maintenance; operational policies and procedures in recreation and park settings. Pr. 202 or permission of instructor.
- 310 Recreation Field Work (1 to 6).** Directed field experience in a recreation service agency under supervision of a faculty adviser and an agency supervisor. Opportunities provided for student to develop knowledge, values, and beginning practice skills appropriate for entry-level practice in recreation service agencies. May be repeated for credit for 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.
- 341 Travel and Tourism (3:3).** Tourism and recreational travel including its origins, present characteristics, and societal impacts; implications of non-business travel in the United States and emerging importance of international travel. (SBS).
- 361 Program Design and Evaluation in Therapeutic Recreation (3:3).** Focus on skills for systematic design and evaluation of programs using various systems techniques, including activity and task analysis procedures and summative and formative evaluation procedures. Pr. 261 or consent of instructor.

- 401 Practicum in Recreation (6).** Provides student with opportunity to relate theory to practice through observation and experience. Student, in a ten-week program, assigned on an individualized basis to approved public, private, and commercial agencies. Practicum consists of a full-time placement for total of 360 clock hours. Pr. senior standing; 21 semester hours in professional recreation courses, including 101, 201, 202.
- 402 Resort Development and Operations (3:3).** Examination of history and present status of resort industry and an exploration of methods and techniques of resort development and operations.
- 411 Research Methods in Recreation (3:3).** Analysis of 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. STA 571.
- 412 Problems in Recreation and Leisure Services (1 to 3).** Identification and critical analysis of current problems in selected areas of recreation and leisure services. Opportunity for student to study in depth a problem of special interest. Pr. consent of instructor.
- 421 Problems Seminar (3:3).** Specific course title identified by subscript, e.g., Problems Seminar: Travel and Tourism. Nature of problems themselves and their impact on society studied. May be repeated once for credit. Pr. previous course work in appropriate content areas and/or permission of instructor.
- 431 Recreation Resource Policy (3:3).** Concepts, principles, and practices in recreation resource policy, methods and techniques of determining land and facility policy, quantitative and qualitative resource evaluation.
- 441 Recreation Resources Communication (3:3).** Communication process as it relates to recreation resource settings. Emphasis on communication skills and interpretive techniques. Evaluation of information media and problem resolution.
- 451 Financing Recreation, Park, and Leisure Services (3:3).** Basic principles, procedures, and methods of financing recreation, park, and leisure services. Emphasis given to new approaches to financing. Pr. 301 or consent of instructor.
- 461 Special Recreation Services in Non-Treatment Settings (3:3).** Examination of structure and functions of various organizations and agencies providing special recreation services. Analysis of various approaches and techniques of promoting special recreation services in non-treatment settings. Pr. 261 or consent of instructor.
- For Advanced Undergraduates and Graduates**
- 551 Recreation and Park Management (3:3).** Study of concepts, principles, and practices of recreation and park management. Examination of organizational structure and functions of recreation and park agencies. Emphasis given to need for long-range management policies. Pr. 301 or consent of instructor.
- 561 Principles of Therapeutic Recreation (3:3).** Study of practices and principles utilized in therapeutic recreation; detailed examination of leisure education using individual/group processes; selected facilitation techniques; interdisciplinary team practice; supervisory functions, assessment procedures. Pr. 261 or consent of instructor.

SCHOOL OF HOME ECONOMICS

(215 Stone Building)

Jacqueline H. Voss, Professor and Dean of School
James A. Watson, Professor and Associate Dean
Sarah M. Shoffner, Assistant Professor and Assistant to the Dean
Gaila T. Bradley, Assistant to the Dean

Home economics is a professional field of study 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 responsive 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 uniqueness of home economics lies in its integrative power to utilize basic principles from various disciplines and to prepare professionals who apply these principles to solve human problems and to meet social needs.

Programs are offered at the undergraduate and graduate levels in five departments:

- Child Development and Family Relations
- Clothing and Textiles
- Food, Nutrition, and Food Service Management
- Home Economics in Education and Business
- Housing and Interior Design

Special facilities of the School of Home Economics include the Child Care Education Centers and the Carter Research Center.

DEPARTMENT OF CHILD DEVELOPMENT AND FAMILY RELATIONS

(201 Stone Building)

Garrett W. Lange, Professor and Chair of Department
Professors Scanzoni, Smith; Excellence Fund Professor Rodman; Associate Professors Kivett, White; Adjunct Associate Professor Koester; Assistant Professors Calvert, Godwin, MacKinnon, Robins; Lecturers Hiatt, Moran, Wilson

CHILD DEVELOPMENT MAJOR (Bachelor of Science in Home Economics)

Required: 122-136 semester hours

The Child Development major focuses on the **physical, social, and psychological** development of children and the **structure and interactions of families**. This major

Course Descriptions

leads to careers in nursery schools, day care centers, private kindergartens, public schools (K-4), hospitals, and in governmental and community agencies that serve children and families. Certification to teach in grades K-4 may be obtained by taking additional courses.

- Options:** Child Care Services
Child and Family Research
Preschool Education
Child Development with K-4 Certification

Liberal Education Requirements for All Options

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)
5. Four additional courses, other than home economics, from the three areas above (H, NSM, or SBS) or in an elementary foreign language

Major Requirements

Core Courses for All Options

- CDF 212, 346; HEB 210, 410
CDF 510 may be substituted for HEB 410

Child Care Service Option

1. FNS 213; CDF 302, 412, 452, 512, 522, 552; PSY 221
2. Six additional hours in psychology, sociology, or social work, other than required option courses; BIO 101, 102, or 105; EDU 202
3. CDF 532 or 542, 462, 500; SWK 215, 584; HEA 369 or 334; EDU 540 or 544; PSY 341 or 504

Child and Family Research Option

1. FNS 213; CDF 302, 412, 452, 512, 522, 552; PSY 221
2. Six additional hours in psychology, sociology, or social work other than required option courses; BIO 101, 102, or 105; EDU 202
3. CSC 137 or ISM 234; SOC 314 or PSY 310 or EDU 501; SOC 318; CDF 500; 6 hours suggested electives

Preschool Education Option

1. FNS 213; CDF 302, 412, 452, 512, 522, 552; PSY 221
2. Six additional hours in psychology, sociology, or social work other than required option courses; BIO 101, 102, or 105; EDU 202
3. CDF 462 (6 hrs), 500, 532, 542, 582; PED 551; EDU 346; SWK 584

Child Development with K-4 Certification Option

1. FNS 213; CDF 302, 412, 452, 462, 422 or 512, 522, 532, 542, 552; EDU 202; PED 341 or 551; PSY 221; BIO 101, 102, or 105
2. MAT 301 and 302; HEA 341; MUS 361 or ART 363; recommended communication course or successful completion of speech test; COM 596; EDU 381; Professional Semester I in EDU (EDU 346, 430, 443, 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

Completion of 15 hours in CDF courses: CDF 212, 302, 412 or 452; 6 additional hours.

CHILD DEVELOPMENT AND FAMILY RELATIONS COURSES (CDF)**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 (3:3).** 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 development of effective early learning programs for young children. Assigned observations required.
- 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, 212, or HEB 210 or permission of instructor.
- 401 Special Problems in Child Development and Family Relations (1 to 4).** Individual study. Conference hours to be arranged.
- 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.
- 412 Family Interaction (3:3).** Examines 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.

- 446 Family Economics and Management (3:3).** Management of resources by individuals and families in relation to human needs, goals, and values.
- 452 Theories and Observation of Child Development (3:3).** Survey of 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 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 students teaching children enrolled in the preschool centers and community agencies. Pr. 212, 302, 532, 542.
- 493-494 Honors Work (3:3)-(3:3).**
- 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.
- 510 Child and Family Ecology (3:3).** Study of children and families in their social contexts; examination of issues such as parent-child relations, child maltreatment, divorce and single-parent families, and work-family linkages. Pr. 412 and 452 or graduate standing.
- 512 Advanced Study of Families (3:3).** Analysis of 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.
- 525 Work Simplification (3:2:2).** Principles of work simplification and their application to specific situations of work in the home, including 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 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.
- 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.
- 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 instructor. Required of all majors.
- 562 Family Gerontology (3:2:3).** 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 required. Pr. one undergraduate course in study of the family.
- 572 Teaching Child Development (3:2:3).** Principles, methods, materials for teaching child development. Observation and participation required. Pr. 302, 452, 522, 552, or consent of instructor.
- 582 Administration of Child Care Programs (3:3).** Major areas of planning and administering child care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with parents. Pr. 302, 532 (or equivalent) or consent of instructor.
- For Graduates**
- 601 Directed-Individual Study in Child Development and Family Relations (1 to 6).**
- 602 Problems in Child Development (2 to 4).**
- 605 Advanced Family Resource Management (3:3).**
- 606 Social and Economic Problems of the Family (3:3).**
- 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).**
- 616 Problems in Family Economics and Home Management (2 to 4).**
- 618 Intellectual Development in Young Children (3:3).**
- 621 Advanced Parent Education (3:2:3).**
- 622 Family Life Education (3:3).**
- 626 Readings in Family Economics and Home Management (2 to 4).**
- 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).**
- 666 Family Decision-Making Processes (3:3).**
- 670 Minor Research (2 to 6).**
- 672 Divorce and Remarriage (3:3).**
- 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.**

DEPARTMENT OF CLOTHING AND TEXTILES

(238 Stone Building)

Manfred Wentz, Professor and Chair of Department

Professors Hurwitz, Oakland; Visiting Professor Sookne; Adjunct Associate Professors Maccini, Simkins; Assistant Professors Francis, Franck, Tweten; Visiting Assistant Professors Cowan, Self; Instructor Lowry; Lecturer Amidon

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

Required: 122 semester hours

Concentrations

Clothing—Fashion Merchandising

Designed to prepare students for careers in textile and apparel retailing, marketing, and merchandising.

Textiles

Designed to prepare students for careers in textile technology, textile education, consumer service, and textile evaluation.

Apparel Arts

Designed to prepare students for careers in pattern designing and grading, entry level positions in apparel industries, and preservation and conservation of historic textiles and costumes. A visiting student program with the Fashion Institute of Technology in New York City is available during the junior or senior year for qualified students.

Liberal Education Requirements

1. One course in English composition or exemption
2. ART 105 or 106; two additional courses, other than home economics, from humanities area (H)
3. MAT 119; CHE 103 or 111, 111L (for Textiles concentration); CHE 106 (for Fashion Merchandising and Apparel Arts concentrations) (NSM)
4. SOC 211; ECO 201 (SBS)
5. WCV 102; HIS 101 or 102; two additional courses in any area above (H, NSM, SBS), or in an elementary foreign language

Major and Related Area Requirements

Core Courses For All Concentrations

CDF 212, 346; HEB 210, 410; CTX 527B may be substituted for HEB 410

Clothing-Fashion Merchandising Concentration

1. CTX 201, 231, 241, 241L, 261, 301 or 501, 311, 351, 470, 504, 561; MGT 306, 320, 508; 3-4 semester hours from CTX 371, 441, 527, 541, 551, 571, or 584

2. Home economics or cognate courses: 9-12 semester hours
3. Related Areas: ENG 102 or ISM 309 or an approved English composition; ART 140 or 190; ISM 234; ACC 201; MGT 310 (or CTX 371); CHE 106, 110; PHY 305

Textiles Concentration

1. CTX 201, 241, 241L, 441, 470, 514, 524, 561
2. Home economics or cognate courses: 9-11 semester hours
3. Related Areas: ENG 102 or an approved English composition; CHE 103, 104, 205 or CHE 111, 111L, 114, 114L, 351, 352, 354; ART 140 or 190; PHY 305 or 101, 102; MAT 191 or CSC 136

Apparel Arts Concentration

1. CTX 201, 241, 241L, 301, 311, 504, 571, and 12 semester hours from CTX 441, 470, 541, 544, 561, and 591
2. Home economics or cognate courses: 12-14 hours
3. Related Areas: ART 140 or 190, ART 225 or 271 or 347; ISM 350, 360; PHY 305

Electives

Electives sufficient to complete total semester hours required for degree.

CLOTHING AND TEXTILES MINOR

Majors in art, history, any department in the School of Business and Economics, chemistry, physics, and allied fields may elect a minor in Clothing and Textiles by taking 15 semester hours, 3 of which must be at the 500 level.

CLOTHING AND TEXTILES COURSES (CTX)

For Undergraduates

- 101 Apparel Production Processes I (3:1:6).** Basic principles of apparel production including woven and knitted fabrics.
- 201 Apparel Production Processes II (3:1:6).** Advanced principles of apparel production including pattern alterations, treatment of problem fabrics, and couture finishing techniques. Pr. 101 or equivalent.
- 231 Introduction to Clothing and Textiles (3:3).** Overview of the fashion industry from raw material through consumption; includes scope and structure of

the industry, fashion auxiliary enterprises, and career possibilities. Required of all CTX majors.

- 241 Consumer Textiles (3:3).** Study of textiles from raw materials through manufacturing and finishing of fabrics as related to quality, cost, care, and performance of fabrics.
- 241L Consumer Textiles Laboratory (1:0:3).** Basic laboratory techniques and safety procedures used in textile evaluation to accompany 241. Laboratory must be taken concurrently by clothing and textiles majors. Pr. CHE 103, 110 or 111, 111L or 106, 110; or PHY 305 or permission of instructor.

- 261 Introduction to Apparel Merchandising (3:3).** Survey of apparel business focusing on fashion socio-economics, principles governing fashions' origins and movement, and implications of these factors for apparel merchandisers. Career opportunities investigated.
- 301 Apparel Design I: Flat Pattern Method (3:1:6).** Principles of fitting applied to development of an individualized sloper; development of apparel by flat pattern techniques; theory and pattern grading; construction. Pr. 201 and 241 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 201, 241, and ART 140.
- 351 Introduction to the Sociopsychological Aspects of Clothing (3:3).** 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.
- 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 use of testing procedures. Pr. 241, CHE 104 or 205, PHY 305 or equivalents. Offered spring semester even years.
- 470 Internship in Clothing and Textiles (3).** Relevant internship experiences for clothing and textiles majors in off-campus organizations. Approved plan required prior to internship. Pr. minimum of 12 hours in clothing and textiles, junior or senior standing, or consent of instructor.
- 471 Internship in Clothing and Textiles (3).** Relevant internship experiences for clothing and textiles majors in off-campus organizations; approved plan required prior to internship. Pr. minimum of 18 hours in clothing and textiles, junior and senior standing, or consent of instructor. May not be taken concurrently with CTX 470.
- 493-494 Honors Work (3:3)-(3:3).**
- 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 agency.
- 501 Sizing Systems in the Apparel Industry (3:3).** Basic sizing systems used in production of ready-to-wear clothing and accessory items in the ladies', men's, and children's wear markets. Need for specialty sizes also explored. Pr. 231 or permission of instructor.
- 504 History of Costume (3:3).** Historical background, sequential development, and function of costume since early times. Pr. two courses in history. Offered spring semester.
- 511 Advanced Applications of Flat Pattern Drafting Techniques (3:2:3).** Flat pattern drafting techniques in development of slopers and master patterns in children's, men's, and selected items of ladies' wear. Consideration given to anthropometry of typical and specialty sizing systems. Pr. 301 or permission of instructor.
- 514 History of Textiles (3:3).** Historical background and characteristics of decorative textiles through fifty centuries. Pr. two courses in history; 241 strongly recommended. 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. 241, 441, or approved equivalents. Offered spring semester odd years.
- 527 Problems in Clothing and Textiles (2 to 6).** Individual study.
- 531 Apparel Marketing (3:3).** Intensive analysis of marketing principles applied to apparel industry. Pr. 231.
- 534 Textiles in Home Furnishings (3:3).** Factors related to raw materials, quality, design, technology, performance, and comparative cost of textiles used in home furnishings. Pr. 241 or approved equivalent.
- 541 Consumer Textiles: Product Standards (3:3).** Process of developing product standards and their ultimate significance to the consumer and to industry. Voluntary and regulatory procedures in development of standards. Pr. 241, 441, or equivalents. Not offered every year.
- 544 Clothing and the Environment (3:2:3).** Study of balance between the individual, clothing, and the environment, with emphasis on effects of fabric and clothing structure on comfort. Pr. 241, PHY 305, or equivalents.
- 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 201 or 241.
- 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).** Interrelation of factors involved in creative clothing design for the mass market: emphasis on the draping method, cost analysis, and factory methods. Pr. 201, 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. 231. Offered spring semester.
- 591 Apparel Design IV: Tailoring (3:2:3).** Principles of decision making and management applied to construction of a tailored garment by custom and trade methods. Pr. 201 and 301 or approved equivalents. Offered fall semester.
- 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).**
- 634 Evaluation of 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.**

DEPARTMENT OF FOOD, NUTRITION, AND FOOD SERVICE MANAGEMENT

(320 Stone Building)

Lucille M. Wakefield, Professor and Chair of Department

Professor Magee; Associate Professors T. Bazzarre, Liebman; Assistant Professors Dickey, Graves, Litchford, Sumner; Instructor Williams; Adjunct Professors Jacobson, Johnson, Seo; Adjunct Assistant Professors Lackey, Tope; Adjunct Clinical Instructors C. Bazzarre, Bittikofer, Brendel, Brown, Bumgardner, Corley, Craig, Gainer, Gonzalas, Hartman, Hunter, Janick, Kennon, Lindeman, Martine, McRae, Necko, Ordon, Ostafy, Papillon, Payne, Sargent

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

Required: 122 semester hours

Concentrations

Restaurant and Food Service Management (Does not meet the educational requirements for A.D.A.)

Dietetics Areas (General, Management, Clinical, or Community)

Students electing this concentration will meet minimum academic requirements for membership in the American Dietetic Association and will qualify for a dietetic internship. Because certain internships may require a specific area of specialization, students are urged to check with the ADA listing for differences in internships.

Liberal Education Requirements

For Both Concentrations

1. One course in English composition or exemption
2. Three courses, other than home economics, from humanities area (H)
3. CHE 103, 104, 104L (NSM) (BIO 101, 102 (Restaurant and Food Service Management)
4. ECO 201; SOC 201 or 211 or ATY 212 (SBS)

For Restaurant and Food Service Management Concentration

5. PSY 221; COM 206 or 207; ECO 202; MAT 112 or 119

For Dietetics Areas

5. BIO 101, 102 (may be waived by special examination); PSY 221; one additional course from any area above (H, NSM, or SBS) or in an elementary foreign language

Major and Related Area Requirements

Core Courses for Both Concentrations

CDF 212, 346; HEB 210, 410; FNS 302 may be substituted for HEB 410

Restaurant and Food Service Management Concentration

1. FNS 103, 213, 313, 500, 509, 519, 520, 532, 549, 559
2. Related areas: ACC 201, 202; MGT 310, 517; BIO 380; ECO 370

Dietetics Areas

1. Required for all areas: FNS 103, 213, 303, 313, 503, 519, 593; BIO 277, 380; CHE 205; MGT 310; EDU 381 or FNS 513 or PSY 312 or PSY 326 or HEB 518; STA 108 or PSY 310
2. General: BIO 535; FNS 509, 520, 549, 573
3. Management: ECO 370; FNS 509, 520, 549; FIN 340; ISM 234 or CSC 136; **two** of the following: MGT 312, 314, 517, 535
4. Clinical: BIO 535, 545; FNS 523, 543 or 553, 573
5. Community: BIO 535; FNS 509, 520, 523, 549, 573

Electives

Electives sufficient to complete total semester hours required for degree. Approximately one-third of electives may be selected from departments in Home Economics.

Food and Nutrition Minor

Completion of 17-18 hours as follows:

Food Service Management Minor: FNS 103, 213, 509, 519, 520, 549, or 559

Food and Nutrition Minor: FNS 103, 213, and four of the following: 303, 313, 503, 523, 533, 543, 553, 583, 593

FOOD, NUTRITION, FOOD SERVICE MANAGEMENT COURSES (FNS)**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.

302 Nutrition Science, Education and Application Processes (3:3). Study of communication of nutrition science through nutrition education, professional literature, and public media. Evaluation and use of professional and scientific literature in nutrition and food systems.

303 Food Management (3:2:3). Consideration of economic, management, palatability, safety, and nutrition quality in food decisions emphasized. Application of goals and principles of meal management in planning, preparation, and service of selected functions. Pr. 103 or approved equivalent.

309 Quantity Food Production (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. 103 or approved equivalent. (Formerly 509).

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,

Course Descriptions

nutritive quality and safety are stressed in the preparation of nutritional plans for individuals and groups. Pr. 213 or approval of instructor.

401 Special Problems in Food, Nutrition, Food Service Management (1 to 4). Individual study. Conference hours to be arranged.

402 Contemporary Professional Issues in Foods and Nutrition (3:3). Study of contemporary issues related to professional development, roles, ethics, and performances in dietetics, food systems, or nutrition. Examination of social, economic, and political issues; prejudices; selected food and nutrition controversies. Pr. senior standing or consent of instructor; majors only.

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

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. Pr. senior standing.

503 Experimental Food Study (3:2:3). Experimental study of factors regulating the preparation of standard food products. Pr. 103, CHE 205.

517 Management Problems in Teaching Foods (2:2). Food preparation in relation to use of time, energy, and equipment. On demand. Pr. 103.

519 Food Service Management (3:3). Planning, organization, and administration of institutional food service, personnel, and work units. Pr. MGT 310.

520 Quantity Food Purchasing (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. 313, 573, or consent of instructor.

527 Problems in Food, Nutrition, Food Service Management (2 to 6). Individual study.

531 Nutrition and Human Metabolism (3:3). Structure, function, and regulation of nutrients in human metabolism. Pr. 213, CHE 205.

532 Analysis and Control of Food Systems (3:2:3). Overview of food service cost control, financial methods and procedures necessary to forecast cost and record and control expense. Pr. 309, 519.

533 Cultural Aspects of Foods (3:3). Food patterns and population groups; malnutrition and food habits; national and international programs toward improved food supply and food habits. Pr. 103, 213 or 313, or consent of instructor.

534 Nutrition and Human Metabolism Laboratory (2:1:3). Analytical procedures, their rationale and interpretations, applicable to the study of human metabolism. Pr. CHE 205, 535, FNS 531 (may be taken concurrently).

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 (3:3). Nutritional need 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. 309, 519, 520.

553 Child and Adolescent Nutrition (3:3). Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups;

effects of nutrition on development. Pr. 213 or equivalent.

- 559 Comparative Analysis of Food Service Systems (3:1:6).** Critical analysis of operational procedures of food service systems in the community. Pr. 309, 519, 520.
- 563 Food Preservation (2:1:2).** Comparative study of methods of food preservation with laboratory application, emphasizing recent developments. Pr. 103 or permission of instructor.
- 573 Diet Therapy (3:3).** Clinical aspects of nutrition. Study of developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Pr. 313 (may be taken concurrently); BIO 277, 535 or FNS 531, 593 recommended.
- 583 Food Demonstration Techniques (2:1:2).** Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 103.
- 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. 313, BIO 535 or FNS 531, BIO 277.

For Graduates

- 601 Directed-Individual Study in Food, Nutrition, Food Service Management (1 to 6).**
- 602 Introduction to Clinical Dietetics (2:1:3).**
- 603 Food Chemistry (4:3:4).**
- 604 Nutrient Drug Interaction (3:3).**
- 605 Nutritional Assessment (4:2:6).**
- 606 (a)(b)(c) Practicum in Clinical Dietetics (3 to 6), (3 to 6), (3 to 6).**
- 607 Nutrition Education (3:3). (Formerly 513).**
- 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 (1 to 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 to 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 (3:3).**
- 699 Thesis (3 to 6).**
- 799 Dissertation (1 to 12).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

DEPARTMENT OF HOME ECONOMICS IN EDUCATION AND BUSINESS

(228 Stone Building)

Barbara N. Clawson, Professor and Acting Chair of Department

*Professor Johnson; Assistant Professor Morgan; Adjunct Assistant Professor
McCutcheon*

HOME ECONOMICS IN EDUCATION AND BUSINESS MAJOR (Bachelor of Science in Home Economics)

Required: 122-128 semester hours

Concentrations

Home Economics in Business and Community Service

Focus on all areas of home economics with a strong emphasis in business and communications, and a supervised internship leading to careers in business, industry, and government agencies including Agricultural Extension Service. (122 semester hours)

Teacher Education

Preparation for North Carolina certification to teach home economics in the secondary schools. Study of all areas of home economics, methodology and curriculum development, and observation and preservice teaching, leading to careers in secondary teaching and related areas of home economics. (128 semester hours)

Liberal Education Requirements

Home Economics in Business and Community Service Concentration

1. One course in English composition or exemption
2. Three courses, other than home economics, from humanities area (H)
3. CSC 136; one additional course from natural sciences and mathematics area (NSM)
4. ECO 201; SOC 211 (SBS)
5. PSY 221; COM 106; ECO 202; one additional course from any area above (H, NSM, or SBS)

Teacher Education Concentration

1. ENG 101 or exemption
2. Three courses, other than home economics, from humanities area (H) including one literature course
3. Two courses in chemistry or one course in chemistry and one in physical science (NSM)
4. One course in economics; one course in sociology (SBS)
5. PSY 221; one course in biology; one course in history or western civilization; one additional course, other than home economics, from any area above (H, NSM, or SBS) or in an elementary foreign language

Major or Related Area Requirements**Core Courses for Both Concentrations**

CDF 212, 346; HEB 210, 410

Home Economics in Business and Community Service Concentration

1. HEB 377, 500 (3 semester hours), 557; CDF 405, 526, 545
2. CDF 302 or 412 or 502; CTX 101 or 241 or 351; FNS 103 or 213; HID 205 or 355
3. Related areas: ENG 102 or approved English composition; ISM 309; MGT 310, 320; COM 105 or 112 or 341

Teacher Education Concentration

1. CTX 101 or 201, 241; CDF 302, 405, 412; HEB 267, 357, 478, 507; HID 205, 355; FNS 103, 213, 303
2. Related area: ENG 102 or approved English composition

Additional Requirements for Teacher Certification

1. Speech clearance
2. One course (3 semester hours) in mathematics or computer science
3. EDU 381, 450, 470; PSY 221
4. Block semester: HEB 467, 508
5. Physical education (2 semester hours)

Electives

Electives sufficient to complete total semester hours required for degree.

HOME ECONOMICS IN EDUCATION AND BUSINESS COURSES (HEB)**For Undergraduates**

- 210 Aspects of the Personal Environment (3:3).** Study of reciprocal relationships between families and environments. Emphasis 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 total educational experience. Observation and participation in teaching-learning environments included.
- 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 Home Economics in Business and Community Services (3:3).** Identification and exploration of home economics related careers in the business and community services concentration. Pr. or co. ISM 309.
- 401 Special Problems in Home Economics in Education and Business (1 to 4).** Individual study. Conference hours to be arranged.
- 410 Multidisciplinary Approaches to Issues Affecting Families (3:3).** Contemporary and changing issues affecting families and their environment. Multidisciplinary approach to decision

making and problem solving. Interaction of faculty and professionals and investigations of community concerns. For senior home economics majors only. Pr. 210, CDF 212, or approved equivalents.

467 Supervised Teaching in Home Economics (9). Supervised student teaching under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for 10 weeks. Pr. 357, 478, 507, 508; senior standing with 2.25 quality point ratio.

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).

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. Pr. 377 for BCS majors.

507 Occupational Home Economics Practicum (1-3:3-9). Planned work experience in one or more specialized home economics related areas approved in advance by instructor. Coordinating conferences and seminars. May be repeated for a total of 3 semester hours. Pr. consent of instructor.

508 Occupational Home Economics (3:2:3). Emphasis on philosophy and design of laboratory and cooperative home economics programs. Work experience in home economics related occupations. Pr. 507.

518 Methods in Adult Home Economics Programs (3:3). Emphasis on scope, organization, implementation, and evaluation of programs for teaching

adults in a variety of professional settings related to home economics.

527 Problems in Home Economics in Education and Business (2 to 6). Individual study.

557 Informational Processes in Home Economics (3:3). Presentation of home economics information through application of communication skills, demonstration techniques, and design principles. Use of microcomputers in home economics related careers. Pr. COM 112 or 341, 18 semester hours home economics subject matter content or permission of instructor.

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 BME 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 BME 598.

For Graduates

601 Directed-Individual Study in Home Economics in Education and Business (1 to 6).

607 Contemporary Issues in Home Economics Education (1 to 6).

611 Graduate Seminar (0).

617 Practicum (3).

627 New Perspectives in Home Economics Education (3:3).

630 Fundamentals of Laboratory Research in Home Economics in Education and Business (3:3).

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| 637 Philosophy and Techniques of Supervision in Home Economics Education (3:3). | 670 Minor Research (2 to 6). |
| 640 Design and Philosophy of Research in Home Economics (3:3). | 677 Curriculum in Home Economics (3:3). |
| 657 Evaluation in Home Economics (3:3). | 699 Thesis (3 to 6). |
| 668 Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (3:3). | 740 Home Economics in Higher Education (3:3). |
| | 799 Dissertation (1 to 12). |
| | 800 Graduate Registration. |
| | 801 Graduate Registration. |

DEPARTMENT OF HOUSING AND INTERIOR DESIGN

(239 Stone Building)

Jan G. McArthur, Assistant Professor and Chair of Department

Assistant Professors Callaway, Hasell, Heneveld, Miller, J. R. Leimenstoll; Adjunct Assistant Professors Herman, Hamett; Instructor Andron; Lecturer J. Leimenstoll

INTERIOR DESIGN MAJOR (Bachelor of Science)

Required: 142 semester hours

The Interior Design program is structured around a continuing sequence of studio courses which help the student develop a deepening mastery of design processes.

The first year presents small-scale problems that take the student through the total design process, from problem identification to graphic communication of the solution.

Second-year courses focus on design as a response to the client/user and the development of technical skills.

Third- and fourth-year studio courses deal with 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 experiential learning in a business setting or government agency, while fifth-year studio courses provide opportunity for independent project work.

Departmental Admission

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 advance studio placement must present to the Interior Design screening committee portfolio and transcript evidence of relevant achievement through prior course work or experiences. Transfer students seeking entry into the program must have at least an overall 2.5 quality point ratio 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 quality point ratio in interior design courses. Students are responsible for purchase of equipment and studio supplies.

Liberal Education Requirements

1. One course in English composition or exemption
2. ART 105; two additional courses from humanities area (H)
3. Two courses from natural science and mathematics area (NSM)
4. Two courses from social and behavioral sciences area (SBS)
5. Four additional courses from any area above (H, NSM, or SBS) or in an elementary foreign language

Major 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 241

Fifth year/Internship Options: sixteen semester hours from among the following: HID 252, 432, 452, 453, 501, 502, 531

Electives

Twenty-six hours of electives, twelve of which should be taken in one focused area of study that supports a specific Interior Design interest. If a minor is desired, the department should be consulted.

HOUSING AND INTERIOR DESIGN COURSES (HID)

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 centered on individual discovery by the student who must function in problem-formulating and problem-solving processes. Development of conceptual models. Pr. admission to the Interior 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 Interior Design Program; to be taken concurrently with 101, 102.

201, 202 Basic Environmental Design III, IV (4:1:6), (4:1:6). Introduction to disciplines of landscape architecture, architecture, product design, and interior

design through environmental studies, investigations of materials and processes, and man-object-space relationships. Emphasis 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. Open to non-majors.

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 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). 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 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.

302 Interior Design II (4:1:6). Design investigation of interior spaces of limited size and complexity for use by permanent, semi-transient, or transient clientele. Pr. 202, 212.

331 Social and Behavioral Aspects of Interior Design (3:3). Introduction to literature and methods of environmen-

tal design research as it applies to interior environments. Pr. at least one course in social sciences at 200 level or above.

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 placed on measurements and specifications. Pr. 101, 102, 201, 202.

355 Housing and Community (3:3). Introduction to housing as an environment for living. Sociological, psychological, economic, and technological aspects of shelter explored from both historical and contemporary perspectives.

411 Interior Design III (4:1:6). Problems in design of multi-function, multi-living environments considering future trends in urbanization, technology, and population needs. Pr. 301, 302.

412 Interior Design IV (4:1:6). Problems in design of complex environmental situations with emphasis on collaboration with other members of a design team in development of the design solution. Pr. 301, 302.

431 Interior Lighting Design (3:1:4). Exploration of light as a design element in interior architecture: uses and control of light, lighting fixtures, and lighting installation for desired effect. Emphasis 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.

Course Descriptions

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. Pr. open only to students enrolled in the Accelerated Option in Interior Design.

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 a total of 4 hours credit. Pr. consent of instructor.

535 Lighting and Wiring Design (2:2). Study of environmental lighting and wiring design.

536 History of Furniture (3:3). Study of stylistic and cultural developments in the decorative arts with special concentration on America.

555 Housing (2:2). Emphasis on psychosocial, economic aspects of the housing industry and specific dwellings. Pr. 355 or consent of instructor.

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 and Interior Design (3:3).

665 Problems in Housing and Interior Design (2 to 4).

670 Minor Research (2 to 6).

685 Readings in Housing (3:3).

699 Thesis (3 to 6).

800 Graduate Registration.

801 Graduate Registration.

SCHOOL OF MUSIC

(107 Brown Music Building)

Arthur R. Tollefson, Professor and Dean of School

Professors Cox, Garlington, Kiorpes, Lynam, McIver, Morgan, Moskovitz; Associate Professors Bair, Bass, Beck, Crutcher, Darnell, DiPiazza, Eskey, Hill, Hunkins, Knutsen, McCarty, McCrickard, Marsh, Prodan, Sherbon; Assistant Professors H. Apfelstadt, G. Carroll, Craddock, Egekvist, Estes, Kohlenberg, Locke, McClaren, Markus, Masarie, Stewart, Williams; Instructor Poindexter; Lecturers M. Apfelstadt, W. Carroll, Coad, Fuchs, Lewis, Lindeman, Peck, Walker, Whittaker; Adjunct Associate Professor Wursten; Visiting Professor Heller.

The School of Music is an accredited institutional 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. The School of Music is the sole representative of the State of North Carolina to the National Association of Music Executives in State Universities.

The School of Music offers the only comprehensive music program from undergraduate through doctoral study in both performance and music education in North Carolina. Unlike either more specialized programs in conservatory-type institutions or more general curricula encountered in most departments of music, studies in the School of Music complement rigorous professional training with that broad liberal education necessary for students both to function as informed, responsible citizens and, concurrently, to communicate most effectively as musicians.

The Bachelor of Music Performance Major is a professional music degree which prepares students for future careers as performers, composers, and/or teachers; it requires students to spend approximately two-thirds of their time in music study. The Bachelor of Music Music Education Major prepares students for positions as choral directors or teachers of general music (principal performance area, usually voice, piano, guitar, or organ) or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools; it requires students to spend approximately two-thirds of their time in music and teacher certification study. The Bachelor of Arts Music Major is a liberal arts degree which provides valuable undergraduate preparation for a variety of careers; it requires students to spend approximately one-third of their time in music study. **Exceptions to prescribed degree programs must have written approval of the Dean of the School of Music.**

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music and for approval of the major or principal performance area. Such auditions should be arranged in advance through the School of Music; taped auditions are acceptable only if distance prohibits a personal audition. Composition majors should submit scores and/or recordings of completed compositions.

Aspects of Music Study

Performance Studies. Throughout the four years of undergraduate enrollment, the music student will study in one or more performance studies areas; keyboard, voice, strings, winds, percussion, or composition. This study will include private instruction in the principal or major performance area, some group instruction, and work in a secondary performance area (instruments or voice outside the major or principal area).

Requirements in performance studies are defined both by proficiency level and credit hours. The level of study for each semester is determined by faculty committees in "jury examinations." Specific requirements for these examinations are provided by the faculty in each performance area.

Music majors enroll each semester in the major or principal instrument for two or three credit hours as determined by the performance faculty. Secondary performance study or performance study by most minors and non-majors grants one credit.

Students who are not music majors or minors may enroll for performance study subject to the availability of space. Part-time students will not be assigned instruction in performance studies unless they simultaneously carry a minimum of two three-credit music courses. Advance approval must be obtained from the School of Music. Neither noncredit nor audit registration in performance studies is permitted.

Majors, principals, and minors will be assigned to MUS 151-451 (1-3 credits) for their Performance Studies; secondary and nonmajor students will be assigned to MUS 152-452 (1-2 credits).

Performance Activities. Music students will participate in one or more major ensembles in their area each semester. Each year advanced students may apply for positions as vocalists or instrumentalists in the performances of opera and musical theatre which the School of Music presents in cooperation with the Department of Communication and Theatre. Advanced students also have opportunities to perform in the Greensboro Symphony Orchestra and/or other professional ensembles, to serve as church organists, vocal soloists, and directors, and to participate in orchestras hired locally for touring events appearing in the community.

Community Opportunities

Living in the artistically thriving Greensboro - Winston-Salem - High Point "Triad" area, students enjoy regular opportunities to attend and perform in concerts sponsored by such organizations as the Greensboro Symphony Orchestra, the Greensboro Opera Company, and the Eastern Music Festival. In addition, they interact with some of the world's major artists who frequently schedule informal discussions, open rehearsals, and master classes at UNCG.

Facilities. The School of Music is currently based in the Brown Music Building Complex. This facility, in combination with other buildings on campus, provides large and small auditoriums, choral and instrumental rehearsal halls, and numerous practice rooms. The music listening center, also located in the Brown Music Building, houses a large collection of recordings and scores.

Many students explore special interests in the Electronic Music Studio, the Electronic Piano Laboratory, and the Computer Theory Laboratory. The Birdie H. Hollo-

way Music Education Laboratory houses reference materials, computer and video cassette recorder equipment, other audio-visual equipment, and the various teaching instruments required for primary and secondary school music instruction.

Students in instrumental areas, although encouraged to own the best possible instruments for their personal use, are afforded access to the school's large inventory of orchestral and keyboard instruments.

Music in General Studies

Courses in introductory music appreciation, Afro-American music, jazz appreciation, 20th century music, popular music in America, etc., are designed 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 consent of the instructor, pursue study in other music courses as well (see pertinent course descriptions).

MUSIC MAJOR (GENERAL) (Bachelor of Arts)

Required: 122 semester hours.

MUS 90 (4 semesters)

MUS 91 (7 semesters)

Liberal Education Requirements

(See pp. 53-54 for listing of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, ENG 101, 3 semester hours
2. Humanities, 24 semester hours: Fine Arts, 3 semester hours: Literature, 3 semester hours: Foundations of Inquiry, 3 semester hours: Foreign Language through Intermediate level, 6 semester hours: Second Course in LRD, PHI, 115, 3 semester hours; Western Civilization Core Course, 6 semester hours
3. Natural Science and Mathematics, 13 semester hours: Physical Science, 3-7 semester hours*; Life Science, 3-7 semester hours*; Mathematics, 3 semester hours.
4. Social and Behavioral Sciences, 9 semester hours: One course each from three different departments.

*One course must include laboratory.

Major Requirements

46 semester hours in music with at least 32 hours above the 100 level, as follows:

1. Theory; MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331, 332, 333
3. Performance Studies: 10 semester hours including at least 2 at 351 level
4. Class Piano: 4 semester hours or proficiency through MUS 134
5. Large Ensemble: 5 semester hours
6. One 500-level music elective in history/literature, theory, or pedagogy

Electives

Electives sufficient to complete 122 semester hours required for degree.

MUSIC HISTORY MAJOR (Bachelor of Arts)

Required: 126 semester hours

MUS 90 (4 semesters)

MUS 91 (7 semesters)

Liberal Education Requirements

1. One course in English composition or exemption.
2. Three courses other than music, from Humanities area (H).
3. Two courses from Natural Sciences & Mathematics area (NSM).
4. Two courses from Social & Behavioral Sciences area (SBS).
5. Four additional courses, other than music, from any one, all or combination of the three areas above or in an elementary foreign language.

Major Requirements

29-45 hours in music above the 100 level

1. Theory; MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331, 332, 333
3. Performance Studies: 10 semester hours (through 251 level)
4. Class Piano: 4 semester hours or proficiency through MUS 134
5. Large Ensemble: 2 semester hours
6. Collegium Musicum: 6 semester hours
7. MUS 497c (6 semester hours) to culminate in a senior thesis; MUS 507; five of the following: MUS 511, 521, 527, 528, 529, 530, 531, 532, 533, 534, 537, 538

Electives

Electives sufficient to complete 126 semester hours required for degree.

PERFORMANCE MAJOR (Bachelor of Music)

A concentration in voice or an instrument

PERFORMANCE MAJOR: JAZZ STUDIES (Bachelor of Music)

A concentration in an instrument with emphasis on jazz

COMPOSITION MAJOR (Bachelor of Music)

Special training in music composition (proficiency in at least one performance area required for acceptance).

Required: 128 semester hours.

MUS 90 (7 semesters)

MUS 91 (7 semesters)

Liberal Education Requirements

(For all three majors above)

1. One course in English composition or exemption.

2. Three courses other than music, from Humanities area (H).
3. Two courses from Natural Sciences & Mathematics area (NSM).
4. Two courses from Social & Behavioral Sciences area (SBS).
5. Four additional courses, other than music, from any one, all or combination of the three areas above or in an elementary foreign language.

Major Requirements

Core courses for all three majors above

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331, 332, 333
3. Performance Studies: 12 semester hours

Performance Major

1. Major area Performance Studies: 12 semester hours (beyond core requirement) culminating in senior recital (at least 3 at 451 level)
2. Secondary Performance Studies: 2 semester hours
3. Large Ensemble: 8 semester hours (4 for keyboard majors)
4. Conducting: 1 semester hour
5. History/Literature and Theory: 9 semester hours (two areas must be represented)
6. a. Guitar Students
 Class Piano: 2 semester hours **or** proficiency through MUS 134
 Small Ensemble: 2 semester hours
 Music Electives: 9 semester hours
- b. Orchestral Instrument Students
 Class Piano: 2 semester hours **or** proficiency through MUS 134
 Small Ensemble: 2 semester hours
 Pedagogy (string, woodwind, brass, or percussion): 3 semester hours
 Music Electives: 6 semester hours
- c. Organ Students
 MUS 384: 4 semester hours
 Small Ensemble: 2 semester hours
 Music Electives: 11 semester hours
- d. Piano Students
 MUS 384: 4 semester hours
 Small Ensemble: 2 semester hours
 Pedagogy: 3 semester hours
 Music Electives: 8 semester hours
- e. Voice Students
 Class Piano: 2 semester hours **or** proficiency through MUS 134
 Diction: 4 semester hours
 Music Electives: 7 semester hours
 FRE 101, 102 **and** GER 101-102

Performance: Jazz Studies Major (Instrumental)

1. Major area Performance Studies: 12 semester hours (beyond core requirement) culminating in senior jazz or jazz/classical recital (at least 3 at 451 level)
2. Secondary Performance Studies: 2 semester hours
3. Class Piano (not required of keyboard principals): 2 semester hours **or** proficiency through MUS 134
4. MUS 395: 8 semester hours
5. MUS 321, 322, 358, 372, 558, 560
6. Music Electives: 5 semester hours

Composition Major

1. Composition: 2 semester hours (beyond core requirement) at 451 level culminating in senior recital
2. Principal Performance Area: 8 semester hours (through 351 level)
3. Class Piano: 2 semester hours **or** proficiency through MUS 134
4. Large Ensemble **or** New Music Ensemble: 8 semester hours
5. Small Ensemble: 2 semester hours
6. MUS 203, 350, 372, 472, 507, 509, 566
7. Music Electives: 6 semester hours

GENERAL MUSIC EDUCATION MAJOR (Bachelor of Music)

INSTRUMENTAL MUSIC EDUCATION MAJOR (Bachelor of Music)

Required: 132 semester hours

MUS 90 (7 semesters)

MUS 91 (7 semesters)

Liberal Education Requirements (for both majors)

1. One course in English composition or exemption.
2. Three courses other than music, from Humanities area (H).
3. Two courses from Natural Sciences & Mathematics area (NSM).
4. Two courses from Social & Behavioral Sciences area (SBS).
5. Four additional courses, other than music, from any one, all or combination of the three areas above or in an elementary foreign language.

Major Requirements

Core Courses for Both Majors

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331, 332, 333
3. Performance Studies: 12 semester hours (at least 2 at 351)
4. Large Ensemble: 7 semester hours

General Music Education Major

1. MUS 208, 319, 367A, 419, 464, 466
2. a. Guitar Students
 - Secondary Piano: 2 semester hours
 - Class Piano: 2 semester hours **or** proficiency through MUS 134
 - Class Voice: 2 semester hours
 - Diction: 2 semester hours
 - Music Electives: 1 semester hour
- b. Keyboard Students
 - Secondary Voice: 2 semester hours
 - Class Voice: 2 semester hours
 - Diction: 2 semester hours
 - Music Electives: 3 semester hours
- c. Voice Students
 - Secondary Piano: 2 semester hours
 - Class Piano: 2 semester hours **or** proficiency through MUS 134
 - Diction: 3 semester hours
 - Music Electives: 2 semester hours
 - FRE 101, 102, **or** GER 101-102

Instrumental Music Education Major

1. MUS 209, 367B, 372, 466, 467, 472
2. Music Electives: 1 semester hour
3. a. Guitar students
 - Class Piano: 2 semester hours **or** proficiency through MUS 134
- b. Instrumental students
 - Class Piano: 2 semester hours **or** proficiency through MUS 134
 - Three of the following (outside principal area): MUS 263, 264, 265, 266
 - Three of the following (must include major area): MUS 363, 364, 365, 366 (string majors select two **plus** 1 semester hour of performance string secondary)
- c. Keyboard students
 - Music electives: 2 semester hours

Teacher Certification Requirements

(See Teacher Education in Chapter 5 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.)
8. Two semester hours in physical education.
Note: MUS 357 is a required course for wind and percussion principals and will substitute for physical education requirement.
9. MUS 465, and 466 jointly satisfy the EDU 465 requirement.

Music Minor

Required: 21 semester hours in School of Music

1. Theory: MUS 101, 102, 105, 106
2. History: MUS 331, 332 or 333
3. Performance Studies: 4 semester hours (must satisfy requirements for entrance to 251 level)
4. Large Ensemble: 4 semester hours
5. Music Electives: 4 semester hours

MUSIC COURSES (MUS)

For Undergraduates

- 90 Convocation (0:1).** Part-time and full-time transfer students must enroll in MUS 90/91 for number of semesters of full-time work remaining in their programs. Seventy-five percent attendance required for all events except those structured for freshmen only. Grading on P/NP basis; requirements fulfilled with P grade only.
- 91 Recital Attendance (0).** Music majors required to report attendance at a minimum of ten approved public performances each semester of undergraduate study including those in which student participates. Part-time and full-time transfer students must enroll in MUS 91 for number of semesters of full-time work remaining in their programs. 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.
- 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).** Study of techniques, forms, and styles of twentieth-century composers from Debussy to Stockhausen. Major topics to include polytonality, serial writing, electronic music, and mixed media. Pr. admission to Eastern Music Festival as composition major.
- 125, 126, 225, 226 Class Voice (1:0:2), (1:0:2), (1:0:2), (1:0:2).** 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. consent of School of Music to enroll.
- 130 Class Guitar (1:0:2).** Group instruction in functional guitar for beginning guitar students. May be repeated for credit.

Pr. consent of School of Music to enroll.

- 131, 132, 133, 134 Class Piano (1:0:2), (1:0:2), (1:0:2), (1:0:2).** Laboratory instruction in piano. Offered as preparation for 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.
- 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 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.
- 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.
- 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.
- 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.
- 208 Introduction to Instrumental Methods (2:2).** Introductory study of instrumental music teaching, including string, woodwind, brass, and percussion instruments. Not open to freshmen.
- 209 Introduction to Choral Methods (2:2).** Introductory study of vocal production, especially as applied to choral singing, and of choral rehearsal procedures and repertory, especially as applied to junior and senior high school choral groups.
- 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 scheduled at discretion of instructor. Not open to music majors. (H), (CFA).*
- 243 Popular Music in America (3:3).** Survey of popular musical styles and performers in America from the Gilded Age to the present. (H).*
- 263 String Methods Laboratory I (1:0:2).** Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors, except string principals.
- 264 Brass Methods Laboratory I (1:0:2).** Class instruction in basic orchestral brass instruments. Covers perfor-

*Open to all University students.

Course Descriptions

- mance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors, except brass principals.
- 265 Woodwind Methods Laboratory I (1:0:2).** Class instruction in basic orchestral woodwind instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors, except woodwind principals. Pr. 200 level principal performance or consent of instructor.
- 266 Percussion Methods Laboratory I (1:0:2).** Class instruction in orchestral basic percussion instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors, except percussion principals.
- 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 twentieth-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. 106 or consent of instructor, 125 or one semester of voice study; corequisite 380, 382, or 383 (except instrumentalists).
- 321, 322 Jazz Improvisation I, II (3:3), (3:3).** Basic course for the student with little or no previous experience in 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, 333 History of Western Music I, II, III (3:3), (3:3), (3:3).** Detailed study of music history. First semester: music to about 1600; second semester: from 1600 to 1800; third from 1800 to the present. Pr. 101, 102, 105, 106, or consent of instructor. (331, 332 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. (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).** Historical survey of the musical contributions of Black Americans beginning with oral traditions of Africa and culminating with jazz and music of contemporary Black American composers. Does not require previous musical training. (H).*
- 350 Electronic Music (3:2:2).** Introductory course in electronic composition. Lecture and laboratory experience.*
- 357 Marching Band Techniques (3:3).** Study of marching band techniques, including pageantry and show design. Practical exercises in writing marching band shows. Pr. 202, 206, 263, 264, 265, 266, or consent of instructor.
- 358 Jazz Arranging I (3:3).** Beginning study of language and techniques employed in arranging music for various jazz ensembles. Pr. 201, 205.
- 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 String Methods Laboratory II (1:0:2).** Class instruction in orchestral bowed

*Open to all University students.

string instruments. Covers performance, pedagogy, and literature for teaching at intermediate level. Required: string principals. Pr. 263 (exception: string principal) or consent of instructor.

364 Brass Methods Laboratory II (1:0:2).

Class instruction in orchestral brass instruments. Covers performance, pedagogy, and literature for teaching at intermediate level. Required: brass principals. Pr. 264 (exception: brass principal) or consent of instructor.

365 Woodwind Methods Laboratory II (1:0:2).

Class instruction in orchestral woodwind instruments. Covers performance, pedagogy, and literature for teaching at intermediate level. Required: woodwind principals. Pr. 265 (exception: woodwind principal) or consent of instructor.

366 Percussion Methods Laboratory II (1:0:2).

Class instruction in orchestral percussion instruments. Covers performance, pedagogy, and literature for teaching at intermediate level. Required: percussion principals. Pr. 266 (exception: percussion principal) or consent of instructor.

367a Curriculum and Teaching Methods in the Elementary School (3:3).

Overview of music curriculum in 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: general music education majors. Pr. admission to teacher education.

367b Foundations of Teaching Instrumental Music (3:3).

Basic instruction in teaching instrumental music in the schools. Includes pedagogic techniques, organization, and practice. Required: instrumental music education majors. Pr. admission to teacher education.

368 Band Instrument Repair (1:0:3).

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 Instrumental Conducting I (1:0:2).

Introductory course in instrumental conducting. Emphasis on baton technique and non-verbal communication.

380 University Women's Choir (1:0:3).

Choral organization for women's voices. Membership by audition. May be repeated for credit.

381 Men's Glee Club (1:0:3).

Membership by audition. May be repeated for credit.

382 University Chorale (1:0:4).

Mixed choral organization, selected voices. Membership by audition. May be repeated for credit.

383 Symphonic Chorus (1:0:3).

Mixed choral organization. Repertoire includes a variety of choral literature. May be repeated for credit.

384 Keyboard Accompanying (1:0:3).

Class discussion, study, and performance of literature for voice and/or instruments with keyboard accompaniment. Fulfills large ensemble requirement for keyboard performance majors in semester of enrollment. May be repeated for credit 4 semesters.

385 Masterworks Chorus (1:0:3).

Study and performance of works of special distinction by acknowledged choral masters of all periods of music. Performances conducted by graduate students in choral conducting under faculty supervision. Pr. admission by audition. May be repeated for credit.

388 Chamber Singers (1:0:3).

Small vocal ensemble(s) for selected voices. May be repeated for credit.

391 University Symphony Orchestra (1:0:4).

Full symphony orchestra, performing important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries.

Course Descriptions

- Membership by audition. May be repeated for credit.
- 393 University Wind Ensemble (1:0:4).** Small wind ensemble for advanced students. Performs appropriate wind ensemble works from all eras. Membership by audition. May be repeated for credit.
- 394 University Concert Band (1:0:3).** Performs literature from all eras, including contemporary works for this medium. Membership by audition. May be repeated for credit.
- 395 Jazz Laboratory Ensemble (1:0:3).** Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition. Membership by audition. May be repeated for credit.
- 396 Small Ensemble (1:0:3) or (1:0:2).** Participation by advanced students in trios, quartets, and other ensembles appropriate to the performance area. Membership by audition. Includes Collegium Musicum, Honors Woodwind Quintet, Jazz Ensemble, New Music Ensemble, Opera Chorus (spring semester), Show Choir. May be repeated for credit.
- 419 Choral Laboratory II (2:1:2).** Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. Pr. 206 or consent of instructor, 319 or 372; 380, 381, 382, or 383.
- 460 Jazz Pedagogy (2:2).** Principles of jazz interpretation, improvisation, and arranging. Procedures for organizing and administering jazz programs and for conducting rehearsals. Survey of jazz study materials. Pr. 134 or piano proficiency, 202 and 206.
- 464 General Music in Secondary Schools (2:2).** Survey of general music in secondary schools. Includes evaluation of materials, organization, and contemporary methodology. Pr. admission to professional semester in music education. Block registration.
- 465 Student Teaching (9).** Daily teaching in primary and secondary grades under University supervision. Section 1, general music; section 2, wind and percussion; section 3, strings. Pr. 464 and 419 for section 1; 467 and 472 for sections 2 and 3. Completion of all requirements in theory. Classification of 351 level in applied principal for all sections. Block registration.
- 466 Seminar for Student Teachers (1:2).** Forum providing special educational opportunities in conjunction with student teaching experiences. Emphasis placed on professional aspects of teaching. Pr. 464 or 467. Block registration.
- 467 Instrumental Music in the Schools (2:2).** Philosophies and methods of teaching instrumental music, including study of administrative procedures, repertoire, and program building; application of music teaching techniques. Pr. admission to professional semester in music education. Block registration.
- 472 Instrumental Conducting II (2:1:2).** Advanced conducting techniques, with emphasis on instrumental conducting.
- 497 Directed Study in Music (1 to 3).** Supervised research in advanced subject area resulting in written document or composition. Project outline (available in School of Music office) prepared by student and supervising professor and approved by Division Chairman and Dean of 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. consent of supervising professor, Division Chairman and Dean of School of Music.

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).** 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 consent of instructor.
- 502 Piano Pedagogy II (3:3).** 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 consent of instructor.
- 503 String Instrument Pedagogy (3:3:1).** 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 consent of instructor.
- 504 Woodwind Instrument Pedagogy (3:3).** Survey of various philosophies, methods, and materials utilized in the teaching and performing of woodwind instruments. Pr. 351 applied level or consent of instructor.
- 505 Brass Instrument Pedagogy (3:3).** Survey of various philosophies, methods, and materials utilized in the teaching and performing of brasswind instruments. Pr. 351 applied level or consent of instructor.
- 506 Percussion Instrument Pedagogy (3:3).** Survey of various philosophies, methods, and materials utilized in the teaching and performing of percussion instruments. Pr. 351 applied level or consent of instructor.
- 507 Modal Counterpoint (3:3).** Contrapuntal techniques and standard forms of Renaissance sacred vocal repertoire. Analysis of music by such composers as Josquin, Palestrina, and Lassus. Standard writing techniques of motet and mass; aural training. Pr. 202 and 206 or consent of instructor.
- 508 Tonal Counterpoint (3:3).** Contrapuntal techniques and standard forms of the middle and late Baroque. Analysis of music by composers from Corelli to Bach, composition in representative forms, and aural training. Pr. 202 and 206 or consent of instructor.
- 509 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 interpretive decisions, based on musical analysis. Pr. 301 or consent of instructor.
- 511 History of Opera (3:3).** Principal opera composers and style from Monteverdi to the present; analytical study of selected major works. Pr. 332 and 333 or consent of instructor. * Not offered every year.
- 513a, 514a Song Repertory I, II: Voice (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 513a, French for 514a), or consent of instructor.
- 513b, 514b Song Repertory I, II: Piano (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

* Open to all University students by consent of instructor.

Course Descriptions

- credit. Open to junior, senior, and graduate music majors. Pr. Piano 251 or consent of instructor.
- 515 Piano Literature I (3:3).** Survey of piano literature from ca. 1760-1825, with a preliminary investigation of music for other keyboard instruments from earliest extant sources. Pr. piano majors or principals at junior, senior, or graduate level or consent of instructor. Offered in alternate years.
- 516 Piano Literature II (3:3).** Survey of piano literature from ca. 1825 to present. Pr. piano majors or principals at junior, senior, or graduate level or consent of instructor. Offered in alternate years.
- 519 Seminar in Choral Repertory (1:1).** 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 fourteenth century to present. Pr. 333 or consent of instructor. * Not offered every year.
- 522 Guitar Literature (3:3).** Survey of guitar literature from Renaissance to present; detailed study of lute tablatures, instrument construction, and development of technique. Pr. two years of classical guitar study or equivalent. * Not offered every year.
- 527 Performance Practices of Western Music (3:3).** Investigation from Middle Ages to present of the problems of performing music in historically correct manner. Emphasis on theoretical writings and on comparison of performances. Pr. 331, 332, and 333 or consent of instructor.
- 528 Choral Music since 1750 (3:3).** Study of significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. Pr. 332, 333 or consent of instructor.
- 529 Renaissance Music (3:3).** Comprehensive, historical survey of music in fifteenth and sixteenth centuries with detailed study of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. Pr. 331 or consent of instructor. * Not offered every year.
- 530 The Baroque Period in Music (3:3).** Comprehensive, historical survey of music of Baroque era from Monteverdi through Bach and Handel with detailed study of styles of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. Pr. 332 or consent of instructor. * Not offered every year.
- 531 Classicism and Romanticism in Music: 1750-1850 (3:3).** Examination of major contributions of Mozart, Haydn, Beethoven, Schubert, Berlioz, Schumann, etc., to western traditions. Special attention given to development of music for symphony orchestra and piano. Pr. 333 or consent of instructor. * Not offered every year.
- 532 The Post-Romantic Tradition in Music: 1850-1914 (3:3).** Study of developments in history of music from Wagner through early Schoenberg. Special attention given to changes in styles between music and other arts. Pr. 333 or consent of instructor. * Not offered every year.
- 533 Twentieth-Century Music c. 1890-1950 (3:3).** Survey of composers and musical styles which emerged in Europe and the Americas from impressionism through the beginnings of electronic music. Pr. 333 or consent of instructor. * Not offered every year.

* Open to all University students by consent of instructor.

- 534 Experimental Music (3:3).** Study of recent musical and related intermedia creative trends.
- 536 Band Literature (3:3).** Band literature and origins of the band emphasizing its import and expanded cultivation during past century in United States and Europe. * Not offered every year.
- 537 Chamber Music Tradition (3:3).** Advanced study of selected chamber compositions from late eighteenth century to present emphasizing string, woodwind, and brass ensembles, including works with piano. Pr. 332, 333, or permission of instructor. * Not offered every year.
- 538 The Symphonic Tradition (3:3).** Advanced study of symphonic styles and techniques from Baroque era to present. Pr. 332, 333 or consent of instructor. * 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. 472 or 419 or consent of instructor.
- 540 Piano Teachers' Seminar (3:3).** Piano literature, technique, and interpretation for teachers of piano. Specific course content 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).** 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 consent of instructor.
- 543 Music for Exceptional Children (3:3).** Review of learning styles of exceptional children and implication for providing realistic musical activities in the classroom. Emphasis placed on musical goals and developing musical skills with special learners. Pr. 361 or consent of instructor.
- 544 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 applies to existing musical organizations and classes in public schools.
- 550 Electronic Music (3:2:2).** Same as 350 above. Introductory course in electronic composition. Lecture and laboratory experience. *
- 555 Computer Applications in Music Research and Instruction (3:3).** Study and utilization of computer hardware and software (including programming languages) for projects related to music research and instruction.
- 558 Jazz Arranging II (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.
- 560 History of Jazz (3:3).** Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. Pr. 206, 301, 331, 332, 333.
- 563 Band Arranging (3:3).** Arranging, editing, and rescoring for concert and marching bands for performance at various levels. Not offered every year.

* Open to all University students by consent of instructor.

Course Descriptions

- 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. * Not offered every year.
- 574 Twentieth-Century Vocal Techniques (2:2).** Performance practices in twentieth-century vocal music, including an overview of the repertoire, learning and rehearsal procedures, and information about contemporary notation. Pr. 301, 331, 332, 333 or consent of instructor.
- 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 consent 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. consent of School of Music, to be based upon appropriate academic or professional training. Grade: Satisfactory/Unsatisfactory, S/U.

* Open to all University students by consent of instructor.

For Graduates

- 580 University Women's Choir (1:0:3).**
- 581 Men's Glee Club (1:0:3).**
- 582 University Chorale (1:0:4).**
- 583 Symphonic Chorus (1:0:3).**
- 585 Masterworks Chorus (1:0:3).**
- 588 Chamber Singers (1:0:3).**
- 591 University Symphony Orchestra (1:0:4).**
- 593 University Wind Ensemble (1:0:4).**
- 594 University Concert Band (1:0:3).**
- 595 Jazz Laboratory Ensemble (1:0:3).**
- 596 Small Ensemble (1:0:3).**
- 600 Recital (0).**
- 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 Seminar in Musical Analysis (3:3).**
- 615 Nineteenth-Century Piano Literature (3:3).**
- 618 Psychology of Music (3:3).**
- 619 Acoustics of Music (3:3).**
- 620 Seminar in Piano (3:3).** (Formerly 520).
- 621 Seminar in Vocal Literature (3:3).**
- 622 Seminar in Choral Literature (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).**
- 653 Music Supervision (3:3).**
- 655 Music in Higher Education (3:3).**
- 661 Advanced Analytical Techniques (3:3).**
- 662 Schenkerian Analysis (3:3).**

675 Seminar in Opera Direction and Production (3:2:3).

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.

SCHOOL OF NURSING

(112 Moore Building)

*Patricia A. Chamings, Professor and Dean of School
Associate Professor and Assistant Dean*

Professors Barnes, Zinser (Vice Chancellor for Academic Affairs); Associate Professors Brodish, Erlandson, Evans, Hargett, S. Reed, Small, Turner; Assistant Professors Allred, Alston, Armenaki, Brown, DiMeo, James, Karb, Taylor, Werstlein; Lecturers Beeson, Caston, Courts, Jackson, Johnson, Kraus, Lehman, McBride, Patterson, K. Reed, Remsburg, Sandoval, Smith, Watters, Williamson; Visiting Associate Professor Goff; Visiting Assistant Professors Hancock, Jones, Kohlenberg, Leonard, Longenecker, Ray.

Adjunct Faculty: Adjunct Professors McNally, Mooth; Clinical Professor McRae; Adjunct Associate Professors Hardee, Tranbarger; Adjunct Assistant Professors Andrews, Beach, Boette, Boger, Bokun, Crosby, Dickson, Duffy, Eller, Englehardt, Fonville, Hayes, Knight, Lundrigan, McCabe, Millsaps, Payne, Staab; Adjunct Instructor Bays.

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The first two years of study are in general education, basic sciences, and humanities. The majority of work in the junior and senior years is in nursing.

The School of Nursing also offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education and administration. This program has a strong research emphasis and is founded on specialization in clinical practice.

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.

Philosophy

Nursing is a socially significant activity concerned with humans as total beings with health care needs. The School of Nursing believes 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

Course Descriptions

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 health care system.

Nursing is a goal-oriented interpersonal process directed toward the promotion, maintenance, and restoration of health and/or assisting at the termination of life. Professional nursing includes the roles of leader, researcher, advocate, teacher, care giver, and change agent. The nursing process and the research process are primary tools of the professional nurse by which problems may be systematically identified and solved, and the goals of health promoted.

In adherence to this philosophy, the purpose of the School of Nursing is to provide excellent education for students who wish to practice and advance professional nursing.

Admission

Criteria for Admission:

1. Satisfactory completion of all prerequisite courses
2. Overall quality point ratio of 2.0 or better
3. 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

Admission to the University does not guarantee acceptance into the nursing major. Various health care agencies in Piedmont North Carolina cooperate with the School of Nursing in providing clinical learning experiences for students. The size of each incoming junior class is determined by the availability of these clinical resources. Therefore, it is impossible to assure space for every student who meets the criteria.

Registered Nurses

A registered nurse is considered for admission to the program on the same basis as any other undergraduate. One who brings advanced placement may 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. Challenge examinations are scheduled during summer months. The length of time required to complete the program varies with each individual.

General Information

1. Nursing majors must earn a grade of "C" or better in each nursing course (including final semester grades) in order to progress through the sequence of courses and to graduate and must maintain an overall quality point ratio of 2.0 or better in order to graduate.
2. Nursing majors are required to purchase uniforms in the spring semester of the sophomore year. The estimated cost is \$150.
3. Before beginning the junior and senior years, students are required to furnish the School of Nursing evidence that they have secured liability insurance in the amount of \$100,000-\$300,000 covering their actions as students 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 per year. The insurance obtained through the School's group policy does not cover the student for part-time work or work during vacations.

4. Students enrolled in Practicums I, II, III, and 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.
5. Achievement tests may be administered during the second semester of the senior year. A total fee of approximately \$10 is required.
6. Students in the major also are required to subscribe to the **American Journal of Nursing** at a cost of approximately \$15 per year.
7. Students admitted to the major must provide evidence of
 - a) a recent tuberculin skin test (or chest x-ray if skin test is positive)—within one year
 - b) a tetanus toxoid immunization—within ten years
 - c) a Rubella Titre or evidence of immunization if Titre results are negative
8. Students admitted to the major must provide evidence that they are certified to perform cardiopulmonary resuscitation (CPR).
9. RN students admitted to the major must provide evidence of current licensure in North Carolina.

NURSING MAJOR (Bachelor of Science in Nursing)

Required: 122 semester hours

Liberal Education Requirements

1. One course in English composition or exemption
2. Three courses from humanities area (H)
3. PHY 305; CHE 103 or 104 and CHE 110 (NSM)
4. PSY 221; SOC 211 (preferred) or 201 (SBS)
5. BIO 271, 277; SOC 355 or CDF 212; one course in psychology (SBS)

Major and Related Area Requirements

1. NUR 211, 301, 302, 311, 312, 321, 322, 401, 402, 411, 412, 421, 422
2. HEA 369 or CDF 302; BIO 380

NOTE: Registered Nurse Students:

1. May substitute NUR 303 for NUR 301 and 302 (pr. for the junior-level challenge examinations)
2. May earn credit for the following courses by examination: NUR 311, 312, 321, 322

Electives

Electives sufficient to complete 122 total semester hours required for degree, including BIO 101 and 102 which are prerequisite for BIO 271, 277, and 380 (required above).

NURSING COURSES (NUR)

For Undergraduates

- *211 Introduction to Principles and Practice of Nursing (3:2:3).** Study of the nursing process with emphasis on assessment of selected body systems. Includes concepts, principles, and skills basic to nursing practice, and overview of the history. Pr. intent to major in nursing; pr. or concurrent enrollment in BIO 271 or BIO 277.
- 301 Dynamics of Professional Nursing I (3:3).** Study of nurse-patient relationship and selected concepts related to nursing of the individual. Pr. 211 and acceptance into the upper division major.
- 302 Dynamics of Professional Nursing II (3:3).** Study of nurse-patient relationship and selected concepts related to nursing care of the individual within the family. Pr. 301.
- 303 Concepts of Professional Nursing (4:4).** Study of professional nursing with emphasis on selected concepts, assessments, and principles of human interaction. Pr. BIO 277; SOC 355 or CDF 212; PSY 221; HEA 369 or CDF 302, or permission of instructor. Required course for the registered nurse student (replaces 301 and 302); pr. to the junior level Challenge Examinations.
- *311 Practicum in Nursing I (5:0:15).** Provides beginning opportunities to utilize the nursing process in providing nursing care to individual adults and children and the childbearing family. Pr. 211; pr. or concurrent enrollment in 301, 321.
- *312 Practicum in Nursing II (5:0:15).** Continues to provide opportunities to utilize the nursing process in providing nursing care to individual adults and children and the childbearing family. Pr. 311; pr. or concurrent enrollment in 302, 322.
- 321, 322 Nursing Care of Adults and Children I, II (5:5), (5:5).** Selected nursing concepts and theories related to care of adults, children, and child-bearing family. Emphasis on adaptation to pathophysiological/psychosocial alterations, health promotion/maintenance, and medical/nursing interventions. Pr. 211 and acceptance into upper division major; 321 pr. for 322.
- 330 Health of Women (3:3).** Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems.
- 401 Dynamics of Professional Nursing III (3:3).** Use of nursing process in promoting and maintaining health of groups. Exploration of leadership roles in professional nursing as practitioner, researcher, and change agent. Pr. completion of required 300-level nursing courses.
- 402 Dynamics of Professional Nursing IV (4:4).** Application of scientific method in nursing research; exploration of management issues in nursing; analysis of factors that impact on nursing practice and professional role development. Pr. 401.
- *411 Practicum in Nursing III (6:0:18).** Provides opportunities to utilize the nursing process in administering care for diverse populations with complex health concerns in a variety of settings. Emphasis on immediate outcomes of health care. Pr. or concurrent enrollment in 401, 421.
- *412 Practicum in Nursing IV (6:0:18).** Provides opportunities to utilize the nursing process in administering care for diverse populations with complex health concerns in a variety of settings. Emphasis on long-term outcomes of health care. Pr. 411; pr. or concurrent enrollment in 402, 422.
- 421 Care of Individuals and Families with Complex Problems (4:4).** Selected concepts and theories of care of individuals and families in a variety of primary and secondary settings. Emphasis on assessment, planning,

and evaluation of health care. Pr. completion of required 300-level nursing courses.

- 422 Care of Patients and Individuals with Complex Nursing Problems (4:4).** Selected concepts and theories of care of individuals and families in a variety of primary and secondary settings. Emphasis on assessment, planning, and evaluation of health care. Pr. 421.

***Note:** Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

For Graduates

- 601 Nursing Research (3:3).**
602 Nursing Research Seminar (3:3).

- 611a Advanced Nursing I: Nursing Administration (6:2:12).**
611b Advanced Nursing I: Nursing Education (6:4:6).
612a Advanced Nursing II: Nursing Administration (6:2:12).
612b Advanced Nursing II: Nursing Education (6:2:12).
631 Professional Nursing in Health the 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.



SPECIAL ACADEMIC PROGRAMS



HONORS PROGRAM

The Honors Program offers an opportunity for highly qualified students to pursue a course of study together and to grow intellectually as they learn from each other. It is for students who enjoy intellectual stimulation and challenge. It also demands academic ability, serious interest, and commitment.

For these reasons, students are admitted to the program on the basis of class standing or faculty recommendation.

The Honors Program offers an opportunity for broad interdisciplinary study leading to more focused and independent work as students progress toward the Bachelor's degree. In early stages of the program students take seminars that explore fundamental areas of study and that examine important questions which transcend departmental divisions. They may also enroll in special Honors sections of English composition, Western Civilization, and calculus. Later, students may choose to continue working in a seminar setting as they concentrate on more specialized areas, or they may prefer to do an independent study under direction of a faculty member. Participants are encouraged to maintain 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.

Seminars have dealt with such subjects as "World War I" and "Monsters and the Monstrous," while topics like "Autism" and "Congressional Voting Behavior" have been explored independently.

HONORS COUNCIL

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.

Keith Cushman, Director of Honors Program, Department of English

Bruce Caldwell, Department of Economics

Robert Cannon, Department of Biology

Ronald Cassell, Department of History

Kelley E. Griffith, Department of English

Janet C. Harris, Department of Physical Education

Garrett W. Lange, Department of Child Development and Family Relations

Terrance C. McConnell, Department of Philosophy

Carol Marsh, School of Music

Robert Newton, Department of German and Russian

Richard L. Shull, Department of Psychology

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

Anne C. Steele, Department of Information Systems and Operations Management

James C. Thompson, Department of Political Science
Christine Brice, Student Member
Geneva Deel, Student Member
David Nance, Student Member
Ann Resnick, Student Member
Donna Shelton, Student Member
Pamela Wood, Student Member

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.

Eligible students who enter the program are encouraged to complete the minimum honors curriculum (10-12 hours) which consists of three honors courses, including at least two seminars, plus 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 will have the accomplishment recorded on their transcript.

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.

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 Graduate School must countersign this approval.

Honors Program Courses (HSS)

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).

Program also offers special Honors sections of such courses as English

101 and 102, Western Civilization 101 and 102, and Mathematics 191.

Sophomore Program

200 Interdisciplinary 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 as 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 ten) agree on a general topic for a 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 Special Topics Seminar (3:3).** Qualified students engage in intensive study of a theme or topic within a particular discipline. May be repeated for credit as topic changes. Area credit indicated by numbers: 300H (Humanities), 300N (Natural Sciences and Mathematics), 300S (Social and Behavioral 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.

- 493-494 Senior Honors Thesis (3)-(3).** Students must register through respective departments. Pr. 200- or 300-level Honors work.

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, 401 Senior Honors Seminar (3), (3).** Provides the opportunity for qualified students to study in the group-oriented atmosphere of a seminar with the amount of intense and rigorous discipline implied at the senior level. Pr. recommendation of the head of the department within which work is to be done and of the Honors Council.
- 490 Senior Honors Project (1 to 3).** After submitting a plan to the Honors Council for approval, some time before the end of the 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 honor 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. approval of the Honors Council.

INTERDEPARTMENTAL STUDIES

The College offers courses that can be organized into many intellectually legitimate patterns of interdepartmental study. Ten such programs, designed by faculty committees, are listed below.

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 page 46) which does allow for the possibility of waiving such University-wide requirements. On the other hand, if exceptions to the University-wide requirements are not required, the student in the College of Arts and Sciences should pursue the student-designed Interdepartmental Major.

Students interested in pursuing this possibility should first discuss this intention with the faculty adviser and then consult with the Associate Dean of the College, Dr. Roch Smith (Room 105, Foust Building). If the request seems justifiable, a faculty committee is appointed to work with the student in developing a program 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.

INTERDEPARTMENTAL PROGRAMS

Black Studies (minor only)

Gerontology (second major and minor)

History and Philosophy of Science (major and minor)

International Studies:

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

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)

Russian Studies (major and minor)

Urban Studies (second major and minor)

Women's Studies (minor only)

World Literature (second major and minor)

As with other programs, students must meet the liberal education requirements of the College of Arts and Sciences.

Liberal Education Requirements

(See pp. 53-54 for listing 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.

Black Studies (student-designed minor)

Committee Members:

Lee Bernick, Chairman of Black Studies Program, Department of Political Science

Linda Bragg, Residential College

Yolanda Burwell, Department of Social Work

William Coleman, Department of Anthropology

Ronald Crutcher, School of Music

Barry Hirsch, Department of Economics

Paul Luebke, Department of Sociology

Gertrude Ross, Special Services

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

This area of study is identified in response to expressed wishes and needs of undergraduate students. The committee recognizes several objectives of such a program:

1. To signify to the university community that teaching and learning about the history and experience of blacks in American society is an integral part of a university education.
2. To enable all undergraduate students, white and black, to learn how blacks have exerted an indelible impact on the American society and to assist black students in learning more about their history and background.
3. To add another humanistic dimension to the liberal arts undergraduate experience of students in this university.

Students who wish to propose an Interdepartmental Studies minor in Black Studies should contact the chairman of the Black Studies Committee. Members of the committee will advise the student in the selection of courses to constitute the minor. The undergraduate courses listed below focus almost entirely on issues, areas of knowledge, and concerns related to the black experience.

Required: 18-21 semester hours

ATY 235; ART 413; HIS 301, 302; ENG 375; MUS 214, 344; PSC 391; REL 342; SOC 327, 427; Residential College courses with appropriate content and focus.

Students may select other courses in consultation with the chairman of the Black Studies Committee.

Black Studies Courses (BKS)

100 Blacks in America: Historical and Cultural Perspective (3:3). Historical analysis of Afro-American culture. Topics included are West Africa, folk culture, religion, music, drama, film, literature, family and kinship patterns, and black consciousness.

110 Blacks in American Society: Social, Economic, and Political Perspectives (3:3). Social, political, economic experience of blacks in the United States. Topics include the black family, Civil Rights Movement, black politicians, and blacks in the labor market.

Gerontology (second major and minor)

Committee Members:

Rebecca Adams, Chairman of Gerontology Program, Department of Sociology

Karen Hogarth, Continuing Education

Keith Howell, Department of Public Health Education

Vira Kivett, Department of Child Development and Family Relations

Harriet Kupferer, Department of Anthropology Emeritus

Thomas Leary, Department of Economics

Gracia McCabe, Community member

Lynn Perrin, Community member

Sandra Powers, School of Education

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

Marian Solleder, School of Health, Physical Education, Recreation and Dance

Angela Staab, Community member

Virginia Stephens, Department of Social Work

Rebecca Taylor, School of Nursing

Herbert Wells, Department of Psychology

As a second major or minor, the Gerontology program complements the content of the first major and provides for systematic study of the social, psychological, biological, and cultural perspectives on aging and the impact of the aging population upon the environment and social institutions. Students must be advised by a committee member or a designee of the committee.

This concentration will prepare students to enter careers in direct service to older people and their families, in program development and the planning and administration of gerontological services. In addition, students will have a foundation which prepares them to pursue graduate studies and participate in research in gerontology.

Major Requirements:

39-42 semester hours above the 100 level

Core Courses

15-16 semester hours from the following:

GRO 301, 302, 501; SOC 318

Practicum 400 or 500: internship of independent research project in participating department (must be developed in consultation with adviser from the Gerontology Committee).

24 additional semester hours from the following electives with at least 9 hours from Category A and 9 hours from Category B, distributed among three departments in each category.

Category A. The following courses when total content relates to gerontology: ECO 499; CDF 562; SOC 582; SWK 570; special topic courses.

Category B. The following courses when content provides foundation knowledge with substantial focus on gerontology: ECO 201; HEA 369; PHI 220; PSC 210; PSY 505; REC 561; REL 222; SWK 550; SOC 211, 339, 461.

Minor Requirements

Minimum of 18 hours above the 100 level.

GRO 301, 302; at least 6 semester hours from Category A. The remaining 6 hours may be taken from Category A or B.

Gerontology Courses (GRO)

For Undergraduates

- 301 Perspectives on Aging (3:3).** Examines the field of gerontology and the characteristics of the older population from a variety of perspectives. Guest lecturers will speak on their areas of expertise.
- 302 The Context of Aging (3:3).** Examines the aging process in its institutional and social environment. Guest lecturers will speak on their areas of expertise.

For Advanced Undergraduates and Graduates

- 501 Seminar: Critical Issues of the Aged (3:3).** Intensive review and analysis of the literature and research on issues of aging and the unresolved problems. Pr. 301, 302, or consent of instructor.



History and Philosophy of Science (major and minor)

Committee Members:

*Kenneth Caneva, Chairman of History and Philosophy of Science Program,
Department of History*

Jarrett Leplin, Department of Philosophy

John King, Department of Philosophy

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

The History and Philosophy of Science concentration is designed to impart understanding of the historical development of the natural sciences and of the conceptual foundations of the principal assumptions and theories of modern science. Intellectual problems raised by the interpretation of the goals and methods of science generally as well as by particular scientific ideas will be studied. Central topics of this discipline include the historical background and philosophical analysis of concepts used in understanding science, such as "theory," "evidence," "law," "experiment," and "hypothesis"; the history and analysis of the reasoning by which hypothesis and theories are developed and tested; the causes and intellectual consequences of scientific change; and the nature of scientific knowledge.

Inasmuch as the growth of modern science presents the student of human thought and culture with the outstanding example of intellectual progress and success, it is a subject central to the liberal arts. Accordingly, the History and Philosophy of Science provides a strong focus for a general undergraduate liberal arts education and prepares the student to think critically about some of the central assumptions and components of the modern world view. It also prepares the student for more advanced work in philosophy, especially the philosophy of science. Anyone contemplating graduate work in the history of science is advised to pursue the study of science substantially beyond the minimum requirements spelled out below and to begin the study of one or more foreign languages (typically, French or German) as soon as possible. As either a minor or a major, the History and Philosophy of Science can be fruitfully combined with the study of science, traditional history, philosophy, or sociology. In every case, however, it is imperative that students in the program consult with a member of the Committee in order that their course of study be intelligently tailored to their long-term career goals.

Major Requirements:

36-42 hours above the 100 level, distributed as follows:

1. MAT 191, 292, 293
2. PHY 291, 292
3. HIS 251, 252, 501
4. PHI 325 and 525 or 527
5. Remaining hours from HIS 255, 311; PHI 211, 525, 527.

The student may choose, under special circumstances and with the Committee's approval, to replace one or more of the above courses with appropriate courses. Any substitutions must be part of a coherent program and will normally be from history, philosophy, mathematics, or a science.

Minor Requirements:

18-21 hours above the 100 level, distributed as follows:

1. MAT 191, 292
2. PHY 101 and 102 or 291 and 292
3. HIS 251, 252
4. PHI 325 and 525 or 527
5. Remaining hours (if any) from HIS 255, 311; PHI 325, 525, 527

International Studies

Committee Members:

Lois Edinger, Director of International Studies Program, 1985-86, School of Education

Elaine Burgess, Department of Sociology

Mark Gottsegen, Department of Art

Jean-Paul Koenig, Department of Romance Languages

Frank McCarty, School of Music

Richard Mennen, Department of Communication and Theatre

Jane Mitchell, Department of Pedagogical Studies and Supervision

Billie Oakland, Department of Clothing and Textiles

Sarah Robinson, Department of Physical Education

Roch C. Smith, Chairman of International Studies, ex officio

Charles Tisdale, Interim Dean of Academic Advising

Nicholas Williamson, Department of Management

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:

- I: A Global Approach to International Affairs (second major only and minor)
- II: Cross-Cultural Understanding (second major only and minor)
- III: International Development (second major only and minor)
- IV: Regional Studies
 - a. Russian Studies (major and minor)
(Also exists as a separate major program)
 - b. European Studies (second major only and minor)
 - c. African Studies (minor only)
 - d. Asian Studies (minor only)

Two particular features of the International Studies program consist of Seminars INS 233 and INS 400 and the Self-Instructional Language Program (INS 350, 351). The student may choose the concentration (major, second major, or minor); however, the **explicit approval** of the Director of International Studies is required.

Special Academic Programs

Major Requirements

42 semester hours above the 100 level. (Russian Studies requirements vary from the following. See page 323).

If this concentration is a second major, 21 semester hours must be taken outside the major department.

	Semester Hours
A. Foreign Language Requirements	6
Intermediate level of one language 203, 204, or LAT 201, 202, or Self-Instructional Language Program (4 semesters of same language, e.g., INS 350a, 351a, 350b, 351b)	
B. Core	6
INS 233-1 or 233-2 INS 400a or 400b	
C. Basic Courses	24
D. Related Courses	6
Total	42

Minor Requirements:

21 semester hours above the 100 level

A. Language Requirements	6
(same as for major above)	
B. Core	3
INS 233-1 or 233-2 or INS 400a or 400b	
C. Four additional courses within a selected area of	12
concentration from list of "Basic Courses" in three separate departments outside the major department	
Total	21

International Studies Courses (INS)

233 International Studies Seminar (3:3).

Interdisciplinary seminar to introduce students to methodology of investigation through library research, interviews, and field trips, and to make them aware of global problems and opportunities. Required for majors.

350, 351 Self-Instructional Language Program (3, with a maximum of 18).

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. However, only 6 hours of foreign language (at the intermediate level) may count toward the major or minor (see Major and Minor Concentrations below). SILP languages also satisfy the College foreign language requirement.

400a, 400b Seminar in International Studies (3:3), (3:3). Required for all majors 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.

AREA OF CONCENTRATION I.

A GLOBAL APPROACH TO INTERNATIONAL AFFAIRS (second major and minor)

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 (one course from each of the following departments)

- ATY 212, 345, 348, 385, 547
- BIO 301, 499
- ECO 540, 560
- GEO 303, 322 (Guilford College)
- HIS 307, 308
- PSC 240, 340, 341, 343
- REL 205, 222, 319, 326, 340, 351
- SOC 327, 339, 533

D. Related Courses (two courses from two separate departments)

- ART 301, 306
- CHE 320
- COM 380, 532, 538
- DCE 201, 202, 215, 342
- EDU 506
- GER 315, 316, 319, 320
- MUS 241
- PHI 321
- PHY 334
- PSY 347
- WMS 450 (with permission of Director of ISP)

AREA OF CONCENTRATION II.

CROSS-CULTURAL UNDERSTANDING (second major and minor)

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 213, 385, 547, 583 (any two courses)

ART 301, 306, 313, 413 (any one course)

GEO 201

HIS 307 or 308

One course in foreign language literature
(selected with approval of Director of ISP)

MUS 241 or 343

SOC 355, 526, 543 (any one course)

D. Related Courses (two courses from two separate departments)

CCI 201, 397, 398

COM 340, 530, 534, 582

EDU 506

ENG 331, 548, 557, 582

GER 315, 316, 319, 320

PHI 251, 252

PSC 512, 580

PSY 345, 347

REL 211, 319, 340, 351

AREA OF CONCENTRATION III.

INTERNATIONAL DEVELOPMENT (second major and minor)

A study of socioeconomics and political change as they affect relationships between nations of the world.

A. Language Requirements

B. Core

C. Basic Courses

ATY 360 or 524

ECO 521, 540, 550, 560 (any two courses)

GEO 303 or 322 (Guilford College)

HIS 307 or 308

PSC 250 or 260

PSY 361

SOC 211 or 427 or 543

D. Related Courses (two 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 four specific regions: Russia, Europe, Africa, Asia.

RUSSIAN STUDIES (major and minor)

Exists as a separate program as well as an area of concentration within International Studies (see p. 326).

- A. **Language Requirements** (four courses)
RUS 203-204, 305, 306
- B. **Core**
- C. **Basic Courses** (four courses)
ECO 550
HIS 277, 278 or 367 (optional)
PSC 260
- D. **Related Courses** (four courses, at least two of which are outside the Department of German and Russian)
HIS 576, 579, 580
PSC 260, 343, 346, 361
RUS 201, 202, 313, 314, 315, 316, 401, 402, 511
SOC 400

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 258, 411, 501, 502, 583 (any one course)
ART 301, 303, 304, 305, 306, 402, 403, 404, 405, 406, 407, 408, *410, *411 (any one course)
GEO 560
HIS 274, 278, 291, 292, 358, *515, *566, *570, 573, 579, 580, 582 (any two courses)
PSC *250, *260, 333, 343, 346, 361, 550c (any one course)
World Literature: two courses in a foreign language literature beyond intermediate level. Foreign students may use English literature and must exclude their own language.
*Strongly recommended
- D. **Related Courses** (two courses from two separate departments)
CCI 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 324, *326
SOC 313, 533
*Strongly recommended

AFRICAN STUDIES (minor only)

A study of contemporary Africa in light of past and present realities.

A. Language Requirements

B. Core

C. Basic Courses (four courses from at least three departments other than the major department)

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 light of past and present realities.

A. Language Requirements

B. Core

C. Basic Courses (four courses from at least three departments other than the major department)

ATY *332, 337, 354 (Guilford College), 501, 502, 583

ART 313, 440 (Guilford College)

CHE 335 (Guilford College)

GEO 560

HIS *215, *216, 361, *381, 384, 386, 515, 584

MUS 343

PHI 203 (Guilford College), 259, 340 (Guilford College), 395 (Guilford College), 396 (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:

Marc Marschark, Chairman of Linguistics Program, Department of Psychology

Wayne C. Anderson, Department of English

Walter Beale, Department of English

William Coleman, Department of Anthropology

Cynthia M. King, Department of Communication and Theatre

Jane Mitchell, Department of Romance Languages

Frederick Rener, Department of German and Russian

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

Jacqueline Strong, Department of Communication and Theatre

The Interdepartmental Studies Major with a concentration in Linguistics 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

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 385, 387, 585

COM 240

ENG 260, 261, 321

PSY 410

Remaining courses to complete the major are to be chosen from the core (above) or the following electives:

COM 502, 554

EDU 523

ENG 510, 513, 515

FRE 311

PHI 211, 311, 325, 565

PSY 412

Credit toward the major may also be received for special topics courses when a research project or paper is specifically related to the study of language, and the topic is approved by the student's faculty adviser in linguistics.

Foreign Language Requirement

6 semester hours in a foreign language **other than** the language used to satisfy the College foreign language requirement.

OR

6 semester hours of sign language for the deaf.

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:

David Mitchell, Chairman of Population Studies Program, Department of Sociology

Gordon Bennett, Department of Geography

Paul Lutz, Department of Biology

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

The Interdepartmental Studies Minor with a concentration in Population Studies provides a broad-based study of population concepts and problems. It may be taken with any major in the University. At least 18 hours of course work are required.

1. GEO 303, SOC 339; GEO/SOC 522
2. 9 semester hours from the following:
BIO 231; CDF 212; ECO 380, 530, 540;
FNS 213, 523, 533; GEO 322; GEO/SOC 491;
HEA 327 or 334, 360 or 560; SOC 343

Russian Studies (major and minor)

Committee Members

David MacKenzie, Chairman of Russian Studies Program, Department of History

Joachim Baer, Department of German and Russian

Julie Brown, Department of Sociology

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

Russian Studies exists as an area of concentration within International Studies as well as a separate program (see above, p. 323).

It provides a solid foundation in Russian language, culture, and related areas and offers early preparation for graduate training and careers in government law, teaching, journalism, international business, and other aspects of public affairs.

Urban Studies (second major and minor)

Committee Members

David Mitchell, Chairman of Urban Studies Program, Department of Sociology

Gordon Bennett, Department of Geography

Loren Schweninger, Department of History

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

James Svava, Department of Political Science

Interdepartmental Studies Major with a concentration in Urban Studies provides specialized and interdisciplinary instruction in the concepts and research tools used to understand urban life.

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 preprofessional program in planning, social work, or education.

The program's educational objectives are to provide understanding of basic concepts of urbanism, interdisciplinary perspective, mastery of methodological tools, and field experience.

Major Requirements

36 hours above the 100 level distributed as follows:

1. Concepts of Urbanism
 - a. ECO 527 or 530; GEO 302; HIS 358; PSC 223; SOC 343
 - b. Three additional courses in at least two departments:
CCI 314; ECO 523; GEO 202, 301; HIS 338; PSC 310, 324, 520; SOC 326, 543
2. Research Methodology
 - a. One of the following:
STA 351; ECO 350; SOC 314; PSY 310
 - b. One of the following:
ECO 554; 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.
4. SOC/GEO 522

Minor Requirements

15 semester hours as follows:

ECO 527 or 530; GEO 302; HIS 358; PSC 223; SOC 343

Women's Studies (minor only)

Committee Members

Jacquelyn White, Chair of Women's Studies Program, Department of Psychology

Jodi Bilinkoff, Department of History

Kenneth Caneva, Department of History

Susan Canning, Department of Art

John D'Emilio, Department of History

Mary Ellis Gibson, Department of English

Marilyn Haring-Hidore, School of Education

Margaret Hunt, Department of Political Science

Karma Ibsen-Riley, Department of Communication and Theatre

Special Academic Programs

Judy Johnson, School of Business and Economics

William Markham, Department of Sociology

Kathryn Moore, Jackson Library

John Scanzoni, Department of Child Development and Family Relations

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

Patricia Spakes, Department of Social Work

Rebecca Taylor, School of Nursing

Mary Wakeman, Department of Religious Studies

Patricia Wasserboehr, Department of Art

Requirements

18 semester hours above the 100 level.

Six courses from the following with no more than three from any one department.
(Substitute courses permitted with consent of Committee on Women's Studies.)

ATY 550; CDF 502; ENG 331;

HIS 213, 332, 359, 531, 532;

NUR 330; PSC 335, 336; PSY 346; REL 309;

SOC 407, 529; WMS 250, 450

WOMEN'S STUDIES COURSES (WMS)

250 An Introduction to Women's Studies: The American Woman (3:3). A multi-disciplinary introduction to the study of 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).

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.



World Literature (second major and minor)

Committee Members

John Douglas Minyard, Chairman of World Literature Program, Department of Classical Studies

Joachim Baer, Department of German and Russian

Denise Baker, Department of English

James Ellis, Department of English

William Goode, Department of Romance Languages

Frederick Rener, Department of German and Russian

Susan Shelmerdine, Department of Classical Studies

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

Mark I. Smith-Soto, Department of Romance Languages

The Interdepartmental Studies Major with a concentration in World Literature 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.

1. **Three** survey courses in foreign literature from the following:
CCI 335, 336
GER 217, 218, 301, 302
SPA 220, 221
2. **One** multinational course (period, genre, or theme)
CCI 221, 397, 398
ENG 201, 202, 241, 331, 582
3. **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 323
GRK 325, 326, 350, 351, 352, 353, 395, 396, 401, 402, 403, 404, 450, 493, 494
LAT 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

4. Any **one** course from either group 1, 2, or 3.
5. **One** course in English or American literature, excluding any course taken to fulfill requirement 2 above
6. WLT 301, 401

Minor Requirements

(15-21 semester hours)

1. **One** reading course in intermediate level foreign language
2. **Two** courses in foreign literatures in translation, or in the original, in two national literatures other than courses in the primary major
3. **One** multinational course (period, genre, or theme)
4. WLT 301

WORLD LITERATURE COURSES (WLT)

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.

MEDICAL TECHNOLOGY

Adviser: Sarah Sands, Department of Biology, 312 Eberhart Building

UNCG 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.

In either the four- or five-year program, students should complete the following courses during their freshman year or during summer session: BIO 101, 102, 283 and CHE 111, 111L, 114, 114L.

B.S.M.T.: Four-Year Program

Students pursuing this degree program take their first three years of work at UNCG 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 listed below. Students earning the degree are eligible for state and/or national certification, registration, and/or licensure.

Participation in and completion of the three-year UNCG 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 UNCG.

A recommended outline for the four-year program leading to the B.S.M.T. follows.

MEDICAL TECHNOLOGY MAJOR**(Bachelor of Science in Medical Technology)**

Required: 124-149 1/2 semester hours

3 years at UNCG: 94 semester hours

12 months in the School of Medical Technology at one of the following:

Moses H. Cone Memorial Hospital in Greensboro

Forsyth Memorial Hospital in Winston-Salem

Baptist Hospital—Bowman Gray School of Medicine in Winston-Salem

Mercy Hospital in Charlotte

Charlotte Memorial Hospital in Charlotte

Liberal Education Requirements (3-year UNCG Curriculum)

(See Chapter 4, pp. 53-54 for full explanation of courses meeting each area requirement.)

1. Language, Reasoning and Discourse, 6 semester hours
2. Foreign Language (can be satisfied by completing 6 semester hours at the appropriate level to be determined on the basis of high school foreign language background), 6-8 semester hours
3. Mathematics, 3 semester hours
4. Western Civilization Core Course, 6 semester hours
5. Humanities, 6-9 semester hours
6. Natural Sciences, 9-10 semester hours
7. Social and Behavioral Science, 6-9 semester hours*

*A reduction of 3 hours in **one** of the categories.

Major Requirements

1. BIO 101, 102, 277, 283, 383, 581, 582.
2. CHE 111, 111L, 114, 114L, 351, 352, 354.
3. MAT 121 or 191 or 292.
4. PHY 305 or 101, 102 or 291, 292.

Related Area Recommended Courses:

1. BIO 241, 372, 535, 538, 545, 583, 584, 586, 592, 594.
2. CHE 331, 333.

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 hour credits earned from the affiliate clinical schools which are applied toward a Bachelor of Science in Medical Technology degree at UNCG ranges from 30 to 55¹/₂ 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 UNCG. After graduation from UNCG 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.

PREPROFESSIONAL PROGRAMS

1. DENTISTRY, MEDICINE, AND VETERINARY MEDICINE

Advisory Committee

Robert E. Cannon, Chairman of Advisory Committee and Associate Professor, Department of Biology.

Rachel H. Allred, Assistant Professor, School of Nursing.

C. Bob Clark, Professor, Department of Physics and Astronomy.

David B. Knight, Associate Professor, Department of Chemistry.

Edward McCrady III, Associate Professor, Department of Biology.

Walter L. Salinger, Associate Professor, Department of Psychology.

Jane 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**.

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 in 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.

Medical schools generally require 2 semesters of English; 2 semesters of general biology (BIO 101, 102); 2 semesters of general chemistry with laboratory (CHE 111, 111L, 114, 114L); 2 semesters of organic chemistry with laboratory (CHE 351, 352, 354); 2 semesters of physics (PHY 101, 102 or 291, 292). A few schools (e.g., Duke) also require mathematics through the Calculus (MAT 191, 292), and many recommend some background in advanced mathematics.

Other courses which are often recommended include Vertebrate Morphogenesis (BIO 353), Mammalian Physiology (BIO 277), Biochemistry (BIO 535), Genetics (BIO 592), Quantitative Analysis (CHE 231, 233), Physical Chemistry (CHE 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 (CHE 231, 233).

Special Academic Programs

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 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 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 nonacademic 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.



2. ENGINEERING

Advisers

C. H. Vanselow, Associate Professor, Department of Chemistry

Robert B. Muir, Associate Professor, Department of Physics and Astronomy

A two-year pre-engineering curriculum is offered. This curriculum is planned for students who transfer to other institutions offering engineering programs. The pre-engineering program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A & T State University, North Carolina State University, and The University of North Carolina at Charlotte. 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

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

Sophomore Year

1st Semester

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

PHY 292	4
MAT 293 or elective	3
Electives*	6-9
Physical Education	1

14-17

* Recommended electives include one or more of the following: a beginning course in literature, history (200 level), history or philosophy of science, or communications (COM 101, 105, or 106).

** One of the above advisers should be consulted regarding programming language choice.

3. LAW

Advisory Committee

Dean Fadely, Chairperson of Advisory Committee, Department of Communication and Theatre.

Randolph Bulgin, Department of English.

Richard Harwood, Career Planning and Placement Center.

Barry Hirsch, Department of Economics.

Charles Hounshell, Department of Political Science.

Margaret Hunt, Department of Political Science.

Frank Land, Department of Management.

Terrance McConnell, Department of Philosophy.

E. M. Rallings, Department of Sociology.

Converse Clowse, Department of History.

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, prelaw students are most strongly advised to take the five core courses which grant college credit in the area of Languages, Reasoning, and Discourse (CLRD). These courses are, in alphabetical order, COM 105, 231; ENG 101, 102; PHI 115. Students interested in prelaw should consult a prelaw adviser from within the student's major field, if possible.

4. MEDICINE

(see Dentistry, Medicine, and Veterinary Medicine)

5. PHARMACY

Adviser

Sherri R. Forrester, Associate Professor, Department of Chemistry

Students seeking a professional degree in pharmacy may follow a prepharmacy curriculum at UNCG for two years before transferring to a school of pharmacy. An additional three to four years will then be required depending on whether the Bachelor of Science in Pharmacy or the Doctor of Pharmacy degree is sought.

Students planning to apply to the UNC School of Pharmacy at Chapel Hill should enroll in the following courses:

Freshman year

CHE 111, 111L, 114, 114L

Mathematics

ENG 101, 102

Foreign language or other approved liberal arts course

BIO 101, 102

Sophomore year

CHE 351, 352, 354

PHY 305 or 101, 102

BIO 271

Other courses (including MAT 191 and ECO 201) making a total of 64 semester hours of prepharmacy work

Students will also be required to take the Pharmacy College Admission Test in the sophomore year.

Completion of the prepharmacy work at UNCG does **not** guarantee admission to the UNC School of Pharmacy at Chapel Hill. Students should consult the prepharmacy adviser before registering for courses. Those planning to apply to other pharmacy schools should bring along information from those schools.

6. PHYSICAL THERAPY

Advisers

Laura G. Anderton, Professor, Department of Biology

Linda N. Curtis, Lecturer, Department of Biology

Charles M. Kelly, Lecturer, Department of Biology

Two-Year Plan

A two-year pre-physical therapy program is offered. This program 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. This short program requires careful planning of courses with a physical therapy adviser. The student is responsible for obtaining information and applications directly from the schools of physical therapy.

Courses for Two-Year Plan

Freshman Year

	Semester Hours
1st Semester	
ENG 101 .....	.3
CHE 111, 111L .....	.4
MAT 191 .....	.3
BIO 101 .....	.3
WCV 101 .....	.3
Physical Education .....	.1

17

2nd Semester

ENG 102 .....	.3
CHE 114, 114L .....	.4
MAT 292 or Statistics 108 (Required at ECU) .....	.3
BIO 102 .....	.3
SOC 211 .....	.3
Physical Education .....	.1

17

Summer School — (UNC-CH requirement) 101 and 102 of the language studied in high school.

Sophomore Year

1st Semester

PSY 221 .....	.3
Literature (ENG 105 or 106) .....	.3
PHY 101 .....	.4
BIO 271 .....	.4
ATY 212 .....	.3

17

2nd Semester

*WCV 102 .....	.3
*PHI 111 .....	.3
Elective 1 (PSY recommended) .....	.3
Elective 2 (PHY 102 recommended) .....	.4
Elective 3 (COM 112-Required at ECU) .....	.3

16

*Recommended substitute courses are possible.

Note:

1. Some of the above courses require prerequisites. Check with a pre-physical therapy adviser for further information such as recommended electives and recommended substitutions.

- In 1986, the language requirement at UNC-Chapel Hill will be increased to level 203 of the high school language or level 204 of a new foreign language.

Three-Year Plan

If a student does not meet the prerequisites for the above required courses, they might be taken over a three-year period before transfer to a school of physical therapy.

Four-Year Plans

- Students who obtain a bachelor's degree here may qualify for admission to a school of physical therapy which offers a second bachelor's degree such as UNC-Chapel Hill and East Carolina University. In that case it is recommended that a student major in one of the following: physical education, biology, child development, psychology, sociology. The courses required for entrance to the selected school of physical therapy are then taken here in place of electives.
- Students who obtain a bachelor's degree here may qualify for admission to a Certificate Program in Physical Therapy at such places as Emory University and Hahnemann Medical College and Hospital of Philadelphia.
- After obtaining a bachelor's degree here, some students with a "B" or better average may qualify for admission to a basic master's degree program. Duke University and The University of Alabama at Birmingham offer such a program. Students should obtain admission requirements directly from the school of physical therapy to which they plan to apply.

7. VETERINARY MEDICINE

(see Dentistry, Medicine, and Veterinary Medicine)



RESIDENTIAL COLLEGE

(Mary Foust Hall/College of Arts and Sciences)

Murray D. Arndt (1968), Director, Residential College and Assistant Professor, Department of English.

Frances C. Arndt (1977), Lecturer of English in Residential College. Part-time.

Linda B. Bragg (1970), Lecturer in Residential College.

Betty Carpenter (1972), Assistant to the Director and Lecturer in Residential College. Part-time.

Thomas T. Taylor (1983), Lecturer in Residential College. Part-time.

Carl P. Wittman (1985), Lecturer in Residential College. Part-time, first semester 1985-86.

Robert M. Calhoon, Professor, Department of History.

Paul B. Courtright, Associate Professor, Department of Religious Studies.

John A. D'Emilio, Assistant Professor, Department of History.

Martha B. Fitch, Lecturer, School of Education.

Mary Floyd, Assistant Professor, Department of History.

Gary B. Foster, Lecturer, Department of Communication and Theatre.

Mark Gottsegen, Assistant Professor, Department of Art.

John J. Hidore, Professor, Department of Geography.

Timothy D. Johnston, Assistant Professor, Department of Psychology.

James M. Lancaster, Assistant Dean, Student Affairs.

F. Giraudet-Lay, Instructor, Department of Romance Languages.

Betsy B. Lehman, Lecturer, School of Nursing.

Marc Marschark, Assistant Professor, Department of Psychology.

Gerald W. Meisner, Associate Professor, Department of Physics and Astronomy.

Karen L. Meyers, Lecturer, Department of English.

Martin G. Mugar, Assistant Professor, Department of Art.

Rebecca J. Patterson, Lecturer, School of Nursing.

Jane F. Ray, Assistant Professor, School of Nursing.

Robin E. Remsburg, Lecturer, School of Nursing.

Salvatore Salerno, Lecturer, Department of English.

G. Harry Stopp, Jr., Assistant Professor, Department of Geography.

Craig H. White, Lecturer, Department of English.

Richard T. Whitlock, Associate Professor, Department of Physics and Astronomy.

Susan Wilson, Assistant Professor, School of Nursing.

Robert J. Wineburg, Assistant Professor, Department of Social Work.

The Residential College was created at UNCG 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 UNCG and are expected to participate in the life of UNCG.)

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 UNCG automatically qualify for application to the Residential College. Anyone who wishes to receive more information about the program is encouraged to write directly to the Residential College.

RESIDENTIAL COLLEGE COURSES (RCO)

- 101 English Composition (3:3).** Designed to develop the student's ability to read with discrimination and write effectively. Meyers, Salerno. (EC).
- 104 Writing Clinic (3).** Experimental multi-semester course dealing with real writing problems that occur naturally in other courses. Students instructed on tutorial basis. F. Arndt, Bragg, Salerno. (EC).
- 203, 204 Residential College Core Course: The American Experience: 1600-1945 (3), (3).** 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 multidisciplinary viewpoint.
- 203-01 Early Black Literature.** Bragg. (H).
- 203-02 Law and Democracy.** Taylor. (SBS).
- 203-03 Search for Self in Literature.** F. Arndt. (H).
- 203-04 America and the Romantic Revolution.** M. Arndt. (H).
- 203-05 Religion and Politics.** Calhoun. (SBS).
- 204-01 Reflections in Fiction.** F. Arndt. (H).
- 204-02 Politics of Reform.** Taylor. (SBS).
- 204-03 U.S. and World Affairs.** D'Emilio. (SBS).
- 204-04 American Drama 1865-1945.** White. (H).
- 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 and intended to complement the

core program. Seminars are set up each year, each with 3 hours credit. Seminars for 1985-86 were:

- 221-30 Americanization of the English Novel.** F. Arndt. (H).
- 221-63 Folk and Court Dance.** Wittman. (H).
- 221-67 Development of Cinema.** Foster. (H).
- 221-69 Seeds of the French Revolution.** Lay. (H).
- 221-70 Hinduism.** Courtright. (H).
- 221-71 Blacks in America.** Bragg. (H).
- 224-56 Latin American Perspectives.** Floyd. (SBS).
- 227-08 Conceptual Astronomy.** Meisner. (NSM).
- 227-09 Environmental Change.** Hidore. (NSM).
- 241-44 Biblical Heroism.** M. Arndt. (H).
- 241-63 19th and 20th Century American Art.** Mugar. (H).
- 244-32 Introduction to Psychology.** Johnston. (SBS).
- 244-37 Latin America since 1825.** Floyd. (SBS).
- 244-39 Examination of Social Work through Literature.** Wineburg. (SBS).
- 244-45 American Ethnic Groups.** Stopp. (SBS).
- 244-46 Twilight of the English Era.** Calhoon. (SBS).
- 244-47 Wellness: Your Responsibility.** Lehman, Wilson, Patterson, Ray, Remsburg. (SBS).
- 244-48 Language, Cognition, Culture.** Marschark. (SBS).
- 247-03 The Ascent of Man.** Whitlock. (NSM).
- 256 Service Learning (3).** Carpenter.
- 262 Independent Study (1 to 3).** Carpenter.
- 271 Elective Seminars (1 to 3).**
- 271-16 Drawing: Composition and Communication (3).** Gottsegen.
- 271-21 The University Experience (1).** Fitch, Lancaster.
- 271-22 The University Experience (1).** Fitch, Lancaster.
- 301 Independent Study (3).** Carpenter.
- 302 Advanced Study (3).** Carpenter.

STUDY ABROAD

Committee Members

James Ellis, Chairman, Study Abroad Program, Department of English

Lois Edinger, Director, International Studies Program, ex officio

Ronald Crutcher, School of Music

Jean-Paul Koenig, Department of Romance Languages

Vicki Roberts-Gassler, Department of German and Russian

Roch C. Smith, Chairman of Interdepartmental Studies, ex officio

Mark Smith-Soto, Department of Romance Languages

Charles Tisdale, Interim Dean of Academic Advising, ex officio

UNCG students interested in study abroad for academic credits may select from several opportunities. They should consult the administrative coordinator of study abroad programs for current and additional information.

Junior Year Abroad

A UNCG student who has completed the sophomore year in good standing and who has sufficient language training may spend the 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.

UNCG/Guilford College Summer Study and Travel Abroad

UNCG and Guilford College jointly sponsor a six-week summer study program at several overseas locations with an opportunity for three additional weeks of travel.

Six hours of credit with quality points may be earned upon successful completion of the program.

TEACHER EDUCATION

Teacher certification in North Carolina and qualification for certification in most of the other states may be earned at five UNCG professional schools and various departments within the College of Arts and Sciences. Students may select certification programs in 37 subject areas.

The School of Education offers programs in Early Childhood, Intermediate, and Middle Grades Education, and jointly directs, with departments in the College of Arts and Sciences, programs for teacher certification in liberal arts fields at the secondary level.

The School of Business and Economics, the School of Health, Physical Education, Recreation, and Dance, the School of Home Economics, and the School of Music offer teacher education curricula in their respective fields. The Departments of Art, Social Work, and Communication and Theatre offer teacher education curricula in their respective subject areas.

Graduates of approved teacher education curricula are eligible for initial certification on the basis of UNCG's recommendation to the State Department of Public Instruction.

TEACHER EDUCATION ADMISSION REQUIREMENTS

All students who wish to be recommended for certification in any of the 37 subject areas must be **admitted** into the University-wide **UNCG Teacher Education Program**. Application for admission 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.

The following requirements must be met:

1. Medical clearance and speech screening (see next section).
2. Quality point ratio of at least 2.2.
3. Completion of at least 12 semester hours at UNCG.
4. Recommendation of the school or department where major is to be taken.

5. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on Core Batteries I (Communication Skills) and II (General Knowledge) of the National Teacher Examinations.

For additional requirements specific to a program, students should check with their major school or department. For clarification of admission requirements, they should consult the Office of Teacher Education (located in Curry Building, 379-5100).

Speech Screening

All students in teacher education must take a speech screening test at the UNCG Speech Laboratory located at 102 Ferguson. This is administered by the Speech Communication Division of the Department of Communication and Theatre.

Students are encouraged to take the test at the beginning of the freshman year. Those placed in the "special" category will be referred to the University Speech and Hearing Clinic. Students who need to upgrade their communication skills are required or advised to take an appropriate speech course.

Transfer Students who are given credit for one or more speech courses are **not** exempt from the speech screening test. They should arrange to take it immediately upon arrival on campus to prevent subsequent delay of graduation. Appointments may be made by calling 379-5297.

ADMISSION TO THE PROFESSIONAL SEMESTERS

Students majoring in Early Childhood, Intermediate, and Middle Grades Education must be admitted to Teacher Education prior to enrolling for their first series of professional courses during the spring semester of their junior year. For other programs, students must be admitted to a Teacher Education program prior to completing 50% of their professional education courses excluding student teaching. Students should check with their major adviser for specific information concerning the sequence of professional courses and student teaching.

During the junior year, students already admitted to the Teacher Education Program must apply for admission to **Student Teaching**.

Student Teaching admission requirements include the following:

1. Medical clearance and speech clearance.
2. Quality point ratio of at least 2.2.
3. Approval of the school or department in which the student is majoring.
4. Completion of pre-student teaching field experience requirement.
5. Completion of additional requirements specific to the major department or school teacher education program.

Application forms are available from the Office of the Coordinator 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 UNCG, although at times student teaching programs are planned with other school systems at substantial distances from UNCG. Teacher education stu-

dents are not subject to special fees but are individually responsible for expenses incurred during student teaching including transportation.

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.

Speech Clearance

Speech clearance is defined as having received a rating of “Good” or “Advised to take speech course” on the speech screening test OR having successfully completed any course required as a result of the speech screening test.

TEACHER EDUCATION CURRICULA

Programs in teacher education are offered at UNCG in the four broad areas listed below. Their description is found under the school and/or department listed on the right.

ELEMENTARY CERTIFICATION

Program	School/Department
Early Childhood Education (Grades K-4)	Education/Child Development
Intermediate Education (Grades 4-6)	Education
Middle Grades Education (Grades 6-9)	Education

SPECIAL SUBJECT-AREA CERTIFICATION

Art Education	Art
Dance Education	Dance
English as a Second Language	Interdepartmental
Health Education	Public Health Education
Music	Music
Physical Education	Physical Education
School Social Worker	Social Work
Speech Communication	Communication and Theatre
Speech and Hearing	Communication and Theatre
Theatre Arts	Communication and Theatre

OCCUPATIONAL EDUCATION CERTIFICATION

Basic Business Education	Division of Business and Marketing Education
Comprehensive Business Education	Division of Business and Marketing Education
Marketing Education	Division of Business and Marketing Education
Home Economics	Home Economics in Education and Business

SECONDARY SUBJECT-AREA CERTIFICATION (Grades 9-12)

Program	School/Department
Biology	Biology
Chemistry	Chemistry
Economics	Economics
Economics and Social Studies	Economics
English	English
French	Romance Languages
Geography	Geography
Geography and Social Studies	Geography
German	German and Russian
History	History
History and Social Studies	History
Latin	Classical Studies
Mathematics	Mathematics
Physics	Physics and Astronomy
Political Science	Political Science
Political Science and Social Studies	Political Science
Psychology and Social Studies	Psychology
Sociology	Sociology
Sociology and Social Studies	Sociology
Spanish	Romance Languages

Requirements for teacher certification are specified in the program description under each relevant department (see Chapter 4). **In addition to** the courses specified for the particular degree or major, the following requirements must be met for secondary subject-area certification:

General Education Requirements

1. Speech clearance.
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: Students should check with the major school/department for additional requirements specific to individual programs. Teacher Education programs anticipate raising the minimum quality point ratio and other standards required for admission. This may apply to students entering the University for 1986-87. All students aspiring to Teacher Education programs should maintain close contact with the Office of the Coordinator of Teacher Education (379-5100).

PROFESSIONAL EDUCATION REQUIREMENTS

1. PSY 221 (General Psychology)
2. EDU 381 (The Institution of Education)
3. EDU 450 (Psychological Foundations of Education)
4. EDU 470 (Reading Education)
5. EDU 45x (Teaching Practices and Curriculum: English 451; language 452; any social studies discipline 453; mathematics 457; any science 459; EDU 465 (Student Teaching and Seminar)
(Note: EDU 45x and 465 are taken as a block **only** during fall semester.)

TEACHER CERTIFICATION IN SOCIAL STUDIES

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 made from an approved list available from 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.

TEACHER CERTIFICATION IN ENGLISH AS A SECOND LANGUAGE (ESL)

Students who are pursuing or already have certification in one area may add English as a Second Language as a **second** area of certification. ESL certification requires 21-24 hours distributed among anthropology, communication and theatre, education, English, and political science. Additional information and a list of the courses which satisfy this requirement are available from the Office for Teacher Education in the Curry Building.

APPLICATION FOR TEACHER CERTIFICATION

An application for certification, available from the Office of the Registrar, should be filed with the Office of the Registrar during the last semester of the senior year.

UNCG recommends for a teacher's certificate those students who have completed the appropriate teacher education curriculum, attained acceptable teaching competencies, and whose work has been approved by the appropriate department.

To be certified in North Carolina, students must meet the specific state requirements for certification, including an adequate score on National Teachers Examinations.

WESTERN CIVILIZATION

Committee Members:

- Allen W. Trelease, Chairman, Acting Head, Department of History.*
Roch Smith, Associate Dean, College of Arts and Sciences, ex officio.
Roy Schantz, Coordinator, Department of History, ex officio.
Denise Baker, Department of English.
James Clotfelter, Department of Political Science.
William Goode, Department of Romance Languages.
Paul Mazgaj, Department of History.
Douglas Minyard, Department of Classical Studies.
Robert Newton, Department of German and Russian.
Gary Rosenkrantz, Department of Philosophy.
Stephen Ruzicka, Department of History.
Ann Saab, Department of History.
Thomas Tedford, Department of Communication and Theatre.
William Tullar, Department of Management.
Richard Whitlock, Department of Physics and Astronomy.

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.

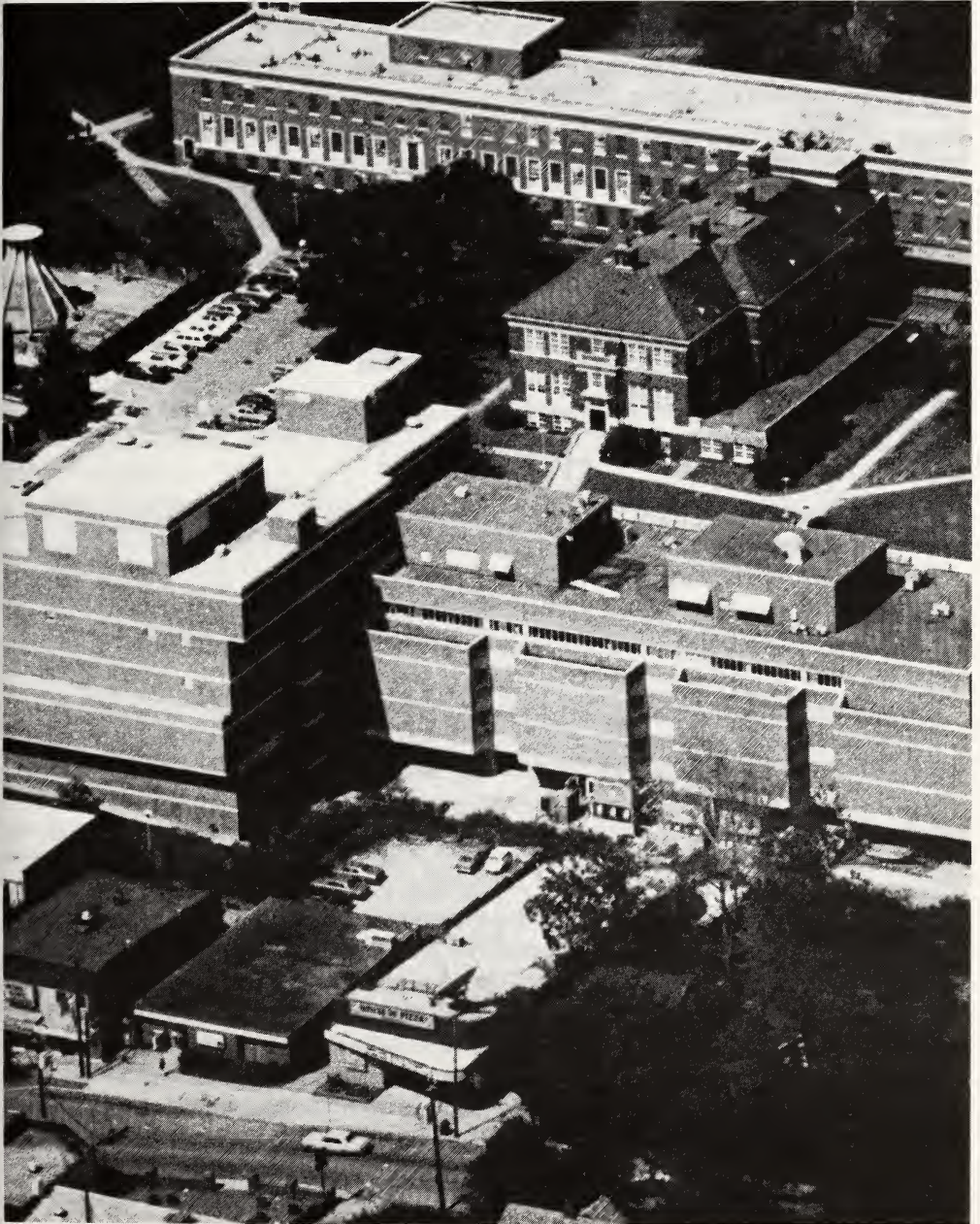
All units of the course are designed to acquaint the student with the structure, concepts, and the development of Western Civilization and to provide an introduction to the Western cultural legacy. To facilitate this common, integrative aspect of the course, students will be required to read a basic 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 COURSES (WCV)

101, 102 Western Civilization (3:3), (3:3).
Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern

times. Emphasis on themes relating history to the humanities (a), social sciences (b), or natural sciences (c). (H), (CWC).

STUDENT LIFE



STUDENT LIFE

The University and all its resources are organized to offer students an academic experience of the first order and to provide as well opportunities for personal development beyond the classroom through recreational, social, and cultural programs on campus.

The following list of calendar excerpts represents only a portion of the activities scheduled on campus during 1986-87.

Focus on UNCG (Preorientation program for prospective students)
UNCG Theatre
Black Arts Festival
Travelogue Series
The Acting Company
Homecoming
Luminaire Display
UNCG Symphony Orchestra
Traveling Jewish Theatre

Finis Jhung's Chamber Ballet U.S.A.
Video Programming
Scholastic Art Awards
Richard Stoltzman
UNCG Studio Theatre
College Bowl
Family Weekend
Spring Fling
Lovefeast

HOUSING

All UNCG students have the option of living on or off campus. Undergraduates who live in a residence hall must carry at least 12 semester hours of course work.

Approximately 4,000 students live in 22 residence halls on campus. UNCG houses students without regard to race, creed, color, or national origin.

Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

Each residence hall is staffed with part-time directors who are graduate students. Resident assistants on each floor of all residence halls are undergraduates. A staff of selected students organizes activities within each hall.

All residence hall rooms are furnished with beds, dressers, and desks. All have common toilet facilities on each floor or wing. Some 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. Students may elect to contract for private telephone service to their rooms. That option must be arranged by the student directly with Southern Bell (Telephone No: 378-7444).

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.

To request a space, students must return to the Office of Residence Life the following:

Confirmation of Residency Card	(completed)
Application-Contract for Housing and Food Service	(completed)
Partial Housing Payment	\$100.
Security Deposit	50.

	\$150.

RESIDENCE HALLS

North Spencer Hall has capacity for 179 women. Built in 1904, remodeled in 1938, and renovated in 1986, it is named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women.

South Spencer Hall is a coeducational graduate center for 145 men and women. Also named for Cornelia Phillips Spencer, it was built in 1904, remodeled in 1938, and renovated in 1986.

Shaw Hall is the International House for 100 men and women. (See below, p. 359 for more information.) Built in 1920, it is named for the great woman suffragist, Anna Howard Shaw.

Gray Hall has capacity for 116 women. Built in 1921, it is named for Robert T. Gray, member of the UNCG Board of Trustees from 1900 to 1912.

Bailey Hall has 116 men residents. Built in 1922, it is named for T. B. Bailey, member of the UNCG Board of Trustees from 1902 to 1916.

Cotten Hall has 116 women residents. It was built in 1922 and named for Sally Southall Cotten.

Hinshaw Hall has 116 men residents. Also built in 1922, it is named for G. W. Hinshaw, member of the UNCG Board of Trustees from 1910 to 1918.

Coit Hall has 116 men and women residents. Built in 1923, it is named for Laura Coit, former secretary of UNCG.

Jamison Hall has capacity for 116 women. Also built in 1923, it is named for Minnie Jamison, one of the college's first students and a long-time member of the faculty.

Mary Foust Hall is the home of the Residential College. (For more information, see pp. 340-342.) This was built in 1927 and named by alumnae in memory of the daughter of Julius I. Foust, president of the College from 1906 to 1934.

Guilford Hall houses 240 men. Built in 1927, it is presumably named for the county of which Greensboro is the seat.

Weil-Winfield Hall was built in 1938 to house 290 women. It is two distinct residence halls that are connected to give the appearance of one building. These are named for Mina Weil, benefactress of UNCG, and Martha Winfield, late professor of English.

Mendenhall-Ragsdale Hall houses 308 women. Built in 1950, it is named for Gertrude Mendenhall, a charter faculty member and head of the Department of Mathematics, and Virginia Ragsdale, who succeeded Miss Mendenhall as head of the Department of Mathematics.

Moore-Strong Hall is a coeducational residence for 350 men and women. Built in 1960, it is named for Mary Taylor Moore, the late UNCG registrar, and Cornelia Strong, late professor of Mathematics.

Grogan-Reynolds Hall was built in 1963 to house 672 women. Giving the appearance of one building, it is in fact two distinct but connected residence halls, named for Ione H. Grogan, alumna and long-time faculty member, and Katharine Smith Reynolds, alumna to whose memory the Reynolds Scholarships were established.

Phillips-Hawkins Hall is a coeducational hall housing 200 men and 200 women. Built in 1967, it is named for Charles W. Phillips, former Director of Public Relations, and Kathleen P. Hawkins, former Director of the Student Aid Office.

Cone Hall was also built in 1967 and provides housing for 389 women. It is named for Laura W. Cone, who was a member of the UNCG Board of Trustees for over 20 years.

RESIDENCE HALL POLICIES

Hours

Residence halls are open between 9:00 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**.

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.

Visitation

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 methods of implementing the policy.

Room Occupancy

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. UNCG 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 UNCG, the room is expected to be vacated within 48 hours. The space then becomes available for reassignment by UNCG.

All room assignments are considered final until the first day of classes. Students already 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 UNCG is not officially in session.

UNCG 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.

Damages

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.

OFF-CAMPUS HOUSING

Off-campus housing assistance can be located in the Office of Residence Life in Weil-Winfield Hall.

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



CAMPUS REGULATIONS

All student-legislated and administrative campus regulations are published in the UNCG **Student Handbook** which is distributed to all students each year. Students are responsible for knowing and abiding by those regulations established for the UNCG community. Some of these are reviewed below.

VEHICLES AND PARKING

Traffic rules and regulations are in effect 24 hours a day unless signs in an area indicate otherwise.

Vehicles found in violation of UNCG traffic rules will be issued a violation notice with a penalty of from \$2.00 to \$25.00 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. Outstanding violations will be charged against the student's account in the Cashier's office. 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.

Only resident juniors, seniors, and graduate students are permitted to keep motor vehicles on campus, provided the vehicles are properly registered with Traffic Records. All commuting students are eligible to purchase parking permits. Parking permits are \$60.00 per vehicle per academic year; permits sold during the spring semester are \$40.00; and permits sold during the summer session are \$20.00. 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.

UNCG 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 the age of 21, effective October 1, 1986. The University operates under this provision of the law effective with the Fall Semester of 1986.

Individual consumption of beer, unfortified wines, and/or spirituous liquors is permitted for those of legal age in student residence hall rooms and in selected public areas of the University in accordance with the Alcoholic Beverage Policy contained in the **Student Handbook** for 1986-1987.

POSSESSION/USE OF NARCOTICS AND OTHER DANGEROUS DRUGS

The use, possession, sale, or distribution of products such as marijuana, LSD, barbiturates, or amphetamines is strictly prohibited. UNCG 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, UNCG 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 or 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.

SERVICES FOR STUDENTS

ORIENTATION OF NEW STUDENTS

The Office of the Director of Orientation coordinates a variety of programs which bring together faculty, administrators, and upperclass students to welcome new students to our campus and to assist with the transitional process into our UNCG community. Programs have been designed to meet the needs of traditional, nontraditional, minority, and disabled students. Orientation activities include academic advising and registration of classes along with tours of the campus, informal discussion groups with faculty, and general information sessions facilitated by upperclass students.

Students entering UNCG in the Fall semester are invited to participate in a summer program which occurs the latter part of June and a Fall program which takes place a few days prior to classes beginning in August. Likewise, orientation programs are planned for students entering in January a few days prior to the onset of classes for the Spring semester.

ACADEMIC ADVISING

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

Each student is assigned a faculty adviser who meets with the student during orientation, preregistration, and whenever the student needs help in selecting courses and planning an individual program of study.

Once a major is selected, the student is assigned to a faculty adviser from the appropriate department or school. To answer questions and to assist students with academic matters beyond the scope of the faculty adviser, a staff of academic advisers is available in the Office of Academic Advising in Mossman from 8:00 a.m. to 5:00 p.m., Monday through Friday.

OFFICE OF STUDENT AFFAIRS

Students are encouraged to take advantage of the open door at the Office of Student Affairs, where the Vice Chancellor for Student Affairs, the Associate Vice Chancellor for Student Affairs, and the Dean of Students are available to work with, listen to, and counsel students.

This office is concerned with the meaningful quality of student life and campus experience and with any interests, problems, or grievances students may have.

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.

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

CAREER PLANNING AND PLACEMENT CENTER (CPPC)

The CPPC assists students and alumni with career planning and with securing employment. Any students or alumni who want to talk with a career counselor about their career plans may make an appointment or utilize walk-in hours. Career counselors assist students and alumni 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. Registration with the CPPC is voluntary. The CPPC is located on the second floor of the Foust Building.

C.H.O.I.C.E.S. is a computerized career guidance system that is helpful to individuals in exploring occupations on the basis of their work preferences, interests, and skills. The CPPC also provides career planning guides and inventories that are computer administered and scored. CPPC presents a variety of career-related workshops sponsored by either the center or an on-campus group. The CPPC also makes available 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 UNCG alumni through the Alumni Career Network.

The Career/Life Planning course, EDU 210, offers 3 hours credit as an elective for any undergraduate student. Through this course students will gain greater awareness of self, learn of career opportunities, and develop skills in decision-making and job hunting.

Another component of CPPC 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 this program.

Additional services are available to seniors, candidates for advanced degrees (in their last year of study), and alumni, as follows:

1. The CPPC sends to registered students and alumni information about specific job opportunities which meet the candidates' 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 UNCG students and alumni for prospective openings. Graduate school representatives also come to discuss admissions policies and program options with those who are interested.
3. Each registrant has the opportunity to request faculty members 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.

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

STUDENT HEALTH SERVICE

The Student Health Service has as its aim the maintenance of good health among all members of the UNCG community. To reach this objective, work is necessarily both preventive and therapeutic.

Several types of preventive measures are taken. A medical history, certain immunizations, and a tuberculin test are required for each admitted student. In order for the Student Health Center staff to offer the best support possible while at UNCG, it is also strongly recommended that students have their personal physician provide specific information concerning any medical (physical) or mental health problems and that recommendations regarding any restrictions, limitations, or follow-ups deemed necessary be furnished. The medical report is carefully reviewed by the health service physicians and, 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 primary objective of the Health Education staff, working in conjunction with the entire medical team, is to promote "wellness."

The care of students who are ill, which is the second major responsibility of the Health Service, is centered in the Anna M. Gove Student Health Center. Here, with a staff of five full-time physicians, three part-time psychiatrists, ten graduate nurses, one licensed practical nurse, one nurse practitioner, one health educator, 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 UNCG.

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 UNCG students.

The Student Health Center is a nonprofit organization. The entire operation of the Student Health Center including drugs, supplies, equipment, salaries of all personnel, and maintenance of the building is dependent upon income from the Student Health Fee and other charges made to patients. Students who have paid the health fee are offered unlimited outpatient visits without charge and most lab, x-ray, pharmacy, and inpatient charges are discounted to maintain the Student Health Center on a nonprofit, break-even basis.

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, or hearing problems may receive evaluation and therapy from the Speech and Hearing Center operated by the Communication Disorders Division of the Department of Communication and Theatre.

DISABLED STUDENT SERVICES

The Coordinator of Disabled Student Services assists qualified students in acquiring necessary classroom accommodations. The office staff provides notetakers, tutors, books on tape, test scribes, and any needed equipment. The Coordinator works closely with faculty and staff members to ensure that appropriate accommodations are available.

SPECIAL SERVICES PROGRAM

Special Services is an educational support program sponsored by the U.S. Department of Education and UNCG.

The program, designed to improve academic performance, offers a variety of services including supplementary instruction in writing and mathematics for English and mathematics courses, a skills lab for reading and study skills improvement, tutoring in a variety of subjects, academic advising, and career and personal counseling. Services are tailored to individual need. Enrollment usually occurs during the freshman year but can occur during any undergraduate year for eligible students with continuing access to services until graduation or entrance to graduate school. Services are also available to handicapped students and are free of charge.

WOMEN'S RESOURCE CENTER

The Women's Resource Center provides resources for students, faculty, staff, and alumni who are concerned with women's achievements and leadership and with the changing roles of women and men. Its primary responsibilities are to coordinate activities of existing programs for UNCG 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. More information is available from the Assistant Vice Chancellor for Academic Affairs.

THE INTERNATIONAL HOUSE/SHAW HALL

The International House/Shaw Hall is a residential community on the UNCG campus. It houses both American and international students from all over the world. These residents share experiences common to living in any other residence hall on campus, but they also have the opportunity to develop their understanding of other cultures, values of different people, systems of government, economic structures, and religions. Through educational and social programs designed by the residents and the staff and through daily interaction, International House residents have the opportunity to explore the differences and commonalities of the human experience.

The International House should be of particular interest to foreign students, language majors, those involved in International Studies, Political Science, History, or those who have a genuine interest in cross-cultural opportunities.

This program is open to all interested graduate and undergraduate students.

WALTER CLINTON JACKSON LIBRARY

A modern 10-story building, 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 1,700,000 items, including 360,000 federal and state documents and 650,000 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 Homans-Wellesley College Collection in Physical Education; 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 UNCG 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 interlibrary 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 Greater Greensboro Consortium 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.

LEARNING RESOURCES CENTER

This center provides instructional support for students and faculty at UNCG. Services are provided in three main areas:

Electronic Technical Services

Located in Room 9 of the Business and Economics Building, this center provides maintenance for all instructional equipment. In addition, equipment may be modified or built for specialized instructional purposes.

Media Services

This center, located in McNutt Building, provides a variety of support services to both faculty and students.

1. Equipment of all types is available to both students and faculty for instructional purposes.
2. College level materials include 16mm films, filmstrips, video tapes, instructional modules, and slide sets. A K-12 collection of both print and non-print materials is also available for use by faculty and students. Some of these materials may be restricted to in-house use.
3. Facilities include equipment and space for individualized instruction, micro-taping, use of video cassette equipment, an equipment instruction/materials production laboratory, and an audio-recording laboratory.

These services are limited to the availability of equipment, materials, facilities, and personnel.

Production Services

This facility provides support for faculty in the instructional program. Included in this area are graphic and photographic production, located in the basement of North Dining Hall, and audio and video production located in the McNutt Building.

INTERNATIONAL STUDENT ADVISER

The International Student Adviser helps students function effectively in their new environment. The adviser provides counseling services to ease cultural transition, facilitates dealings with the Immigration and Naturalization Service, and refers international students to appropriate University community resources as needed.

OFFICE OF MINORITY AFFAIRS

The Office of Minority Affairs serves as an advocate for minority students. Its aim is to facilitate the involvement of minority students in the whole University community. It seeks to identify and alleviate concerns that may hamper academic and personal development of minority students. These counseling and administrative functions are coordinated by the Assistant Dean of Students.

CAMPUS MINISTERS

Six religious denominations maintain student centers near the campus: the Baptist Student Center, Presbyterian House, St. Mary's House (Episcopal), University Catholic Center, and Wesley-Luther House (Methodist and Lutheran). Each of these has a campus minister available for personal counseling. Several religious organizations are active at UNCG. (See below, p. 368.)

CAMPUS OPPORTUNITIES

ELLIOTT UNIVERSITY CENTER

The University Center was opened in 1953, enlarged in 1968, and will be extensively renovated and enlarged in the near future. These alterations to 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, Elliott University Center Council, campus media, and various other activity groups as well as the University Book Store. 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. Art exhibits, films, concerts, lectures, parties, dances, innovations such as a seven-foot television screen for viewing special events and an extensive computerized information network consisting of The Campus Source and video monitors at each entrance represent only a segment of the Center's offerings to the campus. Services as varied as providing lockers for commuting students, A Ride Board for "hitch-hikers" and drivers who need company on trips, selling tickets for various events on or off campus, and providing information on campus events are another part of Elliott University Center's daily operations. In addition, the Center provides a Game Room equipped with the latest in game machines and billiards. A Sweet Shoppe satisfies the hunger for sweets. Postage stamps and change are available from a vending unit adjacent to the Sweet Shoppe, and an Automatic Teller Machine is located on the lower level of the Center. The Center provides

information, activities, or simply a place for relaxation for the entire University community.

COMPUTER CENTERS

Computer facilities at UNCG consist of two separate centers:

Administrative Computer Center

The Administrative Computer Center facilities include a VAX-cluster with 2 high-end VAX-11/780's, each with 16MB of internal storage. Other hardware consists of 2 high speed line printers, 2 high density (6250/1600 BPI) tape drives, 80 terminal ports, and approximately 3 Gigabytes of on-line disk storage. An integrated Management Information System has been developed with combination of Center software developed with up-to-date application development tools and software vendor application packages.

Academic Computer Center

The Academic Computer Center provides batch-processing and interactive computer services for students and faculty. It also manages microcomputer laboratories at several locations on the Campus.

The Center is equipped with a pair of VAX-11/780 computers (from Digital Equipment Corporation) which operate as a VAXcluster. It is also a member of the State-wide computer network LINCnet (operated by the North Carolina Educational Computing Service, NCECS) through which the powerful IBM facilities of the Triangle Universities Computation Center (TUCC) and other services, including national networks, are accessible.

Users communicate with these extensive hardware and software facilities from over a hundred interactive terminals located in the Center's main facility, 235 Business and Economics Building, and at other convenient locations on the campus.

The microcomputer laboratories managed by the Center are variously equipped with IBM-compatible PCs, Apples, etc. Each of these laboratories is dedicated to the support of specific programs which must take priority over general use.

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.

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 UNCG students and faculty. In so doing, it exposes the UNCG 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, sculpture, and graphics. Included are Willem de Kooning's painting **Woman 1950**, Henri Matisse's bronze sculpture **Madeleine**, Elie Nadermans' 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.

UNIVERSITY CONCERT/LECTURE SERIES

The University Concert/Lecture Series brings exciting and innovative programs in the performing arts to the campus. During 1985-86 season outstanding performances were presented by such renowned artists as soprano Frederica Von Stade, North Carolina Symphony, Netherlands Touring (Dance) Company, Guarneri String Quartet, National Theatre for the Deaf, and pianist Horatio Gutierrez.

MUSIC PERFORMANCE ORGANIZATIONS

University Chorale
Symphonic Chorus
Chamber Singers
Show Choir
University Women's Choir
University Men's Glee Club
University Symphony Orchestra
University Wind Ensemble
Jazz Ensembles
Collegium Music

Chamber ensembles for instrumentalists are organized each semester. All music organizations are open to all University students by audition.



UNIVERSITY DANCE COMPANY

The University Dance Company provides performance and production opportunities for qualified 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 dances choreographed by dance faculty, students, and well-known dance artists. Auditions are required for performances sponsored by the Dance Company.

UNIVERSITY THEATRE PROGRAMS

The Theatre Division of the Department of Communication and Theatre has **seven** production programs:

UNCG Theatre

Four major plays a year are produced in Taylor Building, Aycock Hall, or dinner-theatre style in Elliott University Center. Directed by faculty, these plays provide a major showcase of student design and acting talent.

Master Production Series

Three or four plays directed by Master of Fine Arts candidates are featured in Curry.

Studio Theatre

An annual average of 35 plays and scenes are designed, directed, and performed by students with faculty supervision.

Theatre for Young People (TYP)

Three major plays for children are produced in the theatre in Taylor Building by the Theatre for Young People. The North Carolina Theatre for Young People Professional Touring Company, a professional affiliate of the Theatre Division, tours one of these plays each spring semester.

Summer Repertory Theatre

UNCG Summer Theatre produces a series of plays each May which are presented on campus during June and July as the Summer Repertory Theatre and at Parkway Playhouse in Burnsville, N.C., in July and August. The program is staffed by advanced students, faculty, and professional guest artists and includes both musicals and plays. The Theatre Division and the School of Music work together in the production of a musical and 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.

Summer Theatre in Burnsville

The innovative combination of rotating repertory (on the main stages in Greensboro) with weekly "stock" production (at the Parkway Playhouse in Burnsville, North Carolina) makes summer theatre at UNCG a unique learning experience. Working

alongside professional artists, students are challenged to stretch to the limits of their abilities. The four-play season includes musicals, comedies, and dramas performed on campus in a variety of settings and in the Blue Ridge mountain playhouse. Support facilities for the 370-seat Parkway Playhouse include dormitories, faculty/staff apartments, and a rehearsal hall. Workshops with a variety of guest artists provide an outreach into the professional world, and highly focused individual attention from faculty and staff makes this a perfect opportunity for personal reflection and growth.

Media Workshops

Students explore film and video topics and projects. Speakers 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).

STUDENT GOVERNMENT

Authorized by the UNCG Board of Trustees and faculty, the Student Government (SG) is another form of continuous education in action. SG is UNCG'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.

It is understood that matters relating to academic questions, the health of the UNCG community, the control of property, and special cases of discipline are handled by the faculty and administrative officers of UNCG.

Information about Student Government honor policy, judicial policy, or social regulations may be found in the **Student Handbook**.

STUDENT MEDIA

The Carolinian

UNCG student newspaper, published once a week.

The Coraddi

UNCG student literary magazine.

Pine Needles

Yearbook.

Radio Station

WUAG, the UNCG radio station, is student operated under the University Station Administrative Board. Its purposes are to entertain and inform students about events on campus and in the community and to provide academic extracurricular radio experience for those interested in broadcasting.

Television Studio

The William D. Carmichael, Jr., Television Studio Building is operated by the Broadcasting/Cinema Division of the Department of Communication and Theatre. It includes two TV studios, rooms for projection and film editing, and engineering areas. The studio provides laboratory facilities for student work and allows students to participate in television production, acting, and programming.

Media Club

Funds provided by Student Government give students opportunities to engage in cine-video production as needed around the campus. Programming for the EUC closed video system is one example of an activity constantly requiring many types of talent. It is open to all students enrolled at UNCG.

CLUBS AND ORGANIZATIONS

Campus organizations recognized during the 1985-86 academic year are listed below. The **Student Handbook** contains detailed descriptions and membership information on formally recognized student organizations and activities.

HONORARY SOCIETIES

- Alpha Delta Mu (Social Work)
- Alpha Kappa Delta (Sociology)
- Beta Alpha Psi (Accounting)
- Beta Beta Beta (Biological Sciences)
- Beta Gamma Sigma (Business)
- Chi Sigma Iota
- Delta Pi Epsilon (Business)
- 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 (liberal studies including liberal B.S.)
- Phi Mu Alpha Sinfonia (Music)
- Pi Delta Phi (French)
- Pi Kappa Lambda (Music)
- Pi Mu Epsilon (Mathematics)
- Psi Chi (Psychology)
- Sigma Delta Pi (Spanish)
- Sigma Theta Tau (Nursing)
- University Marshals

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

GENERAL ORGANIZATIONS

Association for Women Students
 Association of Handicapped Student Awareness
 Association of Students of Psychology
 Commuting Student Association
 Elliott University Center Council
 Gay Lesbian Student Association
 International Students Association
 Masqueraders
 Media Production Club
 Neo-Black Society
 North Carolina Student Legislature
 Outing Club
 Residence Hall Association
 Science Fiction Fantasy Federation (SF3)
 Society of Skeptical Chymists
 Student Government
 UNCG College Republicans
 University Graduate Student Council
 University Democrats

NATIONAL SOCIETIES AND PROFESSIONAL GROUPS; DEPARTMENTAL CLUBS

AA
 Accounting Association
 Al-Anon
 American Association of Textile Chemists and Colorists/Clothing and Textile Club
 American Home Economics Association
 American Production and Inventory Control Society
 American Society of Interior Designers
 Anthropological Association
 Association for Computing Machinery
 Association of Nursing Students
 BIRC
 Changes in HEB
 Counseling and Guidance Graduate Student Organization
 Dance Company
 Delta Sigma Pi (Business)
 DPMA
 Economics Club
 English Club
 Food and Nutrition Club
 Finance, Insurance and Real Estate Society
 History Club
 International Association of Business Communicators
 Library Science/Educational Technology Graduate Student Association (LS/ET)

Student Life

MBA Association
Narcotics Anonymous
National Association of Social Workers
Phi Sigma Epsilon
Philosophy Club
Physical Education Graduate Society
Physical Education Majors Association
Political Awareness Club
Recreation Society
Society for Physics Students
Sociology Club
Student Art Educators Association
Student National Education Association (SNCAE) (Phi Sigma Nu)
Student Program and Policy Committee-Home Economics
UNCG Astronomy Club
UNCG Chapter of Student Music Educators National Conference
UNCG Pre-Med Society

RELIGIOUS ORGANIZATIONS

Alternative (nondenominational Christian)
Bahai
Baptist Student Union
Campus Advance for Christ
Campus Crusade for Christ
Christian Science Organization
Deliverance Fellowship
Hillel
Inter-Varsity Christian Fellowship
Latter Day Saints
Nurses Christian Fellowship
Presbyterian House
St. Mary's House (Episcopal)
University Catholic Center
Wesley-Luther House (Methodist-Lutheran)

GREEK ORGANIZATIONS

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

Administration of the Greek system is conducted through the Office of the Dean of Students in Elliott Center. For further information about sororities and fraternities, please contact Bruce Harshbarger at 379-5800 or speak with officers of the individual organizations. A full list of these organizations follows:

Fraternities (Interfraternity Council)

Alpha Phi Alpha
 Kappa Alpha Psi
 Lambda Chi Alpha
 Pi Kappa Phi
 Sigma Nu
 Sigma Phi Epsilon
 Sigma Tau Gamma
 Tau Kappa Epsilon

Sororities (Intersorority Council)

Alpha Chi Omega
 Alpha Delta Pi
 Alpha Kappa Alpha
 Chi Omega
 Delta Sigma Theta, Inc.
 Phi Mu

Service Organizations

Alpha Phi Omega (National Service Fraternity)
 Gamma Sigma Sigma (National Service Sorority)
 Bacchus

ATHLETICS AND RECREATION

On-campus facilities include a gymnasium, weight and exercise room, a fitness course, athletic training facility, an indoor swimming pool, dance studios, a nine-hole golf course, eight lighted tennis courts, and playing fields for soccer, field hockey, lacrosse, softball, football, and rugby. Club sports include a Baseball Club, Ice Hockey Club, Karate Club, Rugby Club, and Women's Soccer.

INTERCOLLEGIATE ATHLETICS

The University fields four men's and four women's teams:

Men's Soccer
 Women's Volleyball
 Men's & Women's Basketball
 Men's & Women's Tennis
 Men's Golf
 Women's Softball

UNCG participates in the highly competitive Dixie Intercollegiate Athletic Conference for both the men's and women's programs.

The Athletic Department promotes the University's philosophy of a student-athlete through its affiliation with the NCAA Division III.

The goal of the Athletic Department is to offer a competitive schedule regionally while striving toward national recognition. Men's soccer, women's volleyball, basket-

ball, and tennis have all been involved in postseason NCAA championship play. Men's soccer won National titles in 1982, 1983, and 1985. Women's basketball and tennis finished second in national competition in 1982 and 1983 respectively.

CAMPUS RECREATION

The Office of Campus Recreation coordinates the intramural sports program and offers a variety of recreational opportunities for students, faculty, and staff.

Intramural sports for men and women include volleyball, 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 bowling, golf, tennis, volleyball, and softball. Special events such as a Jitters Jog, a Sports Trivia Bowl, and a Fantastic Feats for Fools weekend are offered "just for the fun of it."

The recreation facilities are available for informal recreation when they are not scheduled for instruction or athletics. Equipment such as balls, bats, gloves, picnic kits, frisbees, and roller skates may be checked out from the Campus Recreation Office with a student or faculty ID.

Club activities are offered for interested groups of students in fencing, karate, baseball, ice hockey, men's rugby, and weightlifting. Instructional clinics are offered as interest warrants. Recent clinics have focused on weight training, self defense, and setting up a personalized fitness program.

Through the Individualized Fitness Program (IFP), a participant establishes a personal program of activity and works out at times and places according to personal convenience. Points are assigned which can be accumulated toward the winning of an IFP T-shirt.

PINEY LAKE FIELD CAMPUS

Piney Lake, located eight miles south of Greensboro, is a 44-acre field campus used by UNCG 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.

ALUMNI AND FRIENDS OF UNCG

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, the Office of Information Services, and the Office of University Publications.

ALUMNI ASSOCIATION

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

DEVELOPMENT OFFICE

UNCG's Development Office seeks financial support from private sources in an effort to enrich the total educational program at UNCG. The Development Office coordinates activities related to advancing public understanding and support of the University. These responsibilities include public relations, publications, fund raising, and alumni affairs.

UNIVERSITY ANNUAL GIVING

Created in 1975 and approved by the UNCG 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 UNCG 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.



OFFICE OF INFORMATION SERVICES

The University's official public information agency coordinates press coverage, sets up press conferences, and provides related services in public information and public relations.

FRIENDS OF UNCG

UNCG 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 UNCG in a realistic, academically healthy exchange of ideas, resources, and programs.

UNCG'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 UNCG to provide internships, scholarships for deserving students, and funds to enrich UNCG's various programs.

Among UNCG'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 UNCG Theatre

Organized in 1960 by alumni and friends to assist in UNCG productions and to provide financial assistance for talented students in theatre.

UNCG 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 \$1,000,000.

The UNCG 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 UNCG." Present endowment exceeds \$4,000,000. The fund supports six Excellence Foundation professorships as well as fellowships and other University endeavors.

THE CITY OF GREENSBORO, NORTH CAROLINA

With a population of approximately 183,000 people, Greensboro is a thriving business, manufacturing, cultural, and educational center. UNCG students find the social and cultural atmosphere and the economic opportunities of Greensboro to be an integral part of their university experience.

The city 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 some years.

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.

CHINQUA-PENN PLANTATION HOUSE

Willed to UNCG 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 UNCG campus near Reidsville.

FINANCES



TUITION AND FEES

The expense figures listed in this chapter are for the 1986-87 academic year. UNCG reserves the right to make changes in these charges without advance notice.

UNCG UNDERGRADUATE EXPENSES FOR FULL-TIME STUDENTS (ANNUAL BASIS)

Tuition and Required Fees

Tuition and Academic Fees

In-State Students480.00

Out-of-State Students3,400.00

Health Service160.00

Student Activities Fees248.00

Room and Board

Room

Double Occupancy1,140.00

Single Occupancy1,710.00

Board

14-meals Per Week \$1,050.00

21-meals Per Week1,190.00

(Total cost for MOST in-state students on campus) \$3,218.00

(Total cost for MOST out-of-state students on campus) \$6,138.00

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

The tuition and academic fees paid by UNCG 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 UNCG Excellence Fund, and from alumni, friends, corporations, foundations, and the federal government.

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 in Appendix B 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 residentiary 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 nonresident 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 (nonresidents) 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 nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he pays the resident rate. Any necessary adjustment 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 classifica-

tion 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 resident status for tuition purposes. Certain classes of nonresident aliens are subject to these same considerations, but certain classes are not. More complete information on that point may be obtained from the "residence manual" mentioned above or from the Business Office.

Members of the Armed Services. Certain members of the armed services and their dependent relatives may be eligible to be charged the in-state tuition rate whether or not they qualify as residents for tuition purposes under G.S. 116-143.1. The armed services member and any dependent relatives claiming benefit of the in-state tuition rate must be living in the same household in North Carolina incident to the military member's active military duty in North Carolina.

FEES

Health Service Fee

All students living on campus and all students living off campus taking 9 or more hours are required to pay the health service fee, which provides medical services to students. (See Chapter 6, Student Life, for further description.)

Part-time students living off campus may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Center.

Student Activities Fee

Payment of this fee gives students access to athletic events, campus organizations, Elliott University Center (student union), and many other student programs.

Room Rates: Double and Single Occupancy

The room rate of \$1,140.00 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 UNCG dining halls. Four meal plans are available:

14-meals per week non-transferable.	\$1,050.00 per academic year
21-meals per week non-transferable.	\$1,190.00 per academic year
14-meals per week transferable	\$1,285.00 per academic year
21-meals per week transferable	\$1,414.00 per academic year

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

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 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.

Ten dollars (\$10.00) will be charged for replacement of a lost dining card.

Telephone Service

Optional telephone service is available to students in some residence halls. Each student room in these halls is equipped with a telephone outlet and the room occupants may contract for telephone service directly with Southern Bell Telephone Company. The University is not responsible for telephone service contracts between the student and Southern Bell.



PART-TIME STUDENTS

A part-time student for fee purposes is defined as one taking fewer 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 above for full-time students.

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 1986-87 academic year are as follows:

Credit Hours	TUITION		FEES		TOTAL	
	In-State	Out-of-State	Health	Activity	In-State	Out-of-State
0	\$ 60.00	\$ 425.00			\$ 60.00	\$ 425.00
1-5	60.00	425.00		31.00	91.00	456.00
6-8	120.00	850.00		62.00	182.00	912.00
9-11	180.00	1,275.00	60.00	93.00	333.00	1,428.00
12 & over	240.00	1,700.00	80.00	124.00	444.00	1,904.00

*UNCG reserves the right to make changes in these charges without advance notice.

GRADUATE STUDENTS

See Graduate School Catalog

SPECIAL FEES

Auditing

A regular full-time student may audit one course free per semester. A registered part-time student may not audit more than two courses per semester and is charged a fee of \$10.00 per course. A person who is not a registered credit student can receive a record of enrollment as a registered auditor. The fee is \$60.00 for each course audited. Visiting auditors are not registered students and may apply to the Office of Continuing Education to audit courses for a \$15.00 fee per course. See Admissions, Chapter 2, for details.

Music Performance

In addition to regular tuition and fees, music majors pay \$45.00 per semester to compensate for private and class instruction in music performance. Non-music majors pay \$30.00 per credit hour for private performance study. Class performance 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 music performance 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 \$10.00 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 Charge

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 UNCG 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 the first semester at UNCG. If this permanent ID card is lost, there is a \$10.00 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

Books and Supplies:

Costs generally run \$200-\$250 per year. These are to be paid for as purchased, either from the University Book Store or elsewhere.

Residence Hall 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 and parking permits are required for all student-operated motor vehicles. See Chapter 6, Student Life, for details.

Uniforms

Students are expected to use outfits appropriate to the physical education activities taken. Gym clothing, leotards, and other 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 financial 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 in Chapter 4 under the School of Nursing.

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.



PAYMENT PLANS

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, 1986. Payment for the spring semester may be mailed prior to December 10, 1986. 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 pay only the \$100.00 pre payment if the security deposit has previously been paid. However, a continuing nonresident student must pay the entire \$150.00 Partial Housing Payment and Security Deposit.

STUDENT CREDIT POLICY

Tuition and fees for all University students are due and payable before or on registration day. North Carolina law requires the University to charge and collect from each student at the beginning of each academic session tuition, fees, and an amount sufficient to pay all other direct expenses such as room and board incurred for the term. Payments may be made by cash, money order, check, or VISA or Mastercard credit cards.

As an exception to the above policy, students may be granted deferments (credit) only if they meet one of the following criteria:

- (1) Students who receive awards through the UNCG Financial Aid Office from one or more of the following programs must pay the amount of their bill less the amount awarded for the financial aid. Any liability resulting from a reduction of financial aid becomes the student's responsibility payable upon notification of the adjustment of the award. Financial aid awards for purposes of the credit policy are as follows: Pell Grants, Guaranteed Student Loans, Parent Loans (PLUS), Institutional Loans, Tuition Plan, Knight Payment Plan, SEOG, NDSL, N.C. Veteran Scholarships, Vocational Rehabilitation, Disabled Veterans, Minority Presence Grants, University Scholarships, Fellowships, Assistantships, and Grants. Students who have College Work-Study or other need-based campus work are expected to apply all other aid funds immediately to their accounts, but may contract individually with the Cashier

regarding payment of their wages to their charges. Wherever possible term-time earnings should be used to cover personal expenses.

- (2) Students wishing to utilize Veterans benefits under the credit policy must demonstrate financial need in compliance with normal financial aid need standards. Credit requests under this provision must be submitted to the Cashier's Office accompanied by a Financial Aid Form (if it has not been previously submitted to the Financial Aid Office) no later than ninety (90) days before the beginning of an academic term. Final approval is contingent upon the student's demonstration of need and a good credit history with the University.
- (3) Recipients of scholarships awarded by organizations outside the University in which direct payment is made to UNCG and notification is on file with the Financial Aid Office may qualify under the credit policy. Students should provide notification of such awards as soon as possible.

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, preceding the fall semester for which the contract applies.

Housing deposits for continuing students are fully refundable if requested in writing from the Director of Residence Life by June 1 preceding the fall semester for which the contract applies. If UNCG 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 UNCG Calendar for deadline dates. After the first two weeks of classes, tuition and fees are not refundable. Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are not entitled to a refund with the exception of a pro rata refund of board charges (if applicable).

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.

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 UNCG charges (tuition, fees, and/or room and board) are refundable in any amount, the student will not receive any of the refund until the Financial 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 is administered separately for financial purposes.)

FINANCIAL AID

UNCG's Student Financial Aid Program is designed to assist deserving students in meeting the costs of attending UNCG. Financial Aid is available in the form of scholarships, grants, loans, and student employment. Awards may include one or more of these.

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

In making award decisions, the Financial Aid Office first determines the student's financial need, which is the difference between the costs of attending UNCG and the resources available to the student.

The Financial Aid Form provides the Financial Aid Office with the information required to determine a student's financial need. Every effort is made to provide a "package" of aid which will meet this need. Students are expected to assume the obligation for part of the award in the form of a long-term loan and/or part-time job on campus or off campus.

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

A list of scholarships and loan funds available to UNCG students is printed below in this chapter.

APPLICATION PROCEDURES

Entering Students

1. Apply for admission to UNCG.
2. Obtain a College Scholarship Service Financial Aid Form (FAF) from the secondary school or from the Financial Aid Office. The form should be completed by the student and parents or guardian and forwarded to the College Scholarship Service no later than three weeks prior to March 1 for fall semester or summer session or December 1 for spring semester. Indicate on the statement that UNCG is to receive a copy of the form.
3. 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 should immediately forward all copies of the report to the Financial Aid Office. (The Pell grant application procedure is required for undergraduate students only.)

Enrolled Students

Students already enrolled at UNCG who wish to apply for financial aid for the first time should submit the "Financial Aid Form" to the College Scholarship Service in Princeton, New Jersey, by March 1 for the fall semester or by December 1 for the spring semester. 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 "Financial Aid Report" to the Financial Aid Office.

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 Ser-

vice. The parents may be required to sign a certification of independent status of a student on the Financial Aid Form.

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 exemption by his parents or guardian during the years indicated on the applications.

Marriage does not automatically give a student independent status.

Declaration of Student/Family Assets

An entering student is expected to save \$700 and a returning student \$900 per year from summer earnings. Students with assets or savings of their own are expected to use these funds for their educational expenses. A student is also expected to report in writing to the Financial Aid Office all financial awards or benefits received from sources other than UNCG.

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 for the family to explain any unusual circumstances 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 Financial Aid Office.

NOTIFICATION, ACCEPTANCE, AND RENEWAL

Entering students are notified of financial aid decisions in the spring and summer preceding their fall enrollment. A student submitting his Financial Aid Form after the March 1 priority filing date should not expect a decision until late summer. Spring semester awards are usually made by the end of December. Students are required to accept financial aid in writing within the specified time.

Awards are made for one academic year only. A student must apply each year by submitting a new "Financial Aid Form." Forms for the renewal of aid are available in the Student Aid Office, located at 133 Mossman Building.

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 UNCG. A student who owes a refund of a federal grant or is in default on a federal loan received for attendance at UNCG or any other institution is not eligible for continued financial assistance.

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 Financial 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 reason-

ably 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 UNCG charges (tuition, fees, or room and board) are refundable in any amount, the student will not receive any of the refund until the Financial Aid Office determines what portion of the refund, if any, needs to be refunded to the financial aid programs from which the student received funds.

In the case where a student has received financial aid funds for purposes of indirect (noninstitutional) educational costs such as books, supplies, off-campus living and food expenses 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 or repayment to the aid programs from which funds were received, the Financial Aid Office uses formulas prescribed by federal regulations and institutional policy. Copies of the formulas used and further information regarding refund or repayment procedures are available from the Financial Aid Office.

FINANCIAL AID FROM UNCG

UNCG 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 donor. 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 the amounts awarded each year may be adjusted based on available funds and the student's financial need.

GENERAL SCHOLARSHIPS

UNCG awards a limited number of general scholarships, ranging in value from \$100 to \$1,200 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 quality point ratio) in order to be considered for scholarship renewal. A student does not need to apply for a specific general scholarship. The Financial Aid Office considers applicants for all the general scholarships for which they are eligible.

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

A complete listing of scholarships offered at UNCG appears later in this chapter.

COMPETITIVE AWARDS

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

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

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.

Kathleen Price and Joseph M. Bryan Awards. All academically talented entering freshmen planning to major in business and economics are encouraged to apply for these awards valued at \$1,500 per year. Approximately six new recipients will be chosen annually.

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 \$2,500.

Jefferson-Pilot Award. One Jefferson-Pilot Award for \$1,000 per year is given each year to an entering freshman. Award is renewable.

NCNB Awards. All entering freshmen who exhibit outstanding characteristics and academic excellence in the areas of business and economics are eligible for this renewable award valued at \$1,500 per year. Recipients will be provided one summer internship experience with the award.

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.

GRANTS

Federal, state, and UNCG funds are available for grant awards to students with exceptional financial need. A grant is gift assistance and does not require repayment or work obligation. Students who complete the financial aid application procedures are considered for all grant funds for which they are eligible.

Under the Board of Governors' general Minority Presence Grant Program, entering black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree credit coursework, and demonstrate financial need. At UNCG priority for these grants is given to students who enroll full-time.

LOANS

UNG provides long-term loan assistance through federal and institutional funds to needy graduate and undergraduate students. Students are considered for loan assistance when they complete the financial aid application procedures. The Finan-

cial 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. When receiving a loan, the student must sign a promissory note.

Loan programs available to UNCG students include National Direct Student Loans (NDSL) and Institutional Loans.

Students are responsible for repayment of a loan after graduation or withdrawal from UNCG. Students are expected to repay according to a schedule which they must sign before leaving UNCG. 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 UNCG. Additional information about the conditions and terms of student loans and about loan repayments is available in the Financial Aid Office.

In addition to long-term student loans, short-term loans for emergency expenses up to \$50 are available from the Financial 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 ten 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 UNCG 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 UNCG to meet the student's need. A student who applies for aid must report to the Financial Aid Office all financial assistance received for attendance at UNCG so that available resources can be used to determine the student's need.

PELL GRANTS

The Education Amendments of 1972 established the Basic Educational Opportunity Grant (BEOG) program (later renamed the Pell Grant program) for the purpose of assisting undergraduate students to meet postsecondary educational expenses. 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. 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 processor. The Pell Grant processor will prepare and send a "Financial Aid Report" directly to the student, indicating his eligibility for a federal grant. The student should forward all copies of the report to the Financial Aid Office, even though he may not be eligible for a grant.

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

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 Financial 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 UNCG. 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 8 percent interest on the loan during the repayment period.

PLUS LOAN PROGRAM

The federal government's PLUS (Parent Loans) program allows parents to borrow to help meet their children's educational expenses. These are unsubsidized loans at 12% interest with payments beginning within 60 days after the loan is made. The maximum a parent of an undergraduate may borrow is \$3,000 per year to a total of \$15,000 for each child. These loans may be used to replace expected parental contribution to financial aid applicants. North Carolina residents can obtain further

information and applications from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, NC 27605. Residents of other states should contact their local banks or the Financial Aid Office for information about lending agencies in their home state. Some graduate students and independent undergraduates may also be able to borrow under this program.

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 Human Resources, 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 \$2,000 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. 27611. Application deadline is March 1.

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, 227 E. Edenton Street, Raleigh, N.C. 27601, for information.

NORTH CAROLINA 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" a wish to be considered for an N.C. Student Incentive Grant and pay the required additional fee indicated. The "Financial Aid Form" should be completed well before March 1 to be considered for an NCSIG award.

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 Financial 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 the late 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 Annual Giving Program has established a scholarship program for incoming freshmen. Recipients, who are designated as Alumni Scholars, are selected 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, and the awards may be renewed for three successive years of undergraduate study if the scholar's performance is satisfactory. An interested student should complete the Competitive Awards application, available from the Financial 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 Gregg Barber Scholarship. Katherine Gregg Barber, class of 1923, established this fund in 1981 for the purpose of assisting needy and worthy students at UNCG. All students of above average scholastic ability who apply and demonstrate financial need for assistance are considered for this award.

Janet Weil Bluethenthal Scholarship. The children of Janet Weil Bluethenthal established this scholarship in 1982 to honor their mother. Awards are made annually to North Carolina residents based on merit, as evidenced by outstanding scholarship and leadership. Recipients are selected by the University Scholarship Committee in conjunction with the Financial Aid Office.

Jessie Lee and Landron Clifford Boney Scholarship Fund. In November 1983, Rosemary Boney Neil '52, Dixie Boney Soo '55, and Lynette Boney Wrenn '49 established this fund in honor of their parents. Income from the fund is awarded annually to a student(s) preferably from Sampson County, NC. The award(s) are based on both need and merit with recipients chosen by the Financial Aid Office.

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 former faculty members 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.

Jessie Sinclair Collings Memorial Scholarship Fund. In 1983 Dr. Ruth M. Collings, through a bequest from her estate, established this fund in memory of her mother. The income from the fund is to be awarded as a scholarship to a woman premedical student. Recipients are chosen by the Financial Aid Office, after conferring with the Preprofessional Programs Advisory Committee, primarily on the basis of academic achievement. Financial need may also be considered.

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 awards range from \$500 to \$1,500 per year and may be renewed as long as the recipients remain 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 their 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 materials, 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. Awards are based on demonstrated financial need.

Robert Andrew Fleming and Mary 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.

Marvin M. Fowler Scholarship. Mrs. Paul D. Fowler established this scholarship to honor her husband, Marvin M. Fowler, an outstanding civic leader in North Carolina. Three of Mr. Fowler's daughters and a granddaughter all attended UNCG. This scholarship is awarded annually to recipients selected by the UNCG Financial Aid Office.

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 UNCG. A scholarship award of \$2,500 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 UNCG. Students must apply by January 1 by completing the competitive Scholarship application available from the Financial Aid Office.

Forsyth County Alumni Chapter Scholarship. The Forsyth County Chapter of the Alumni Association established this fund in 1961 to honor all UNCG 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, UNCG 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 needy undergraduate students from Burke County, North Carolina, majoring in Home Economics.

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 Golden Chain Society in conjunction with the Financial Aid Office on the basis of scholarship, leadership, service, and financial need.

Jennie Cummings and Benjamin H. Hoskins Scholarship. The fund was endowed in 1976 as a tribute to Jennie Cummings and Benjamin H. Hoskins. An annual award is made by the University Scholarship Committee.

Kenneth C. Hunt Memorial Scholarship Fund. The fund was established in 1975 in memory of Kenneth C. Hunt, a student at UNCG. Income from the fund is awarded annually to an upperclass student, selected on the basis of need, talent, and academic achievement.

The Jefferson-Pilot Scholarships. These scholarships were established by Jefferson-Pilot Life Insurance Company in 1961. An award of \$1,000 will be made each year to an incoming freshman chosen on the basis of character, scholarship, leadership, and financial need. The scholarship is renewable subject to satisfactory performance by the scholar. An interested student should complete the Competitive Scholarships application, available from the Financial 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 Financial 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 UNCG 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 UNCG will be considered for the Johnston Awards.

Mary Fields Jones Memorial Scholarship. This scholarship, established by the alumni of Cumberland County, is given annually to a student from Cumberland County.

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 UNCG 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.

Mildred Salter and Wren E. Laurence Scholarship. This fund was established by Wren E. Laurence in 1983 in memory of his wife, Mildred Salter Laurence, Class of 1930, a science teacher in Cartaret County for 34 years. Annual awards are made to students from Cartaret County, preferably graduates of East Cartaret High School, who demonstrate financial need and an interest in the study of science.

Maryland Alumni Chapter Scholarship. The fund was established in 1976 by the Baltimore Chapter of the Alumni Association to honor all UNCG 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 Financial Aid Office.

Helen McBee Scholarship. Helen McBee, Class of 1929, established this fund in 1977 for the purpose of assisting needy and worthy students from Mitchell High School (or its successor school), Mitchell County, North Carolina. If at any given time there is no suitable applicant from Mitchell High School, the award may be given to another student from Western North Carolina.

Nell Davis McCoy Scholarship Fund. The Nell Davis McCoy Scholarship Fund was established in 1982 by her husband Harold Vincent McCoy. Awards will be made annually. McCoy scholars will be selected on the basis of superior academic achievement, leadership activities, need for financial assistance, and potential for successful completion of educational goals.

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 UNCG.

Minority Presence Scholarships. The North Carolina General Assembly allocates funds to UNCG for scholarships to increase the presence of minority students on the campus. The awards are intended to encourage black students to enroll at UNCG 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 Financial Aid Office.

Neo-Black Society Achievement Award. The Neo-Black Society of UNCG 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.

Rebecca R. Nicholson, Magna J. Nicholson, and Audrie Nicholson Bolling Scholarship Fund. In October 1984 Kenneth Nicholson and Melva Nicholson established this fund as a memorial to their mother, father, and sister. Awards from the fund are made annually to students who need financial assistance and demonstrate willingness to apply themselves to improve their quality of life.

The Mollie Ann Peterson Scholarship. Miss Mollie Ann Peterson, a former faculty member, by her will established a scholarship fund at UNCG 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.

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 UNCG

are eligible to apply for the Reynolds Scholarships. Scholars are selected on the basis of superior academic achievement and potential, 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 Financial 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 a 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 William B. Rodman Fund. Descendants of the late William B. Rodman who attend UNCG are eligible for scholarships valued at \$200 per year. Other North Carolina residents, with preference given to individuals from Hyde County, are considered for loans of up to \$200 per year. Students interested in being considered for assistance from this fund should contact the Financial Aid Office.

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.

Bernice Love Stadiem Memorial Scholarship. Members of Mrs. Stadiem's family established this scholarship in her memory. Mrs. Stadiem was a member of the Class of 1934 and a UNCG faculty member from 1963-1979. Recipients of the scholarships will be undergraduate students majoring in the liberal arts and will be selected on the basis of academic promise and 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 UNCG as president of the Alumni Association, chairman of the Alumni 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 UNCG 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 Julette Black, and Fannie Sumner Scholarship. Miss Laura Sumner established this fund as a memorial to her parents, David S. and Wincy Julette Black Sumner, and her sister, Fannie Sumner. The income from the fund is 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 Financial 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 UNCG for financial assistance will be considered for the Turrentine Scholarships. Scholarship stipends are based on financial need with the maximum award being \$2,100 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 fulfillment of 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 UNCG. 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 UNCG 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 University Scholarship Committee.

The Wesley Long Hospital Scholarship-Loan. The Wesley Long Hospital, Inc. contributes funds to the University for scholarship-loan awards of \$750 per year to students in the junior and senior years of the nursing program at UNCG. An award may be partially cancelled for a year of full-time employment as a staff nurse at The Wesley Long Hospital.

Elizabeth Steinhardt Widmer and Ray Price Widmer Scholarship Fund. Elizabeth Steinhardt Widmer, '29, and her husband, Ray Price Widmer, established this fund in December 1984. The Widmers, who have been recognized as outstanding citizens in Bertie County, North Carolina, have expressed the intent that this fund be awarded to individuals who demonstrate academic achievement and participation in extra-curricular activities.

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.

Mary Ann Cooper Winslow Scholarship Fund. This fund was established by Alma Winslow West, Class of 1919, in memory of her mother. Income from this fund is to be awarded annually with preference given to students from the general areas of Elizabeth City, North Carolina, and/or Richmond, Virginia. Recipients are selected primarily on the basis of above average academic achievement and participation in associated well-rounded activities.

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 \$1,250 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 academic departments or schools or, in a few cases, by designated committees and are generally restricted to specific areas of study.

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, UNCG Class of 1923. The income from the fund provides 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 is 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 is 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.

Kathleen Price and Joseph M. Bryan Endowment Fund. Joseph M. Bryan established this fund in 1983 to provide undergraduate scholarships and graduate fellowships for students in business and economics. Six undergraduate recipients are chosen each year through the Competitive Awards Program in conjunction with the School of Business and Economics, and are provided with annual stipends of \$1,500. Awards are based primarily on merit. Interested students should complete the Competitive Awards application, available from the Financial Aid Office, by January 1.

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.

Cablevision of Greensboro Communications Scholarship. An award of \$1,000 a year to a junior or senior communications major in broadcast and cinema. The student must be recognized by the faculty as an outstanding student. Financial need may be used to help make a decision.

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 a student majoring in education and a student majoring in history. Selection is on the basis of talent and academic promise, with financial need as a secondary consideration.

The Mary Channing Coleman Memorial 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 UNCG 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 UNCG 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.

Katharine Smith DeBerry and Cornelia (Nena) Marshall DeBerry Scholarships. This fund was established by the will of Cornelia (Nena) Marshall DeBerry as a memorial to her sister, Katharine Smith DeBerry, who died while a student at The University of North Carolina at Greensboro. Awards from this fund are made to worthy and deserving students who intend to pursue careers in elementary education.

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 of 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 UNCG 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 UNCG 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 UNCG 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.

Kathrine Robinson Everett Scholarship Fund. This fund was established in October 1983 by Mrs. Everett, Class of 1913. Income from this fund is awarded annually for tuition for a full-time student(s) in the History Department. Recipients are nominated by the head of the History Department and are selected on the basis of academic promise and ability.

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.

A. J. Fletcher Scholarships for the Performing Arts. The A. J. Fletcher Educational and Opera Foundation, Inc. provided a grant to establish this scholarship in the fall of 1984. Recipients of these awards are selected on the basis of exhibited talent and performance potential in the areas of music, dance, and theatre. Academic excellence is considered and financial need may also be a factor. Recipients are chosen by the Financial Aid Office in conjunction with deans, department heads, and faculty members of the relevant departments.

Elizabeth Robinson Fort Scholarship Fund. Kathrine Robinson Everett, Class of 1913, established this fund in October, 1983 as a memorial to her sister. Income from the fund is awarded annually for tuition for a full-time student(s) in the English Department. Nominations for this award are made by the head of the English Department on the basis of academic promise or ability.

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.

Anita C. Fox Memorial Scholarship. Anita C. Fox, a performer with Parkway Playhouse, was killed in an automobile accident in September of 1981. This fund was established by friends of UNCG as a memorial to her. UNCG students who are BFA majors in Theatre performing at Parkway Playhouse are eligible for grants from this fund. Recipients must apply for financial aid and are chosen by the Director of Parkway Playhouse and a committee from the Department of Communication and Theatre.

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.

Naomi Lee, Mary Joanna, and Mary Hester Livingston Gibson Scholarship. Mary Joanna Gibson established this scholarship which honors her late sister, Naomi Gibson, Class of 1936. Awards are made annually to juniors and seniors majoring in education who demonstrate academic achievement and financial need. Recipients are selected by the University Scholarship Committee in conjunction with the Financial Aid Office.

Ione Holt Grogan Scholarship. A bequest to the University from Frank Elmer Grogan established this scholarship fund in 1976 in memory of Ione Holt Grogan. Awards are made to undergraduate North Carolina students who are mathematics majors and who have good scholarship and leadership ability.

Rene Hardre Scholarship Fund. A fund was established and endowed in 1974 by Mrs. Josefine E. Hardre, formerly on the Spanish faculty at UNCG as a memorial to her husband, Professor Rene Hardre, and his son, Dr. Rene Hardre. Additional contributions have been made by friends of the younger Hardre. 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 the University 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.

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.

Humana Hospital Greensboro Auxilliary Scholarship Fund. In 1980, the Humana Hospital Auxilliary provided funds from the Humana 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.

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 UNCG. Joe Illman overcame the handicap of blindness and debilitating illness to excel as a student at UNCG. 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 Disabled Student Services in cooperation with the Financial Aid Office.

Jackson-Loving-Gibson Scholarship Fund. Grace Evelyn Loving Gibson, Class of 1940, established this fund. The intent of the fund is to provide annual awards to undergraduate students majoring in English who are talented writers and who desire to pursue careers in writing. Recipients are chosen by the creative writing staff within the Department of English.

The Randall Jarrell Writing Scholarship. This scholarship was established by alumni and friends in memory of Randall Jarrell, poet, critic, and for nineteen years a member of the UNCG 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 or 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.

Kawai Pearson Company Piano Scholarship. Kawai American Corporation pledges \$1,000 a year to provide for a scholarship in the School of Music. The recipients of these scholarships will be chosen by the Dean of the School of Music. The award will be given to students whose principal instrument is piano.

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 UNCG 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 UNCG 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.

Francis A. Laine Memorial Prize. Friends of Dr. Francis A. Laine, Associate Professor and former Head of the Department of Classical Civilization at UNCG, established this fund as a memorial to Dr. Laine in 1980. The fund provides an annual prize of \$25 to a junior or senior major in the Department of Classical Civilization. Recipients are chosen by a departmental committee.

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 Division of Business and Marketing Education, 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. 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 UNCG 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, and first-time applicants are required to audition.

The 1933 Endowed Fellowship Fund. The Class of 1933 established this fund on the occasion of the fiftieth anniversary of their graduation from the University. Income from this fund is awarded as fellowships to selected persons enrolled or accepted for enrollment as full-time students in graduate degree programs at the University. Recipients are selected primarily on the basis of academic promise and achievement, but financial need may also be considered. Selection of recipients is made by the Graduate Fellowship Committee.

Non-Traditional Adult Student Scholarships. This scholarship program was established in 1971 by the Greensboro Book Discussion Club of the UNCG Alumni. Small awards are made each year to mature adults who wish to enroll for a course at UNCG after an interruption in their education. Recipients are selected by a committee composed of a representative from the Office of Admissions, the Alumni Office, and the Financial 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.

North Carolina Association of Insurance Women's Scholarship. The North Carolina Association of Insurance Women established this fund in July of 1983. Recipients are chosen on the basis of scholarship and need by the UNCG Insurance Faculty. To be eligible for this award, a student must be a Business Administration major and must take advanced insurance courses during the next academic year.

NCNB Scholarship Fund. This Scholarship, established in 1982 by the North Carolina National Bank, recognizes students who exhibit outstanding leadership characteristics and academic excellence in the areas of business and economics with preference for those interested in finance. Awards are valued at \$1,500 per year, and recipients are chosen through the Competitive Awards Program. All entering freshmen planning to major in business and economics are eligible to apply for these scholarships by completing the Competitive Awards application, available from the Financial Aid Office, by January 1.

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.

Brenda Welling Rehtine Scholarship Fund. Established in April of 1984 by the family and friends of Brenda Welling Rehtine, the intent of this fund is to provide assistance to undergraduate students seeking baccalaureate degrees from the School of Nursing at the University. Recipients must be recommended for the award by the School of Nursing, meet the requirements for selection into the nursing major at the junior level, possess above-average scholastic ability and attainments, and demonstrate leadership ability and interest in fellow students.

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 FIN 370 (formerly BUS 370); 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 UNCG 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. 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, 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 a bequest for the Department of Mathematics. The income from her gift, together with those made in her memory by friends and relatives, 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.

UNCG 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.

Elizabeth Fulton Van Noppen Scholarship Fund. Mrs. Donnell Van Noppen established this fund in December, 1983. Income from this fund is awarded annually to students majoring in music education. Academic achievement and musical talent are considered in making the awards. Recipients are selected by the Dean of the School of Music upon the recommendation of the faculty 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 members of the graduating class for use in graduate school. The Faculty Committee on Graduate Fellowships and Awards 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.

D. Elizabeth Williams International Scholarship. In 1975 Miss D. Elizabeth Williams, a retired home economist, contributed \$10,000 to the Home Economics Foundation at the University 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 at 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 \$2,100 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.

Thomas Holmes Carrow Scholarship. Mrs. Sara E. Carrow established this fund in her last will and testament in memory of her late husband, Thomas Holmes Carrow. The scholarship is intended to provide partial financial support to a needy and deserving student who graduates from East Carteret County High School in Beaufort, N.C. Recipients of this fund are nominated by the full-time faculty of East Carteret County High School and selected by the N.C. State Education Assistance Authority.

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.

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 non-renewable awards of \$600 are designed to aid financially deserving, academically promising students, with preference given rural residents. A special application and description of criteria is available from the Financial Aid Office and should be submitted by March 15.

Quota Club of Greensboro—Quota International, Inc. Scholarship. A \$500 scholarship, based on merit, is presented to a senior student majoring in Communication Disorders. A similar scholarship is available for one graduate student.

LOAN FUNDS

- | | |
|--|---|
| Maude L. Adams | *Frank P. Graham |
| Alamance County Chapter of the Alumni Association | Martha Irvin Groome Memorial |
| Alumnae Class Organ | Claude Heath |
| Alumni | Pauline Green Hester |
| Sarah Atkinson | Home Economics Club |
| Emily S. Austin | Lucille Horn Memorial |
| Mary Cochrane Austin | J. B. Ivey |
| Annette Beck | North Carolina Association of Jewish Women |
| James Boyd | Terry Kellar |
| *Belinda Brandon Memorial | John W. Kennedy Graduate Student |
| Victor Bryant | Nancy Lee Kiser Memorial |
| Gladys Bullock Memorial | Flora Patterson Lane |
| Daphne Carraway Memorial | Bertha Marvin Lee Memorial |
| Annie Anderson Chandler Nursing Class of 1915 | McIver |
| *Class of 1920 Memorial Fund | Jessie McLean |
| Class of 1925 | Elizabeth Crow Mahler |
| Class of 1929 | *Katherine Mavity Martin |
| Class of 1935 | Masonic Theatre Educational Fund of New Bern |
| Class of 1936 | Virginia Barker Moffitt Memorial |
| Class of 1940 | Lily Conally Morehead |
| *Class of 1971 | Musgrove Memorial |
| Judge E. B. Cline | North Spencer |
| Laura H. Colt | Mary Oettinger Memorial |
| Ida Houghton Cowan | *Dorothy R. Phillips |
| Elizabeth Duncan International Student | Lela Wade Phillips |
| Federation of Women's Clubs | Rebecca Christine Phoenix Memorial |
| Millie D. Fetzer | Winfield H. Rogers |
| Julius Foust | Rotary |
| *Galloway | 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

Clara Lee Lennon Withrow

Ruth Gooding Worley

Doris Wright Memorial

Pearl Wyche

Julia Frances Yancey

* Short-term Emergency Loan Funds



UNIVERSITY HISTORY AND PERSONNEL



HISTORY OF THE UNIVERSITY

The University of North Carolina is composed 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.

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

The University of North Carolina opened its doors to students in 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: 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.

CONSTITUENT INSTITUTIONS OF THE UNIVERSITY

Appalachian State University (Boone)

Founded 1899

UNC SYSTEM: 1972

East Carolina University (Greenville)

Established 1907

UNC SYSTEM: 1972

Elizabeth City State University (Elizabeth City)

Established 1867

UNC SYSTEM: 1972

Fayetteville State University

Established 1867

UNC SYSTEM: 1972

North Carolina Agricultural and Technical State University (Greensboro)

Established 1891

UNC SYSTEM: 1972

North Carolina Central University (Durham)

Established 1910

UNC SYSTEM: 1972

North Carolina School of the Arts (Winston-Salem)

Established 1963

UNC SYSTEM: 1972

North Carolina State University at Raleigh

Founded 1887 as land-grant college

UNC SYSTEM: 1931

Pembroke State University

Established 1887

UNC SYSTEM: 1972

University of North Carolina at Asheville

Founded 1934

UNC SYSTEM: 1969

University of North Carolina at Chapel Hill

Chartered 1789

University of North Carolina at Charlotte

Established 1946

UNC SYSTEM: 1965

University of North Carolina at Greensboro

Chartered 1891

UNC SYSTEM: 1931

University of North Carolina at Wilmington

Established 1947

UNC SYSTEM: 1969

Western Carolina University (Cullowhee)

Founded 1891

UNC SYSTEM: 1972

Winston-Salem State University

Founded 1892

UNC SYSTEM: 1972

HISTORY OF UNCG

In 1891, the General Assembly of North Carolina chartered in Greensboro the State Normal and Industrial School 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

During its first seven decades, the institution's mission was to prepare women, primarily undergraduates, for the most effective living of that day. In 1919, it became the North Carolina College for Women.

In 1931, it merged with the University of North Carolina at Chapel Hill and the North Carolina State College of Agriculture and Engineering at Raleigh to form a three-campus institution designated the University of North Carolina. As the Women's College of the University, it was known as "W.C." In 1963, the General Assembly changed the name of the campus at Greensboro to The University of North Carolina at Greensboro. At this time, UNCG became coeducational and expanded rapidly to become a doctorate-granting university.

UNIVERSITY PERSONNEL

Officers of The University of North Carolina

C. D. Spangler, Jr., B.S., M.B.A., (Effective 3-1-86)

William C. Friday, B.S., LL.B., LL.D., D.C.L. - President (Retired 2-28-86)

Raymond H. Dawson, B.A., M.A., Ph.D. - Vice President-Academic Affairs

L. Felix Joyner, A.B. - Vice President-Finance

Roy Carroll, B.A., M.A., Ph.D. - Vice President-Planning

Lloyd V. Hackley, B.A., Ph.D. - Vice President-Student Services and Special Programs

Jasper D. Memory, B.S., Ph.D. - Acting Vice President-Research and Public Service

Arnold K. King, A.B., A.M., Ph.D. - Assistant to the President

R. D. McMillan, Jr., B.S. - Assistant to the President for Governmental Affairs

Richard H. Robinson, Jr., A.B., LL.B. - Assistant to the President

John W. Dunlop, B.A. - Director, The University of North Carolina Center for Public
Television

BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

Class of 1987

B. Irvin Boyle, Charlotte
Mrs. Teresa Thomas 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. Geneva J. Bowe, Murfreesboro
Philip G. Carson, Asheville
Walter R. Davis, Midland, Texas
R. Phillip Haire, Sylva
Mrs. Julia T. Morton, Linville
Asa T. Spaulding, Jr., Durham
David J. Whichard, II, Greenville
William K. Woltz, Mount Airy

Class of 1991

Irwin Belk, Charlotte
Wayne A. Corpening, Winston-Salem
J. Earl Danieleley, Elon College
Mrs. Joan S. Fox, Oxford
John R. Jordan, Jr., Raleigh
Samuel H. Poole, Southern Pines
J. Aaron Prevost, Hazelwood
Louis T. Randolph, Washington

Class of 1993

Roderick D. Adams, Durham
Charles Z. Flack, Jr., Forest City
John A. Garwood, Wilkesboro
Reginald F. McCoy, Laurinburg
Mrs. Martha F. McNair, Winston-Salem
D. Samuel Neill, Hendersonville
Maceo A. Sloan, Durham
Ms. Ruth Dial Woods, Lumberton

OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Chancellor

William Edward Moran, B.A., M.B.A., Ph.D.

Phyllis H. Lewis, Assistant to the Chancellor, B.A., M.A., Ph.D., J.D.

Mary L. Jellicorse, Assistant to the Chancellor, A.B.

Administration and Planning

Vice Chancellor for Administration and Planning

A. Lawrence Fincher, B.S., M.S., Ph.D.

Director of Administrative Computer Center

Eddy H. Cheng, B.S., M.S., Ph.D., CDP

Director of Institutional Research

Donald J. Reichard, B.A., M.A., Ph.D.

Academic Affairs

Vice Chancellor for Academic Affairs

Elisabeth A. Zinser, B.S., M.S., Ph.D., S.M.

Assistant Vice Chancellor for Academic Affairs

Richard L. Moore, II, B.S., M.Ed., Ed.D.

Assistant Vice Chancellor for Academic Affairs

Alvin J. Schexnider, B.A., M.A., Ph.D.

Assistant to the Vice Chancellor for Academic Affairs

Paula A. Andris, C.C.

Graduate School

Dean and Associate Vice Chancellor for Research

Donald V. DeRosa, B.A., M.A., Ph.D.

Assistant Dean

Gail M. Hennis, B.S., M.A., Ph.D.

College of Arts and Sciences

Joanne V. Creighton, Dean, B.A., M.A., Ph.D.

Roch. C. Smith, Associate Dean, B.A., M.A., Ph.D.

School of Business and Economics

Phillip Friedman, Dean, B.B.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

Jacqueline H. Voss, Dean, B.S.C., M.S.C., Ed.D.

School of Music

Arthur R. Tollefson, Dean, A.B., M.A., D.M.A.

School of Nursing

Patricia A. Chamings, Dean, B.S.N., Ph.D.

Academic Advising

Charles P. R. Tisdale, Interim Dean, B.A., M.A., Ph.D.

Admissions

Charles E. Rickard, Director, M.A.

Academic Computer Center

Theodore W. Hildebrandt, Director, B.A., M.A., M.S., Ph.D.

Gary M. Grandon, Director, B.S., M.Ed., Ph.D. (effective January 1986)

Continuing Education

John J. Young, Director, A.B., A.M., M.A., Ph.D.

Learning Resources Center

W. Hugh Hagaman, Director, B.S., M.A., Ed.D.

Library

James H. Thompson, Director, B.A., M.A., M.S., Ph.D.

Registration and Records

H. Hoyt Price, Registrar, B.S., M.A.

Sponsored Programs

G. Harry Stopp, Jr., Director, B.A., M.A., Ph.D.

Summer Session

John J. Young, Director, A.B., A.M., M.A., Ph.D.

Student Affairs

Vice Chancellor for Student Affairs

James H. Allen, B.A., B.D., M.Div.

Assistant Vice Chancellor for Student Affairs

Cheryl M. Callahan, B.A., M.Ed.

Orientation

Martha B. Fitch, Director, B.S., M.S., Ed.Spec.

International Student Adviser and Handicapped Student Services Coordinator

Diane L. Cooper, B.S., M.Ed., Ph.D.

Dean of Students

Clifford B. Lowery, B.A., M.Ed., Ed.D.

Residence Life

Robert T. Tomlinson, Director, B.S., M.Ed., Ed.D.

Career Planning and Placement Center

Richard K. Harwood, Director, B.A., M.Ed., Ed.D.

Counseling and Testing Center

John A. Edwards, Director, B.A., M.A., Ph.D.

Religious Activities

Clifford B. Lowery, Coordinator, B.A., M.Ed., Ed.D.

Student Aid

Marleen B. Ingle, Director, B.A., M.A.

Student Health Center

William K. McRae, Director, B.S., M.D.

Business Affairs

Vice Chancellor for Business Affairs

Frederick L. Drake, B.S., C.P.A.

Associate Vice Chancellor for Business and Student Services

O. Terry Ford, B.S.B.A., M.A.Ed., Ed.D.

Associate Vice Chancellor for Finance

Phillip H. Richman, B.S.

Assistant to Vice Chancellor for Business Affairs

James D. Roper, B.S., M.S.

Campus Design and Construction

Robert L. Trotter, Director, A.I.A., B.S.Arch.

Physical Plant

Davis B. Lumpkin, Director, B.S.E.E.

Campus Security

Jerry D. Williamson, Director, B.A.

Residence Life

Robert T. Tomlinson, Director, B.S., M.Ed., Ed.D.

OSHA Office

George G. Heard, Jr., B.E.E. (Comm), P.E.

Personnel

Mazie B. Bullard, Director

University Engineer

H. Mark Altvater, B.M.E.

Internal Auditor

Donald C. Skeen, B.S., C.P.A.

Director of Purchasing and Stores

Roger F. Davis, B.A.

Book Store

Lee Kay, Manager, B.A.

Dining Halls

ARA Food Services, Inc., **Chuck Moyer**, Manager

Developmental Affairs

Vice Chancellor for Development and University Relations

Bernard B. Keele, Jr., B.S., M.S., Ph.D.

Alumni Affairs

Barbara E. Parrish, Director, B.A., M.A.

Director of Records, Research, and Operations

Susan Gossman, B.A., M.A.

Information Services

Wilson Davis, Director, B.A.

Planned Giving

Richard A. Kimball, Director, B.A.

Publications

Miriam C. Holland, Acting Director, B.A., M.L.S.

University Annual Giving

Gaye B. Clifton, Coordinator, B.A.

**BOARD OF TRUSTEES OF THE UNIVERSITY OF NORTH
CAROLINA AT GREENSBORO**

Charles A. Hayes, Chairman

G. Dee Smith, Vice Chairman

Mrs. Joanne K. Bluethenthal

Terms Expiring in 1987

Michael B. Fleming, Greensboro

Michael W. Haley, Greensboro

Charles A. Hayes, Greensboro

Richard T. Howard, Greensboro

H. Michael Weaver, Greensboro

Ms. Elynor A. Williams, Winston-Salem

Terms Expiring in 1989

Mrs. Joanne K. Bluethenthal, Greensboro

Mrs. Sally S. Cone, Greensboro

Mrs. Adelaide F. Holderness, Greensboro

G. Dee Smith, Winston-Salem

Frederick B. Starr, Thomasville

Edwin M. Yoder, Jr., Alexandria, Virginia

Ex Officio Member (one-year term)

Michael F. Stewart, President of Student Government

FACULTY

Teaching Faculty

- Daniel D. Adame** (1982), Assistant Professor, Public Health Education. B.A., LaVerne; M.S.P.H., U.C.L.A.; Ph.D., Cornell.
- Emily G. Adams** (1979), Lecturer, Dance. B.F.A., North Carolina School of the Arts; M.F.A., Hawaii.
- Jeffrey T. Adams** (1985), Lecturer, German and Russian. B.A., Lycoming College; M.A., Arizona State; Ph.D., Northwestern.
- Rebecca G. Adams** (1983), Assistant Professor, Sociology. B.A., Trinity College; M.A., Ph.D., Chicago.
- Linda D. Addo** (1985), Lecturer, History. B.A., Bennett College; M.A., U.N.C. at Chapel Hill.
- Peter J. Aicher** (1985), Lecturer, Classical Civilization. A.B., Colgate; M.A.T., Massachusetts; M.A., U.N.C. at Chapel Hill.
- Donald F. Allen** (1962), Assistant Professor, Sociology. B.A., North Texas State; M.A., Ph.D., Texas at Austin.
- Stuart D. Allen** (1976), Assistant Professor, Sociology. B.A., North Texas State; M.A., Ph.D., Texas at Austin.
- Pamela C. Allison** (1983), Lecturer, Physical Education. B.S., UNCG; M.A.T., UNC at Chapel Hill; Ed.D., UNCG.
- Rachel H. Allred** (1972), Assistant Professor, School of Nursing. M.P.H., B.S.P.H.N., U.N.C. at Chapel Hill.
- Jose Almeida** (1966), Associate Professor, Romance Languages. B.A., Baylor; M.A., Ph.D., Missouri.
- Maude H. Alston** (1978), Assistant Professor, School of Nursing. B.S., Tift College; M.S.N., Medical College of Georgia; Ph.D., UNCG.
- Jill Y. Amidon** (1983), Visiting Lecturer, Clothing and Textiles. B.S., Iowa State; M.A., Columbia.
- Steven M. Anderson** (1984), Assistant Professor, Biology. B.A., St. Cloud State; Ph.D., Iowa State.
- Wayne C. Anderson** (1982), Assistant Professor, English. B.A., Gonzaga; M.A., Ph.D., Washington.
- Laura G. Anderton** (1948), Professor, Biology. B.A., Wellesley College; M.S., Brown; Ph.D., U.N.C. at Chapel Hill.
- Ben Andrews** (1983), Assistant Professor, Communication and Theatre. B.A., Louisville; M.A., California State; Ph.D., Missouri.
- Suzanne L. Andron** (1981), Instructor, Housing and Interior Design. B.A., Pratt Institute; M.L.A., N.C. State.
- Robert J. Angell** (1981), Associate Professor, Management. B.S., U.N.C. at Chapel Hill; M.B.A., Virginia; D.B.A., Florida State.
- Hilary J. Apfelstadt** (1983), Assistant Professor, School of Music. Mus.B., University of Toronto; M.S., Illinois; Ph.D., Wisconsin.
- Marc Apfelstadt** (1985), Lecturer, School of Music. B.S., Indiana State; M.M., Univ. of Illinois.
- Doris W. Armenaki** (1975), Assistant Professor, School of Nursing. B.S.N., UNC-G; M.S.N., Alabama at Birmingham.
- Frances C. Arndt** (1977) Lecturer, Residential College. B.A., College of William and Mary in Virginia; M.A., Ph.D., Duke.
- Murray D. Arndt** (1968), Assistant Professor, Residential College, Department Head. B.A., M.A., Catholic; Ph.D., Duke.

- John S. Arnold** (1984), Assistant Professor, Communication and Theatre. B.F.A., Virginia Commonwealth; M.F.A., Wayne State.
- Warren Ashby** (1983), Visiting Professor, Religious Studies. B.A., Maryville College; B.D., Ph.D., Yale.
- James Atkinson** (1958), Professor, Romance Languages, Acting Department Head. B.A., M.A., Duke; Ph.D., Johns Hopkins.
- Joachim T. Baer** (1973), Professor, German and Russian. B.A., Indiana; Ph.D., Harvard.
- Barbara B. Bair** (1973), Associate Professor, School of Music. B.S., Ohio State; M.Ed., UNCG.
- Denise N. Baker** (1975), Associate Professor, English. B.A., Michigan; M.A., California at Santa Barbara; Ph.D., Virginia.
- Sharon L. Baker** (1985), Assistant Professor, Library Science and Educational Technology. B.S., Ohio State; M.L.S., Kent State; Ph.D., Ohio State.
- Sheldon D. Balbirer** (1974), Associate Professor, Finance. B.S., Carnegie Institute of Technology; Ph.D., U.N.C. at Chapel Hill.
- Robert B. Banks** (1982), Assistant Professor, Chemistry. B.A., Vanderbilt; M.S., Ph.D., Florida State.
- James C. Barborak** (1972), Professor, Chemistry. B.S., Ph.D., Texas; M.A., Ph.D., Pennsylvania.
- Jack I. Bardon** (1975), Excellence Foundation Professor, Counseling and Specialized Education Development. B.A., Case Western Reserve; M.A., Ph.D., Pennsylvania.
- Walter W. Barker** (1966), Professor, Art. B.F.A., Washington; M.F.A., Indiana.
- Ruby G. Barnes** (1977), Professor, School of Nursing, Emeritus (1986). B.S.N.Ed., Duke; M.S.N., U.N.C. at Chapel Hill; Ed.D., N.C. State.
- Kate R. Barrett** (1970), Professor, Physical Education. B.S., Bouve-Boston College, Tufts; M.S., Ph.D., Wisconsin.
- Laurence A. Basirico** (1986), Lecturer, Sociology. B.A., Hofstra; M.A., Ph.D., State U. of New York.
- Mark A. Baskin** (1985), Lecturer, Political Science. B.A., Oakland; Ph.D., Michigan.
- Eddie C. Bass** (1968), Associate Professor, School of Music. B.A., M.M., Ph.D., U.N.C. at Chapel Hill.
- David R. Batcheller** (1967), Professor, Communication and Theatre. B.A., College of Wooster; M.A., Illinois; Ph.D., Ohio State.
- William K. Bates** (1966), Professor, Biology, Department Head. B.A., Ph.D., Rice.
- Terry L. Bazarre** (1978), Associate Professor, Food, Nutrition, and Food Service Management. B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.
- Walter H. Beale** (1971), Professor, English. B.A., Wake Forest; M.A., Ph.D., Michigan.
- Jane M. Beatty** (1975), Lecturer, English. B.A., Marshall; M.A., U.N.C. at Chapel Hill.
- Frederick A. Beck** (1980), Associate Professor, School of Music. B.S., Vermont; M.M., D.M.A., Eastman School of Music.
- Susan A. Beeson** (1977), Lecturer, School of Nursing. B.S.N., M.S.N., UNCG.
- Thomas F. Behm** (1968), Associate Professor, Communication and Theatre. B.S., Northwestern; M.A., Kansas.
- Deborah L. Bell** (1980), Assistant Professor, Communication and Theatre. B.A., Morehead State; M.F.A., Minnesota.
- Edwin D. Bell** (1985), Visiting Associate Professor, School of Education. B.A., Bowdoin College; M.A., Boston College; Ed.D., UNCG.
- Frank L. Bell** (1986), Lecturer, Accounting; B.S., Guilford College; M.S., Virginia Polytechnic Institute and State University.
- Joseph W. Bencloski** (1985), Visiting Associate Professor, Geography; B.A., M.A., Indiana of Pennsylvania; Ph.D., Pennsylvania State.

- Margo O. Bender** (1985), Lecturer, Romance Languages. B.A., M.A., Nebraska; Ph.D., U.N.C. at Chapel Hill.
- D. G. Bennett** (1967), Professor, Geography. B.A., East Carolina; M.A., Ph.D., Michigan State.
- Susan B. Bennett** (1981), Instructor, Accounting. B.S., M.B.A., UNCG; C.P.A., State of North Carolina.
- Laura M. Benson** (1986), Lecturer, Library Science and Educational Technology; B.A., M.Ed., UNCG.
- E. L. Bernick** (1979), Associate Professor, Political Science. B.A., M.A., Ph.D., Oklahoma.
- Daniel L. Bibeau** (1984), Assistant Professor, Public Health Education. B.S., M.S., Texas A&M; Ph.D., Pennsylvania State.
- Jodi E. Bilinkoff** (1982), Assistant Professor, History. B.A., Michigan; M.A., Ph.D., Princeton.
- Laura J. Bird** (1985), Visiting Assistant Professor, Religious Studies. A.B., U.N.C. at Chapel Hill; M.A., Ph.D., Duke.
- Nelson E. Bobb** (1983), Adjunct Faculty Appointment, Intercollegiate Athletics Director; B.S., M.Ed., Kent State.
- Edward N. Bowen** (1984), Lecturer, Communication and Theatre. B.A., M.A., UNCG.
- Elisabeth A. Bowles** (1956), Associate Professor, Pedagogical Studies and Supervision. B.A., UNCG, M.A., Ph.D., U.N.C. at Chapel Hill.
- Gaila T. Bradley** (1981), Visiting Assistant Professor, School of Home Economics, Assistant to Dean. B.S., Alabama; M.S., UNCG; Ph.D., Maryland.
- Linda B. Bragg** (1970), Lecturer, Residential College. B.A., Bennett College; M.A., Western Reserve; Ph.D., The Union of Experimenting Colleges and Universities.
- Jeutonne P. Brewer** (1973), Associate Professor, English. B.A., Harding College; M.A., Ph.D., U.N.C. at Chapel Hill.
- Mary S. Brodish** (1976), Associate Professor, School of Nursing. B.A., Wellesley College; M.A., New York; M.N., Yale.
- F. F. Brown** (1986), Lecturer, Philosophy; B.A., M.A., U.N.C. at Chapel Hill.
- Hazel N. Brown** (1974), Assistant Professor, School of Nursing. B.S.N., Berea College; M.A., Wake Forest; Ed.D., UNCG.
- Julie V. Brown** (1983), Assistant Professor, Sociology. B.A., Wells College; M.A., Ph.D., Pennsylvania.
- Patricia A. Brown** (1985), Lecturer, Accounting; B.A., Guilford College; B.S., M.B.A., UNCG.
- Aaron J. Brownstein** (1968), Professor, Psychology. B.A., City College of New York; M.A., Ph.D., Missouri. Deceased 4-12-86.
- Dale L. Brubaker** (1971), Professor, Educational Administration, Higher Education, and Research. B.A., Albion College; M.A., Ph.D., Michigan State.
- Jorothy D. Bruner** (1985), Lecturer, Anthropology; B.A., UNCG; M.A., U.N.C. at Chapel Hill.
- Valerie C. Bryan** (1976), Instructor, Recreation & Leisure Studies. B.A., Clemson; M.A., The Citadel.
- Jeff D. Bryant** (1983), Lecturer, English. B.A., Austin College; M.F.A., UNCG.
- Joseph E. Bryson** (1964), Professor, Educational Administration, Higher Education, and Research, Department Chairperson. B.A., Elm College; M.A., U.N.C. at Chapel Hill; Ed.D., Duke.
- Ilean R. Buchert** (1957), Professor, English. B.A., M.A., Missouri; Ph.D., Yale.
- Lorunn J. Buckley** (1983), Assistant Professor, Religious Studies. Cand. Mag., Oslo University; Cand. philol., Bergen University; Ph.D., Chicago.
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- James K. Weeks** (1976), Associate Professor, School of Business and Economics, Associate Dean. B.S., Methodist; M.B.A., East Carolina; Ph.D., South Carolina.
- Walker G. Weigel** (1985), Lecturer, Mathematics. B.S., Richmond; U.N.C. at Chapel Hill.
- Richard H. Weller** (1971), Associate Professor, Pedagogical Studies and Supervision. B.A., M.A.T., Ed.D., Harvard.
- Herbert Wells** (1968), Professor, Psychology. B.A., Duke; M.S., Ph.D., Yale.
- Manfred Wentz** (1985), Professor, Clothing and Textiles, Department Chairperson. College of Textile Chemistry and Engineering (Hohenstein, West Germany); Ph.D., N.C. State.
- Pamela O. Werstlein** (1975), Assistant Professor, School of Nursing. B.S.N., East Carolina; M.N., Florida.
- Shirley B. Whitaker** (1960), Associate Professor, Romance Languages. B.A., M.A., Duke; Ph.D., U.N.C. at Chapel Hill.
- Craig H. White** (1979), Lecturer, Residential College. B.A., U.N.C. at Chapel Hill; M.A. Appalachian State.
- Jacquelin W. White** (1971), Associate Professor, Psychology. B.A., M.A., Ph.D., Kent State.
- Kathy B. White** (1981), Assistant Professor, Information Systems and Operations Management. B.S.E., M.S.E, Arkansas State; Ed.D., Memphis State.
- Nancy White** (1963), Associate Professor, Child Development and Family Relations. B.A., UNCG; M.Ed., U.N.C. at Chapel Hill; Ph.D., UNCG.
- Richard T. Whitlock** (1967), Associate Professor, Physics. B.S., Capital; M.S., Ph.D., Western Reserve.
- Craig J. Whittaker** (1985), Lecturer, School of Music. B.M., State University of New York; M.M., Northern Illinois.
- E. C. Williams** (1982), Assistant Professor, Management. B.S., U.S., Merchant Marine Academy; M.A., Central Michigan; Ph.D., U.N.C. at Chapel Hill.
- Eileen T. Williams** (1983), Instructor, Food, Nutrition, and Food Service Management. B.S., UNCG; M.S., Tennessee.
- J. K. Williams** (1970), Assistant Professor, School of Music. B.M.E., M.M., Ph.D., Indiana.
- Ann M. Williamson** (1985), Lecturer, School of Nursing. B.S.N., U.N.C., at Chapel Hill; M.S.N., Texas.
- Nicholas C. Williamson** (1983), Assistant Professor, Management. B.A., M.B.A., Ph.D., U.N.C. at Chapel Hill.
- James F. Wilson** (1964), Professor, Biology. B.S., Southern Illinois; M.S., Iowa State; Ph.D., Stanford.

- Louise L. Wilson** (1968), Lecturer, Child Development and Family Relations. B.S.H.E., M.S.H.E., UNCG.
- Susan Wilson** (1983), Assistant Professor, School of Nursing. B.S., Alabama; M.N., Florida; Ed.D., Temple.
- Robert J. Wineburg** (1980), Associate Professor, Social Work. B.A., Utica College; M.S.W., Syracuse; Ph.D., Pittsburgh.
- Tony R. Wingle** (1976), Associate Professor, Finance. B.A., Guilford College; M.S.B.A., UNCG; D.B.A., Kentucky.
- Timothy J. Wishon** (1984), Lecturer, Economics. B.S., M.A., UNCG.
- Carl P. Wittman** (1985), Lecturer, Residential College. B.A., Swarthmore College; M.A., Goddard College.
- Charles J. Woelfel** (1978), Professor, Accounting. Ph.B., Notre Dame; M.S., Butler; Ph.D., Texas; C.P.A. State of Texas.
- Roger L. Wood** (1986), Lecturer, Public Health Education. B.S., Greensboro College.
- Kieth C. Wright** (1980), Professor, Library Science and Educational Technology, Department Chairperson. B.A., Williamette; M.Div., Union Theological Seminary; M.L.S., Ph.D., Columbia.
- Richard B. Wursten** (1985), Adjunct Faculty Appointment, School of Music, Director. B.S., Utah State; M.M., M.L.S., Illinois; Ph.D., Wisconsin.
- John J. Young** (1980), Adjunct Faculty Appointment, Director of Continuing Education. B.A., M.A., John Carroll; M.A., Ph.D., Virginia.
- Lela A. Zacharias** (1975), Associate Professor, English. B.A., Indiana; M.A., Hollins College; M.F.A., Arkansas.
- Elisabeth A. Zinser** (1983), Professor, Academic Affairs, Vice Chancellor. B.S., Stanford; M.S., California; S.M., Massachusetts Institute of Technology; Ph.D., California.

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.S., U.N.C. at Chapel Hill; M.D., Medical College of Virginia.
- Charles Marshall Adams** (1945), Professor, Librarian, Archivist, Emeritus (1969); B.A., Amherst College; B.S., M.A., Columbia; L.H.D., UNCG.
- Peter J. Agostini** (1966), Professor, Department of Art, Emeritus (1983).
- Naomi G. Albanese** (1958), Professor, School of Home Economics, Emeritus (1982); B.S., Muskingum; M.A., Ph.D., Ohio State.
- Donald B. Anderson** (1964), Professor, Department of Biology, Emeritus (1970); B.S., B.S.Ed., M.A., Ph.D., Ohio State.
- Warren H. Ashby** (1949), Professor, Department of Philosophy, Emeritus (1983); B.A., Maryville College; B.D., Ph.D., Yale. Deceased 10-2-85.
- Anne F. Baecker** (1966), 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.
- Susan E. Barksdale** (1943), Associate Professor, Department of Art, Emeritus (1983); B.A., UNCG; M.A., Columbia.
- Sarah F. Bell** (1967), Associate Professor of Romance Languages, Emeritus (1985); B.A., Greensboro College; M.A., Ph.D., U.N.C. at Chapel Hill.
- Pearl Berlin** (1971), Professor, Department of Physical Education, Emeritus (1984); B.S., Sargent; M.S., Ph.D., Pennsylvania State.
- 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.
- Helen Canaday** (1958), Professor, School of Home Economics, Emeritus (1984); B.S., Texas State College for Women; M.S., Louisiana; Ed.D., Pennsylvania.
- Mildred L. Carr** (1958), Head Circulation Librarian, Emeritus (1980); B.A., College of William and Mary; B.S., Columbia.
- 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.
- Richard N. Current** (1955), Distinguished Professor, Department of History, Emeritus (1983); B.S., Oberlin College; M.A., Tufts; M.A., Oxford; Ph.D., Wisconsin.
- Lois J. Cutter** (1963), Assistant Professor, Department of Biology; Emeritus (1984); B.A., M.S., Ph.D., Michigan.
- Helen Francis Cutting** (1931), Assistant Professor, Department of Romance Languages, Emeritus (1926); B.A., Adelphi; M.A., Columbia; M.A., Chicago; Certificate, Centro de Estudios Historicos, Madrid; M.S.L.S., Catholic University of America. Deceased.
- 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.
- George W. Dickleson** (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.
- Craig L. Dozier** (1960), Professor, Department of Geography, Emeritus (1985); B.A., Wisconsin; M.A., Maryland; Ph.D., Johns Hopkins.
- Grace B. Farrior** (1957), Head Acquisitions Librarian, Emeritus (1983); B.A., Meredith College; M.S.L.S., U.N.C. at Chapel Hill.
- William N. Felt** (1947), Associate Professor, Department of Romance Languages, Emeritus (1972); B.A., Clark; M.A., D.M.L., Middlebury.
- Annie Beam Funderburk** (1921), Associate Professor, Department of Romance Languages, Emeritus (1961); B.A., UNCG; 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.
- Raymond J. Gariglio** (1966), Professor, School of Music, Emeritus (1985), B.M., American Conservatory of Music; M.M., Northwestern.
- Dwight L. Gentry** (1970), Professor, School of Business and Economics, Emeritus (1983); B.A., Elon College; M.B.A., Northwestern; 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.
- 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., UNCG; M.A., Columbia.
- Elma Josephine Hege** (1934), Associate Professor, Department of History, Emeritus (1971); B.A., UNCG; M.A., Virginia; L.L.D., UNCG.
- Ruth C. Hege** (1961), Instructor, Department of English, Emeritus (1979); B.A., Mt. Holyoke College; M.A. Columbia.
- Julia Hell Heinlein** (1952), Associate Professor, Department of Psychology, Emeritus (1962); B.S., M.A., Ph.D., Johns Hopkins. Deceased 2-16-86.
- 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.
- Margaret K. Horney** (1961), Assistant Catalog Librarian, Emeritus (1973); B.A., UNCG; B.S. in L.S., Columbia.
- Eugenia McIver Hunter** (1935), Professor, School of Education, Emeritus (1970); B.A., Goucher College; M.A., Columbia; Ph.D., Ohio State.

- Sarah W. Jones** (1952), Assistant Professor, School of Business and Economics, Emeritus (1983); B.S., M.S., UNCG.
- Stanley L. Jones** (1970), Professor, Department of History, Emeritus (1983); B.S., M.A., Wisconsin; Ph.D., Illinois.
- 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., UNCG; M.A., Iowa State; Ph.D., Chicago.
- John W. Kennedy** (1956), Professor, Department of Economics, Emeritus (1984); B.A., M.A., Duke; Ph.D., U.N.C. at Chapel Hill.
- 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.
- Harriet J. Kupferer** (1961), Professor, Department of Anthropology, Emeritus (1984); B.S., UNCG; M.A., Ed.D., New York; Ph.D., U.N.C. at Chapel Hill.
- Augustine La Rochelle** (1922), Professor, Department of Romance Languages, Emeritus (1958); B.A., Vermont; M.A., Columbia; Diploma, Centro de Estudios Historicos, Madrid. Deceased 11-1-85.
- Ethel M. Lawther** (1931), 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., UNCG; M.A., U.N.C. at Chapel Hill.
- Eloise R. Lewis** (1966), Professor, School of Nursing, Emeritus (1985); B.S., Vanderbilt; M.S.Ed., Pennsylvania; Ed.D., Duke; F.A.A.N.
- 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. Deceased.
- 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., Sanford.
- 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., UNCG; M.S.L.S., U.N.C. at Chapel Hill.
- Virginia G. Moomaw** (1945), Professor, School of Health, Physical Education, Recreation and Dance, Emeritus (1975); B.S., Nebraska; M.A., Columbia.
- Margaret A. Mordy** (1974), 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., UNCG.
- Elizabeth W. Newland** (1967), Head Catalog Librarian, Emeritus (1984); B.A., UNCG; A.B.L.S., U.N.C. at Chapel Hill.
- 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.
- Franklin D. Parker** (1951), Professor, Department of History, Emeritus (1983); B.A., Greenville; M.A., Ph.D., Illinois.
- 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., UNCG.
- Russell E. Planck** (1967), Lecturer, Department of History, Emeritus (1982); B.A., Seton Hall; M.A., Ph.D., 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; M.A., Duke; 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.
- Donald Russell** (1955), Professor, School of Education, Emeritus (1984); B.A., Bates College; Ed.M., Ed.D., Boston.
- 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, Department of Sociology, Emeritus (1978); B.A., Texas; B.D., Chicago Theological Seminary; M.A., Ph.D., Texas.
- 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.

- Emeve P. Singletary** (1959), Instructor, School of Home Economics, Emeritus (1976); B.S.H.E., M.S., UNCG.
- Edith V. Sloan** (1966), Lecturer, Department of Mathematics, Emeritus (1983); B.A., UNCG; M.A., Wake Forest.
- Kendon Smith** (1954), Alumni Professor, Department of Psychology, Emeritus (1983); B.A., Minnesota; M.A., Ph.D., Princeton.
- 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.
- Jane Summerell** (1926), Professor, Department of English, Emeritus (1958); B.A., UNCG; M.A., Columbia; L.H.D., UNCG.
- 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., UNCG; 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. Deceased 10-17-85.
- Walter L. Wehner** (1969), Professor, School of Music, Emeritus (1985); B.M., M.M., Wichita State; Ed.D., Kansas.
- Rowena Wellman** (1943), Associate Professor, Department of Business Education, Emeritus (1958); B.A., Iowa; M.A., Ph.D., Columbia.
- Maude Ferrell Williams** (1927), Associate Professor, Department of Biology, Emeritus (1962); B.A., M.S., Ph.D., Illinois. Deceased 11-17-85.
- Mozelle Williams** (1966), Instructor, School of Home Economics, Emeritus (1983); B.S.H.E., M.S.H.E., UNCG.
- 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; L.L.B., Harvard.

LIBRARY FACULTY

- Donna G. Bentley** (1983), Assistant Reference Librarian; B.A., California at Riverside; M.L.S., UCLA.
- Betty H. Carter** (1983), Archivist; B.A., Meredith College; M.A., Duke. Part-time.
- 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.
- Maria J. Edelman** (1984), Head Serials Librarian and Acting Head Acquisitions Librarian; B.A., M.S., Illinois.

- Rita L. Fein** (1983), Assistant Acquisitions Librarian; B.A., Vermont; M.A.T., Cornell; M.L.S., UNCG.
- Nancy Clark Fogarty** (1970), Head Reference Librarian; B.A., M.A., UNCG; M.S. in L.S., U.N.C. at Chapel Hill.
- Robert Fulgham Gaines** (1974), Documents Librarian; B.A., M.A.T., Vanderbilt; M.S. in L.S., Tennessee.
- Doris J. Hulbert** (1980), Associate Director; B.A., M.A., Montclair State; M.L.S., Indiana.
- Catherine K. Levinson** (1984), Assistant Reference Librarian; B.A., Stanford; M.A., California State at San Jose.
- 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., UNCG; M.S., Illinois.
- W. Bede Mitchell** (1985), Head Circulation Librarian; B.A., M.A. in L.S., Michigan.
- Kathryn L. Moore** (1983), Assistant Reference Librarian; B.A., Randolph-Macon College; M.L.S., Indiana.
- Betty S. Morrow** (1985), Assistant Serials Librarian; B.A., Meredith College; M.L.S., UNCG.
- Martha Williams Ransley** (1972), Acting Head Circulation Librarian; Assoc. B.A., Mars Hill College; B.A., Carson-Newman College; M.R.E., Southwestern Seminary; M.S. in L.S., U.N.C. at Chapel Hill.
- Nancy B. Ryckman** (1977), Assistant Reference Librarian; B.A., M.A. in L.S., Michigan; M.Ed., UNCG.
- Mark Schumacher** (1978), Assistant Reference Librarian; B.A., Stanford; M.A., M.L.S., SUNY at Buffalo.
- April I. Wreath** (1984), Head Catalog Librarian; B.A., M.A., Illinois; M.S., Simmons.

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, N.C. hold clinical faculty appointments at UNCG.

- 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).
- Mitzie T. Croom** (1979), Clinical Teaching Assistant, Department of Biology; B.A., M.T. (ASCP), (Instructor—Microbiology, 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).
- Tammy G. Field** (1983), Clinical Teaching Assistant, Department of Chemistry; B.A., M.T., (ASCP), (Instructor in Chemistry, Moses H. Cone Hospital, Greensboro).
- 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).
- Diana Harris** (1985), Clinical Teaching Assistant, Department of Biology; B.S.M.T. (ASCP), (Instructor - Blood Bank, 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).
- 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).
- Jean C. Smith** (1975), Clinical Instructor, Department of Biology; B.S., M.T., (ASCP), M.Ed. (Program Director, Medical Technology, Moses H. Cone Hospital, Greensboro).
- Sister Mary Mathew Snow** (1977), M.A.T., M.T. (ASCP), (Program Director, Mercy Hospital, Charlotte).
- Mary Christine Steuterman** (1983), Clinical Lecturer, Department of Biology; B.A., M.D., (Pathology, Moses H. Cone Hospital, Greensboro).

UNCG ADMINISTRATIVE STAFF

The administrators responsible for the offices listed below may be found under the heading **Officers of The University of North Carolina at Greensboro** above.

Administration

Administrative Computer Center

- Martin H. Reeves** (1982), Assistant Director
- Robert J. Iscaro** (1971), Systems Manager
- Charles D. Barbour** (1963), Operations Manager
- Duane H. McCartney** (1982), Programming Manager.

Chinqua-Penn

- Douglas Merritt** (1983), Director
- Bobby R. Boyles** (1965), Security Officer
- Vivian B. Forrester** (1976), House Manager.

Institutional Research

- Dorothy F. Clark** (1976), Research Associate, B.A., M.Ed.
- Jacqueline H. Gillis** (1984), Research Associate, B.S., M.S.

Academic Affairs

Academic Advising

- Dorothy Darnell** (1963), Assistant Dean, B.S.S.A., M.Ed.
- Karen E. Anthony** (1978), Assistant to the Dean, B.S., B.A., M.A.
- Jean G. Wall** (1978), Assistant to the Dean, B.A., M.S.H.E., Ph.D.

In addition, the following faculty/graduate assistants serve on a part-time basis as Academic Advisers:

- Gaila Bradley** (1981), B.S., M.S., Ph.D.
- Lorraine Hamlett** (1985), B.A.
- Ronald McIrvin** (1968), B.A., Ph.D.
- Agnes Price** (1981), B.S., M.Ed.
- Joan Robie** (1985), B.S.N.

Thomas Scullion (1979), B.S., M.S.W.
James Swiggett (1967), B.S., M.Ed.
Kay Turner (1985), B.M.
Myla Young (1985), B.S.

Academic Affairs

Margaret G. Levin (1984), Assistant to Vice Chancellor for Academic Affairs, B.A., M.Ed.
Alice H. Rice (1985), Editorial Adviser, B.A., M.A.

Academic Computer Center

Marlene R. Pratto (1973), Assistant Director, User Services, B.A., M.Ed.
R. C. Curry, Jr. (1981), Assistant Director, Systems, B.A.
Deloris Davis (1984), Operations Manager, B.S.
Dennis W. Funk (1980), Operations Manager, B.S.
James A. Penny (1983), Systems Programmer, B.A., M.A.
Thomas G. Gleiter (1984), Systems Programmer, B.S.
V. Diane Case (1981), Programmer-Consultant, B.A.
Helen Kirchen (1984), Programmer-Consultant, B.S., M.S.L.S.
Judy H. Martin (1984), Programmer-Consultant, B.S.

Admissions Office

Ruth W. Alexander (1970), Associate Director, B.S.Ed., M.A.Ed.
Jerry W. Harrelson (1973), Associate Director, B.S., M.Ed.
Malinda B. Richbourg (1974), Assistant Director, B.S.H.E.
Ellen A. Barnes (1979), Assistant Director, B.S., M.Ed.
RaVonda Dalton-Rann (1979), Assistant Director, B.A., M.Ed.
Patricia H. Wall (1982), Assistant Director, B.A., M.Ed.
Katherine L. Knapp (1983), Assistant Director, B.A.
Walter M. Pritchett (1983), Assistant Director, B.A.
Christine H. Bobb (1984), Assistant Director, B.S.
Alice P. Bittinger (1985), Assistant Director, B.A.

Learning 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
Mary L. Schumaker (1974), Librarian
Nancy B. Foster (1977), Librarian.

Continuing Education

Bolton Anthony (1980), Associate Director, B.A., M.A., M.L.S.
Donna DePue (1980), Assistant to the Director, B.A.
Karen Hogarth (1980), Program Coordinator, B.S., M.S., M.Ed.
Janice Marmor (1985), Program Coordinator, B.A., M.A.
Bonnie Parsons (1985), Program Coordinator, B.A.
John Gillespie (1984), Program Coordinator, B.S.
Patricia Weathers (1985), Program Coordinator, B.A., M.Ed.

Registrar's Office

Elizabeth P. Collins (1961), Assistant Registrar, B.S., M.Ed.

Student Affairs

Aycock Auditorium

Phillip Myers-Reid (1967), Manager

Career Planning and Placement Center

Charles Western (1985), Assistant Director, B.S.Ed., M.A., Ph.D.

Marie B. Sumarel (1984), Career Counselor, B.B.A., M.Ed.

Sharon Kaye Thorpe (1984), Coordinator, Job Location and Development, B.A., M.Ed.

Counseling and Testing Center

Lawrence S. Newman (1983), Counselor, B.A., Ph.D.

Elliott University Center

Joanna M. Iwata (1984), Director, Student Activities, B.A., M.A.

Terrell Weaver (1963), Director of Operations, B.S.S.A.

Dean of Students

Bruce Harshbarger (1978), Director, Student Development, B.A., M.A.

James Lancaster (1974), Assistant Dean, B.A., M.A., Ed.D.

Bruce J. Michaels (1985), Assistant Dean, B.A., M.A.

Bettina Shuford (1981), Assistant Dean, B.A., M.Ed.

Residence Life

Madeleine Bombeld (1972), Residence Administrator, B.A., M.Ed.

N. Elizabeth Watlington (1965), Residence Administrator, B.A., M.Ed.

Martha Faye Collins (1977), Residence Administrator, Ragsdale, B.S.

Judith Schachtschneider (1976), Residence Administrator, B.S.

Student Aid

Barbara R. McQueen (1984), Assistant Director, B.A., M.A.

Lynette Davis (1982), Financial Aid Counselor, B.S., M.S.

Sue Tanner (1985), Financial Aid Counselor, B.A., M.Ed.

Martin Richburg (1985), Assistant Director Scholarships, B.S., M.S.

Jean Keller (1968), Co-ordinator of College Work-Study.

Business Affairs

Lucille M. Guyer (1968), Head, Duplicating Service

Robert L. Lowe (1971), Accountant, B.A.

Gordon L. Nelson (1979), Accountant, B.S., C.P.A.

Ronald E. Wilson (1970), Payroll Supervisor

Dennis A. Press (1981), Accounting Manager, B.S.

Carol S. Sanders (1970), Accountant, B.S.S.A.

Randle W. Bennett (1984), Accountant, B.S., M.B.A.

Jennifer T. Brown (1973), Systems Accountant, A.B., B.S.

Clifton P. Whitman (1982), Supervisor, Cashier's Office, B.S.

Christopher J. Bennett (1982), Systems Accountant, B.A.

Steven W. Rhew (1984), Systems Accountant, B.S., C.P.A.

Charles Roberts (1969), Accountant

Donald C. Skeen (1984), Accountant, B.S., C.P.A.

Residence Life

Edith Inez McCain (1966), Manager/Assistant
Clara M. Meyers (1961), Manager/Assistant
Mary Osborne (1969), Manager/Assistant
James M. Pollack (1981), Manager/Assistant, B.S.

Physical Plant

Marshall Moser (1971), Assistant Director
Harvey J. Saunders (1979), Plant Maintenance Supervisor
Latmer S. Bailey (1982), Plant Maintenance Supervisor
Colby J. Smith (1983), University Housekeeping Administrator
Samuel L. Rivers (1985), Grounds Superintendent.

Development Affairs

Alumni Affairs

Brenda M. Cooper (1968), Associate Director, B.S., M.Ed.

Office of Information Services

J. Steven Gilliam (1976), Assistant Director, B.A.
Robert C. Cavin (1976), Photographer, B.A.
Hope Swann (1985), Communications Specialist, B.A.
Ty Buckner (1985), Sports Information Director, B.A.

University Publications

Charles M. Wheeler (1984), Assistant Director, B.A.
Leslie J. Miller (1985), Graphic Artist, A.A.S.
Pamela A. McEvoy (1984), Editorial Assistant, B.A., Part-time.

Library Staff

Allison A. Allaire (1983), Documents Division, B.A.
Patricia R. Black (1983), Catalog Department, B.A.
Elizabeth Ann Bolling (1983), Serials Department, B.F.A.
Mary Beth Boone (1985), Reserve Reading Division, B.F.A., M.F.A.
Emily H. Bozovich (1983), Reserve Reading Division, B.A.
Penelope J. Brandon (1985), Serials Department, B.A.
Elizabeth H. Breedlove (1969), Catalog Department, A.A.
Carole C. Brown (1984), Circulation Department, B.S.
Gaylor F. Callahan (1984), Reference Department, B.A., M.A.
Eric R. Childress (1983), Catalog Department, B.A.
Ruth A. Davis (1985), Circulation Department, A.A.S.
Anne B. Faison (1984), Circulation Department
Barbara A. Frediani (1985), Reference Department, B.A.
Kathryn Dowlen Gaines (1981), Serials Department, B.S.
Mary S. Garner (1985), Serials Department, B.S., M.Ed.
Christine E. Garren (1982), Catalog Department
Cathy Lea Griffith (1983), Reserve Reading Division, B.A.
Wilma J. Haynes (1976), Serials Department
Shirley C. Howell (1971), Acquisition Department
Sara M. Hudson (1985), Catalog Department, B.F.A.
Modgie Enzlow Jeffers (1972), Acquisition Department, B.A.
Margaret B. Kamara (1981), Catalog Department, B.A.

George A. Keck (1978), Circulation Department, B.A., M.Div., B.A., M.
Lucile Horne Kurfirst (1968), Circulation Department, B.A., M.A.
Brenda Lynn Linthicum (1984), Serials Department, B.A., M.A.
Cora H. Mathewson (1983), Circulation Department, B.A.
Jeffrey A. Miles (1983), Circulation Department, B.A., M.A., M.F.A.
Lois S. Miller (1976), Catalog Department, B.A., M.Ed.
Teresa Benditz Needham (1975), Acquisition Department
John L. Overly (1976), Circulation Department, B.A.
James Arlyn Rogerson (1975), Special Collections Division, B.A., M.A.
Ella L. Ross (1966), Documents Division, B.A.
Francia White Rubio (1972), Serials Department, B.A.
Janis Holder Rutan (1979), Catalog Department, B.A., M.L.S.
Lou D. Saunders (1985), Circulation Department, B.S.
Nancy B. Schmidt (1985), Acquisition Department
Cynthia S. Slater (1977), Catalog Department, B.A.
Clara Palmer Stratton (1977), Reserve Reading Division, B.F.A.
John A. Stratton (1977), Bindery Division, B.F.A.
Sandra Rosebud Sutton (1981), Serials Department
Virginia C. Swanson (1969), Acquisition Department
Jimmy Ray Thompson (1980), Bindery Division, B.F.A.
Sheila Carol Tucker (1981), Catalog Department, B.S.
Sigrid Lischka Walker (1974), Acquisition Department
Kelly Sink Wood (1984), Reference Department, B.S.
Timothy B. Wood (1980), Administrative Offices
Cynthia Veal Zaruba (1981), Catalog Department, B.S.

Administrative Assistants/Administrative Secretaries

Judy W. Allen (1977), Administration and Planning, B.S.S.A.
Janie S. Baggot (1977), Office of Student Affairs
Marilyn M. Barker (1961), Admissions Office, B.S.S.A.
Elizabeth Booker (1944), Office of Academic Advising, B.S.S.A.
Myrtiss B. Boylston (1968), School of Health, Physical Education, Recreation and Dance
Lynne E. Bray (1973), Security
Betty C. Bullington (1966), Office for Development
Cordie Cahill (1972), School of Business and Economics
Oradell W. Christopher (1966), Career Planning and Placement Center
Evon Welch Dean (1942), Office for Development, C.C.
Sylvia Lippard (1972), School of Home Economics
Sybil McKinney (1968), Office of College of Arts and Sciences
Deborah K. Moore (1984), Graduate Office
Norma Rhe Markham (1973), Elliott University Center
Frances H. Minton (1973), Physical Plant
Jill Pavey (1985), Department of Communication and Theatre
Catheryine P. Pollack (1968), Library
Anora R. Robbins Office for Academic Affairs, B.A.
Mary L. Sanders (1975), Student Health Center
Billie P. Sink (1970), School of Nursing
Margaret S. Smith (1963), Office of the Chancellor
Glenda K. Sparks (1980), Continuing Education, B.S.S.A.
Kathleen T. Sumner (1973), School of Education
Jeanne C. Sutherland (1976), Campus Design and Construction
Marie E. Teague (1959), School of Music, A.B.
Helen G. Ward (1970), Office for Business Affairs

Special Programs

North Carolina Humanities Committee

Brent D. Glass (1983), Executive Director
Daisy Brownstein (1972), Administrative Associate
Alice Barkley (1981), Program Associate

Special Services Program

Gertrude S. Ross (1981), Director, B.A., M.S.
James E. Harrington (1970), Counselor, B.S., M.Ed.
Gladys E. Huggins (1984), Reading and Study Skills Specialist, B.S., M.S.
Darrell Racey (1984), Writing Specialist, B.A., Certificate to TESOL

Upward Bound

James E. Armstrong (1976), Director, B.S.
Beverly Wallace (1976), Counselor, B.S., M.S.
Garry Maxwell (19789), Part-time Counselor, B.S.

FACULTY COMMITTEES (1985-86)

ELECTED COMMITTEES

Academic Cabinet (37 members; 6 ex officio). Serves as the major body of the Faculty Council. Initiates discussion of and advises the Council about subjects reserved for Council action, serves as the deliberative body to advise the Chancellor about academic policies and procedures and offers advice on general University policies. Membership: Chairman-Chancellor; Vice Chairman of the Faculty Council; Executive Officer; 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: 5 Vice Chancellors; Director of Library.

Executive Committee of the Academic Cabinet (Chancellor, Vice Chairman of the Faculty Council, Vice Chancellor for Academic Affairs, and Executive Officer of the Academic Cabinet). Prepares agenda for Cabinet and Faculty Council meetings.

Promotions and Tenure Committee of the Academic Cabinet (7 faculty members). Makes recommendations to Chancellor concerning promotion and permanent tenure of faculty members.

Budget (6 faculty members; 1 ex officio). Consults with and advises the Chancellor and other administrative officers during the process of budget preparation and allocation.

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: Assistant Vice Chancellor for Academic Affairs; Adjunct: Registrar). Approves introduction of new courses for undergraduates; evaluates courses and programs for new undergraduate majors and degrees; and makes 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 The University of North Carolina (3 delegates, 3 alternates). Represents this faculty in the Assembly's deliberations. The Assembly 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 Grievance (5 faculty members from ranks of assistant professor, associate professor, and full professor, with at least one member from each rank). 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; 1 ex officio; 1 adjunct member; 2 student members; chaired by the Dean of the Graduate School). Serves as the policy-making body of the Graduate School.

APPOINTED COMMITTEES

Academic Appeals (7 faculty members, including 1 from each School and 1 from the College of Arts and Sciences and minority representation). Acts in a judicial capacity to hear appeals related to University-wide undergraduate academic regulations.

Admissions Policies (10 faculty members, including 1 from each School and 1 from the College of Arts and Sciences; 1 ex officio; 4 adjunct members; 2 student members). Recommends policies governing admissions and serves as a clearing-house on admissions policies and data for the University community.

Advisory Committee on Academic Computing (10 faculty members, including 1 from each School, 1 from the Library, and 3 from the College of Arts and Sciences; 1 ex officio; 2 adjunct members; 2 student members). Serves as a policy formulation group with respect to academic computing on campus.

Calendar and Scheduling (5 faculty members; 1 AASA member; 1 ex officio; 3 student members). Makes recommendations to Faculty Council for University Calendar, examination schedules, and class scheduling policy.

Campus Planning (5 faculty members; 2 ex officio, including the Chairman of Traffic Committee; 3 adjunct members; 3 student members). Advises administration; coordinates current and long-range planning and development of physical facilities of the campus. Considers 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 accomplished through ad hoc committees reporting to the Campus Planning Committee and to the Administration.

Campus Recreation (3 faculty members, excluding HPERD; 1 EPA nonteaching member; 1 AASA member; 1 ex officio; 1 adjunct member; 4 student members). Serves as an advocacy group for the program. Prepares and reviews programs, budgets, policies, and procedures for club and intramural sports. Hears appeals from Club Sports and Intramurals Councils. Advises the Dean about selection of the Director and key personnel.

Campus Security (5 faculty members; 1 AASA member; 1 ex officio—Director of Security; 3 student members, 1 serving Vice Chairman). Receives information concerning campus security; makes recommendations regarding security problems and needs; hears grievances against campus security officers.

Campus Stores (5 faculty members; 1 ex officio; 5 student members). Advises administration on management of Book Store, University Restaurant and Soda Shop, Robot Room, and all vending machine operations on campus.

Commencement (8 faculty members; 1 ex officio; 3 adjunct members; 3 student members). Plans and recommends commencement activities to the Chancellor and sees that adopted plans are executed.

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, including at least 1 from each School and the College of Arts and Sciences, as well as minority representation; 1 AASA member; 1 nonacademic employee; 1 ex officio; 3 adjunct members). Reviews and advises administration regarding the implementation of affirmative action policy for equal employment opportunity and provides information as needed to the University community.

Faculty Government (7 faculty members). Conducts continuous review of the Instrument of Government and proposes amendments to it to the Faculty Council.

Faculty Welfare (5 faculty members; 1 AASA member; 1 ex officio). Concerns itself with all matters which may pertain to the welfare of members of the faculty.

Fellowship and Special Studies Awards (6 faculty members; 1 ex officio). Oversees all externally sponsored fellowships and awards, both undergraduate and graduate; solicits applications and selects nominees and, for some programs, recipients. Replaces former Fulbright and Weil Committees.

Gardner Award (5 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; 1 ex officio; 3 student members). Oversees all health-related aspects of University life and the dissemination of health information to students.

Honorary Degrees (5 faculty members; 1 ex officio). Receives and screens recommendations for persons to receive honorary degrees and recommends these persons to Faculty Council for approval.

Intercollegiate Athletics (5 faculty members; 3 from general faculty, 2 from Health, Physical Education, Recreation and Dance (1 female, 1 male); 4 student members; 1 ex officio). Advises the administration concerning principles and policies to be followed in the University's intercollegiate athletic program (for men and women); recommends the sports in which teams will compete, the standards of eligibility to be applied, and the forms of management and operation to be followed (including such matters as scheduling).

Library (10 faculty members; 1 ex officio; 1 adjunct member; 3 student members). Develops and recommends policies and procedures which will give the Library its most effective role in the University; acts as liaison 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; 1 ex officio; 2 adjunct members; 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 (7 faculty members; 1 ex officio; 2 student members). Studies existing policies for use of Piney Lake and makes recommendations on its administration as necessary.

Research Council (10 faculty members; 1 from each School, 3 from the College of Arts and Sciences; 1 from each of the 3 areas, Natural Sciences, Social and Behavioral Sciences and Humanities; 1 ex officio; 2 adjunct members). 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 (5 faculty members, 3 from Schools including the Library, 2 from College of Arts and Sciences; 1 EPA staff member; 1 AASA member; 1 nonacademic employee member; 4 student members). Considers University policies that affect women students, faculty, and staff and attempts to provide support as appropriate.

Student Financial Aid (10 faculty members; 1 ex officio; 1 adjunct member; 4 student members). Oversees all matters related to student financial aid.

Traffic (5 faculty members; 1 AASA member; 4 student members, including one town student and one graduate student—male and female; 1 ex officio-Director of Security). Assesses parking needs, develops parking and traffic regulations for campus, and makes recommendations to Administration concerning enforcement of traffic and parking regulations.

Undergraduate Academic Regulations (5 faculty members; 1 ex officio; 2 adjunct members; 4 student members). Develops recommendations for Academic Cabinet action on academic policies and requirements for undergraduates.

ADMINISTRATIVELY APPOINTED COMMITTEE

Evaluation of Teaching (6 faculty representatives from Schools; 1 faculty representative from College of Arts and Sciences; 1 ex officio; 2 student members). Reviews and updates procedures, facilitates exchange of information, and maintains a file of research materials on the evaluation of teaching.

Appendix A

Statistical Summaries

Enrollment Summary for The Fall Semester 1985

	1985
Seniors	1847
Juniors	1802
Sophomores	1562
Freshmen	1738
Graduates	2749
Specials and Unclassified	452
Total	10150
Extension	579
TOTAL COLLEGIATE ENROLLMENT	
FALL 1984	10729

Summer School 1985

Summer Session	4633
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Summary of Earned Degrees Granted at UNCG on May 12, 1985

Source: Commencement Program for the 93rd Annual Commencement

Doctor of Philosophy	28
Doctor of Education	33
Specialist in Education	4
Certificate of Advanced Study	3
Master of Arts	46
Master of Education	203
Master of Library Science	33
Master of Science	32
Master of Science in Home Economics	2
Master of Fine Arts	51
Master of Music	25
Master of Business Administration	99
Master of Science in Business Education	8
Master of Public Affairs	15
Master of Science in Nursing	22
TOTAL GRADUATE DEGREES	604
Bachelor of Arts	367
Anthropology	2
Art	14
Biology	34
Chemistry	6
Drama	3
Economics	8
English	43
French	3

Geography	9
German	1
Greek	2
History	13
Interdepartmental	1
Latin	1
Mathematics	6
Music	3
Philosophy	3
Physics	1
Political Science	35
Psychology	53
Religious Studies	5
Sociology	13
Spanish	3
Speech Communication	105
Bachelor of Science	648
Accounting	95
Business Administration	242
Business and Distributive Education	80
Chemistry	5
Dance Education	2
Early Childhood	39
Economics	21
Education of the Deaf	8
Health Education	13
Interior Design	24
Intermediate Education	14
Mathematics	23
Physical Education	13
Physics	3
Plan II	3
Recreation	17
Social Work	31
Speech Pathology and Audiology	15
Bachelor of Science in Home Economics	126
Bachelor of Science in Medical Technology	9*
Bachelor of Fine Arts	55
Art Education	5
Art, other	24
Dance	5
Drama	21
Bachelor of Music	27
Bachelor of Science in Nursing	120
TOTAL BACHELOR DEGREES	1352
TOTAL EARNED DEGREES	1956

*9 candidates to complete practicum in August 1985.

Appendix B

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, 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.

116-143.3. Tuition of Personnel in the Armed Services.

- (a) For purposes of this section the term "armed services" shall mean the United States Air Force, Army, Coast Guard, Marine Corps, and Navy; the North Carolina National Guard; and any Reserve Component of the foregoing. The term "abode" shall mean the place where a person actually lives, whether temporarily or permanently; the term "abide" shall mean to live in a given place.
- (b) Any member of the armed services, upon qualification for admission to an institution of higher education as defined in G.S. 116-143.1 (a)(3), shall be eligible to be charged the in-State tuition rate at that institution while abiding in this State incident to active military duty.

(c) Any dependent relative of a member of the armed services as defined by the Board of Governors of The University of North Carolina and by the North Carolina Board of Community Colleges while sharing the abode of that member shall be accorded the benefit available to that member pursuant to subsection (b), above, if the dependent relative qualifies for admission at an institution of higher education as defined in G.S. 116-143.1 (a)(3). In the event the member of the armed services removes his abode from North Carolina during an academic year, the dependent relative shall continue to be eligible for the in-State tuition rate during the remainder of that academic year.

(d) The burden of proving entitlement to the benefit of this section shall lie with the applicant therefor.

(e) A person receiving the in-State tuition benefit solely by reason of this section shall not, during the period of receiving that benefit, qualify for or be the basis of conferring the benefits of G.S. 116-143.1 (g), (h), (i), (j), (k), or (l).

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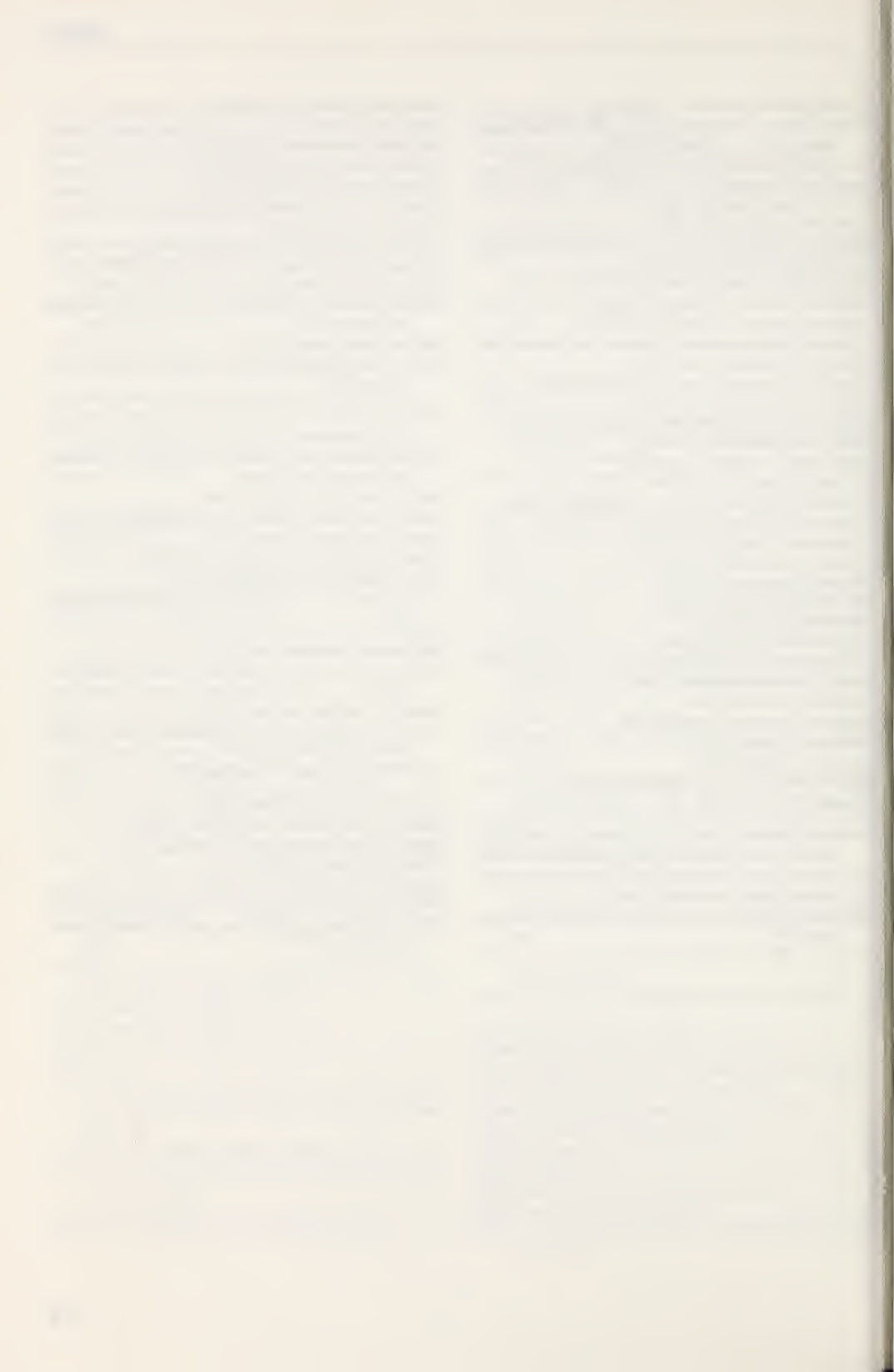
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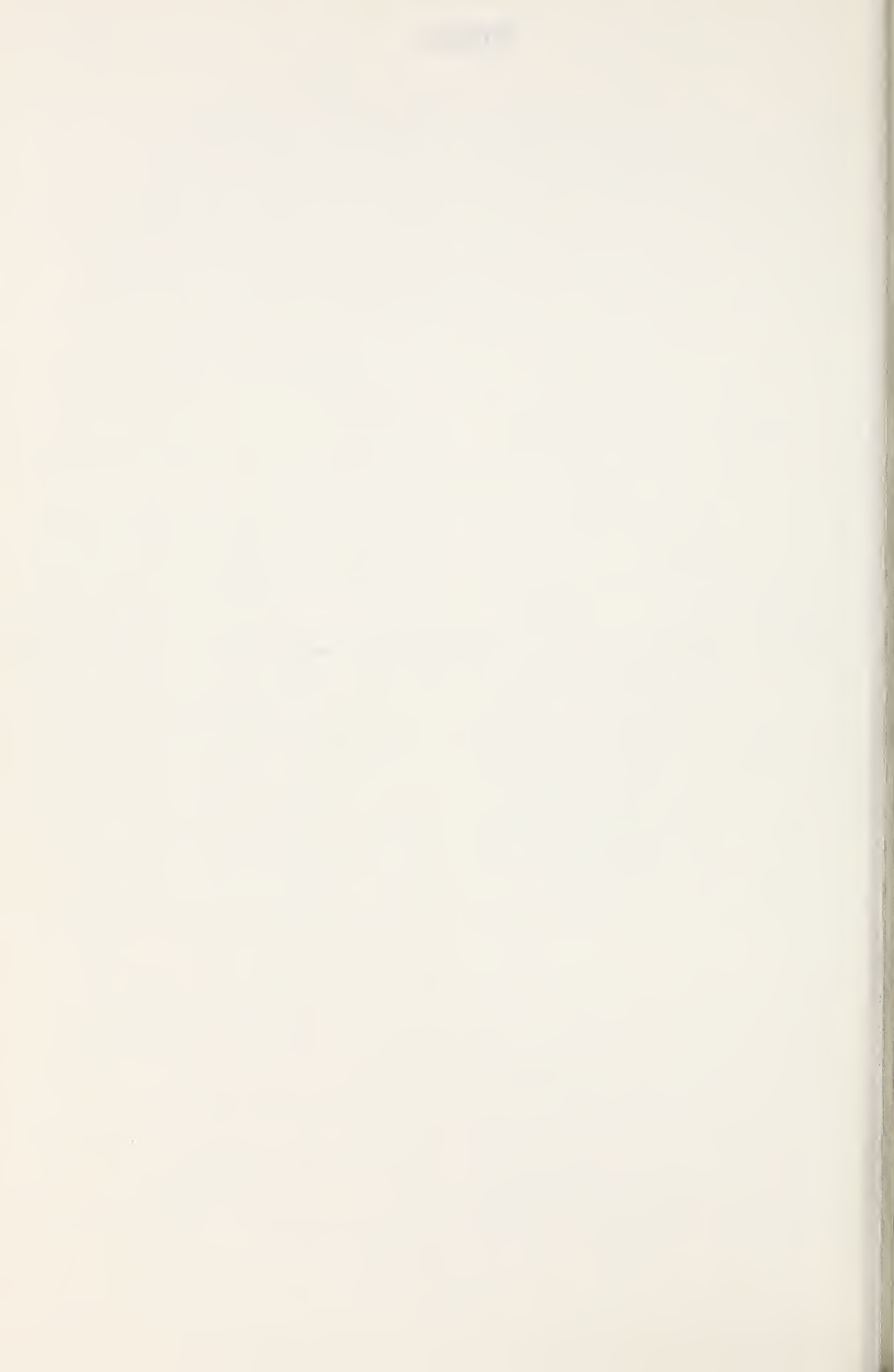
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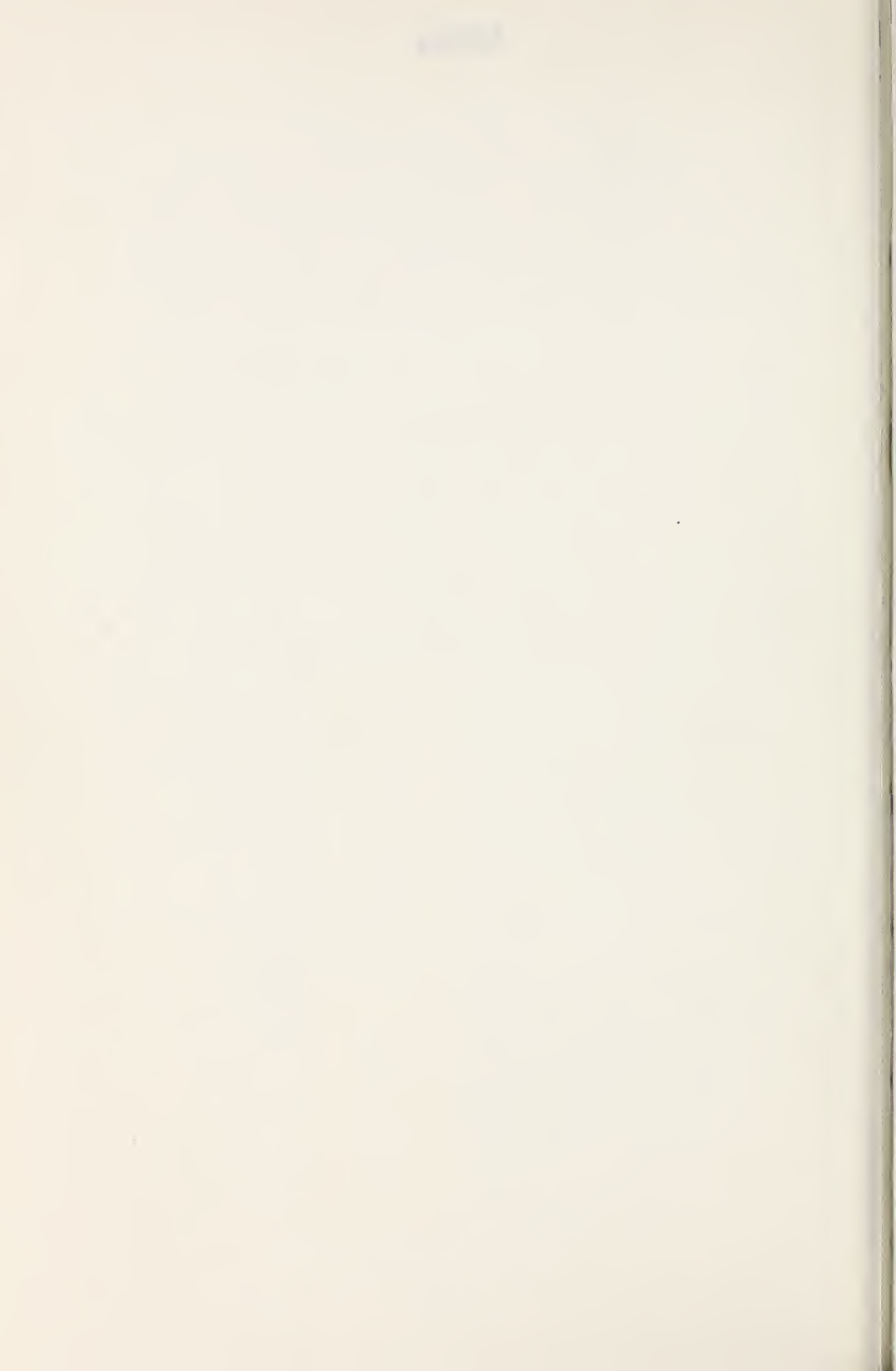
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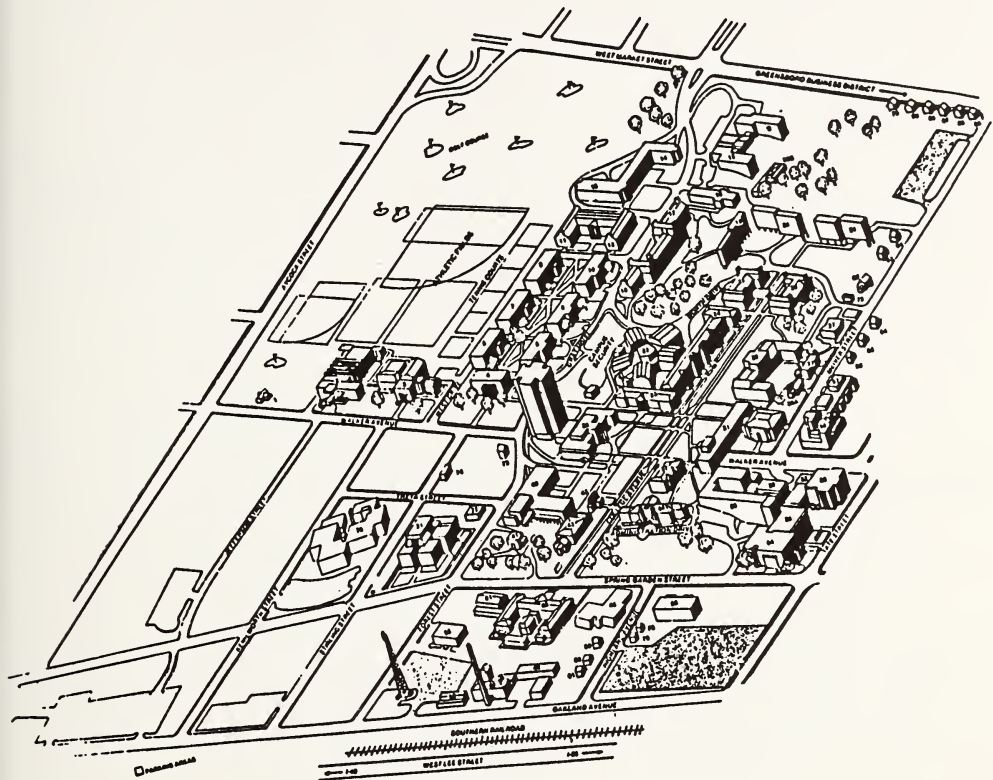
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