

THE
UNIVERSITY
OF
NORTH
CAROLINA
AT
GREENSBORO

UNDERGRADUATE

BULLETIN

1991 - 92

UNCC

CELEBRATE OUR CENTURY

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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.

This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 201 Forney Building (919-334-5009), is responsible for coordinating compliance and investigating complaints.

Catalog Issue
for the Year
1990-91

Announcements
for 1991-92

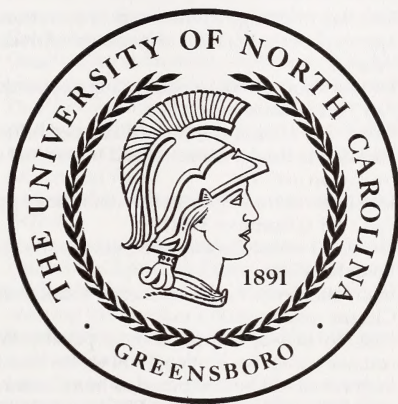
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THE
UNIVERSITY
OF
NORTH
CAROLINA
AT
GREENSBORO



One-Hundredth Annual
Undergraduate Catalog
1991 - 1992

UNCG
CELEBRATE OUR CENTURY
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CALENDAR

FALL SEMESTER 1991

August 16, Friday	Academic Appeals and Financial Aid Satisfactory Academic Progress Appeals deadlines (5:00 p.m.). Fall Semester opens; Residence halls open. Orientation and advising for new freshmen and transfers.
August 17, Saturday	
August 18-21 Sunday-Wednesday	
August 19, Monday	Registration for new students (Graduates and Undergraduates).
August 20-21 Tuesday-Wednesday	Late registration (Graduates and Undergraduates).
August 22, Thursday	Classes begin (8:00 a.m.).
August 22, Thursday	Late Registration.
August 23, 26-29, Friday	Schedule Adjustment begins. Late Registration continues.
Monday-Thursday	
August 29, Thursday	Last day to change courses or course sections. Exceptions must have the approval of the Director of Academic Advising or the Dean of the Graduate School.
August 29, Thursday	Deadline for graduates submitting applications for graduation for Fall 1991 (December 1991).
September 2, Monday	Labor Day Holiday. Classes dismissed; offices closed.
September 6, Friday	Last day to drop a course(s) and be entitled to a refund (less 10%) on tuition and fees.
October 1, Tuesday	Deadline for undergraduates submitting applications for graduation for Fall 1991 (December 1991).
October 4, Friday	Six weeks unsatisfactory progress reports due in Registrar's Office.
October 7, Monday	Founder's Day.
October 11, Friday	Instruction ends for Fall Semester break (6:00 p.m.).
October 16, Wednesday	Classes resume (8:00 a.m.).
October 17, Thursday	Last day to drop courses without penalty. Withdrawal from a course or courses within the first eight (8) 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 COURSE AFTER THE IRST EIGHT (8) WEEKS EXCEPT FOR APPROPRIATE CAUSE DETERMINED BY MEDICAL, PSYCHOLOGICAL, OR ADMINISTRATIVE CIRCUMSTANCES SHALL BE COMPUTED AS "WF" AND COMPUTED IN THE GRADE POINT AVERAGE.
November 1, Friday	Financial aid application deadline for Spring Semester.
November 4, Monday	Final date for oral examinations for December doctoral candidates (5:00 p.m.).
November 7-13, Thursday-Wednesday	Advising for continuing students for Spring Semester. Students must contact their departments for advising appointments.
November 9-20, Saturday-Wednesday	Registration for continuing students for Spring Semester.
November 18, Monday	Deadline for filing one signed copy of dissertation in the Graduate Office for approval.
November 27, Wednesday	Instruction ends for Thanksgiving holidays (1:00 p.m.).
December 2, Monday	Classes resume (8:00 a.m.).
December 8, Sunday	Convocation for December graduates. (1:00 p.m.).
December 9, Monday	Last day of classes.
December 10, Tuesday	Reading Day.
December 11-18, Wednesday-Wednesday	Final Examinations.
December 12, Thursday	Final deadline to pay Spring registration bills.
December 14, Saturday	Tentative official final exam make-up day (as determined by the administration).
December 15, Sunday	Competitive scholarship application deadline for entering freshmen.
December 18, Wednesday	Final date for complete clearance of December candidates for graduate degrees, including receipt in The Graduate School of two final copies of thesis or dissertation and payment of fees owed the University.
December 18, Wednesday	End of Fall Semester.
December 19, Thursday	Tentative official final exam make-up day (as determined by the administration).

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

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
C A L E N D A R

SPRING SEMESTER 1992

January 9, Thursday	Academic Appeals and Financial Aid Satisfactory Academic Progress Appeals deadlines (5:00 p.m.).
January 11, Saturday	Orientation, advising, and registration for Graduate students.
January 13-14, Monday-Tuesday	Registration for new students and late registration for continuing students (Graduates and Undergraduates).
January 15, Wednesday	Classes begin (8:00 a.m.).
January 15, Wednesday	Late Registration.
January 16-17, 21-22 Thursday-Friday, Tuesday-Wednesday	Schedule Adjustment. Late Registration continues.
January 20, Monday	Dr. Martin Luther King, Jr. Holiday. Classes dismissed; offices closed.
January 22, Wednesday	Last day to change courses or course sections. Exceptions must have the approval of the Director of Academic Advising or the Dean of the Graduate School.
January 22, Wednesday	Deadline for submitting application for graduation for graduate students planning to graduate in the May 1992 commencement.
January 24, Friday	Deadline for submitting application for graduation for undergraduate students planning to graduate in the May 1992 commencement.
January 30, Thursday	Last day to drop a course(s) and be entitled to a refund (less 10%) on tuition and fees.
February 15, Saturday	Last day for undergraduate students to apply for student teaching during 1992-93.
February 27, Thursday	Six weeks unsatisfactory progress reports due in Registrar's Office.
March 1, Sunday	Financial aid priority filing date for Summer Session and 1992-93 academic year. Scholastic Achievement Award application deadline for entering freshmen.
March 7, Saturday	Instruction ends for Spring Break (1:00 p.m.); Registrar's Office open week of Spring Break.
March 11, Wednesday	Last day to drop course(s) without penalty. Withdrawal from a course or courses within the first eight (8) 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 EIGHT (8) WEEKS EXCEPT FOR APPROPRIATE CAUSE DETERMINED BY MEDICAL, PSYCHOLOGICAL, OR ADMINISTRATIVE CIRCUMSTANCES SHALL BE COUNTED AS "WF" AND COMPUTED IN THE GRADE POINT AVERAGE.
March 16, Monday	Classes resume (8:00 a.m.) following Spring Break.
April 1, Wednesday	Final date for oral examinations for May doctoral candidates.
April 2-8, Thursday-Wednesday	Advising for continuing students for Summer School and/or Fall Semester. Students must contact their departments for advising appointments.
April 4-15, Saturday-Wednesday	Registration for continuing students for Summer School and/or Fall Semester 1992.
April 15, Wednesday	Deadline for filing one signed copy of dissertation in Graduate School for approval.
May 4, Monday	Last day of classes.
May 5, Tuesday	Final date for complete clearance of May candidates for graduate degrees, including receipt in The Graduate School of two copies of thesis or dissertation and payment of fees owed the University.
May 5, Tuesday	Reading Day.
May 6-13, Wednesday-Wednesday	Final Examinations.
May 17, Sunday	The Centennial Commencement (10:30 a.m.).

SUMMER SESSION 1992 (Tentative)

May 25, Monday	First Summer Session classes begin.
June 1, Monday	Deadline for graduates to submit applications for graduation for Summer 1992 (August 1992).
July 2, Thursday	Second Summer Session classes begin.
July 8, Wednesday	Deadline for undergraduates to submit applications for graduation for Summer 1992 (August 1992).

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

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Chapter 1

INTRODUCTION

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



THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

I N T R O D U C T I O N

During the coming year, the University will be celebrating its Centennial with a number of special events. In keeping with the spirit of celebration, this one-hundredth edition of the *Undergraduate Bulletin* will feature photographs from the University archives as well as excerpts from past catalogs.

The institution which is now The University of North Carolina at Greensboro was chartered in 1891 to provide higher education for women. Formerly The Woman's College — one of the three original institutions of The Consolidated University of North Carolina — it has been highly regarded now for a century for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university.

The student body of UNCG — 68% female and 32% male — comprises over 11,000 men and women, about three-fourths of whom are undergraduate 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 699 faculty members are nationally known scholars whose research and creative work regularly contribute new knowledge to their fields; 72 percent 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.

Academic Programs

The University is organized into a College of Arts and Sciences and six professional schools — those of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; and Nursing. Undergraduates have a choice of 100 areas of study from which to select a major or concentration within a major leading to one of six undergraduate degrees offered: 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 Medical Technology (B.S.M.T.), and Bachelor of Science in Nursing (B.S.N.)

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.

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

Introduction

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, Guilford Technical Community, and High Point Colleges and North Carolina Agricultural and Technical State University without additional tuition.

The University offers three doctoral degrees in 13 areas of study, four Master of Fine Arts degrees, and master's degrees in a wide variety of concentrations. The **Graduate School Catalog** describes these programs in complete detail.

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 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, through summer study, semester abroad, or the junior year abroad program.

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

Campus Life

The campus includes nearly 80 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 1,805,000 catalogued

THE CAMPUS SITE

"The Board of Directors decided to accept Greensboro's offer, which was \$30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits of Greensboro..."

from the
First Annual Catalogue
of the
State Normal and Industrial School
Greensboro, N.C.,
1892-93

tems. Two gymnasiums, Elliott University Center, and the 2,330-seat Aycock Auditorium are campus landmarks. A new campus art center, the Anne and Benjamin Cone Building, opened in 1989, and construction has been completed in the past year on a physical activities complex, the new Health and Human Performance Building. A new student Recreation Facility is currently under construction. 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 diversity of its arts programs. Weatherspoon Art Gallery, now located in the new Anne and Benjamin Cone art center, 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 five production programs including the Workshop Theatre, Studio Theatre, UNCG Theatre, The North Carolina Theatre for Young People, and the Centennial Summer Theatre Company. 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 Director of Academic Advising and Support Services is responsible for assigning a faculty member as advisor 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 Instructional and Research Computing Center, housing two VAX 11/780 computers and one 8700 computer in a clustered environment, provides computer support for the educational and research activities of the University.

The Counseling and Testing Center offers personal counseling, psychotherapy, and outreach programs to assist students with their adjustment to college.

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 eight sororities have chapters on campus and offer a channel for social growth.

Introduction

UNCG has a twelve-team intercollegiate athletics program and, beginning in 1991 will compete in the NCAA Division I. A wide choice of intramural sports and club sports is also offered on campus.

The 178-acre University is located near the center of Greensboro, the state's third largest city (population: 190,670), 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 a century, UNCG has enriched Greensboro with its widely diversified academic community.

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 doctorate-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 masters 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.

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**.

AFFIRMATIVE ACTION PLAN

(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 educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 201 Forney Building (919-334-5009), is responsible for coordinating compliance and investigating complaints.

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

Introduction

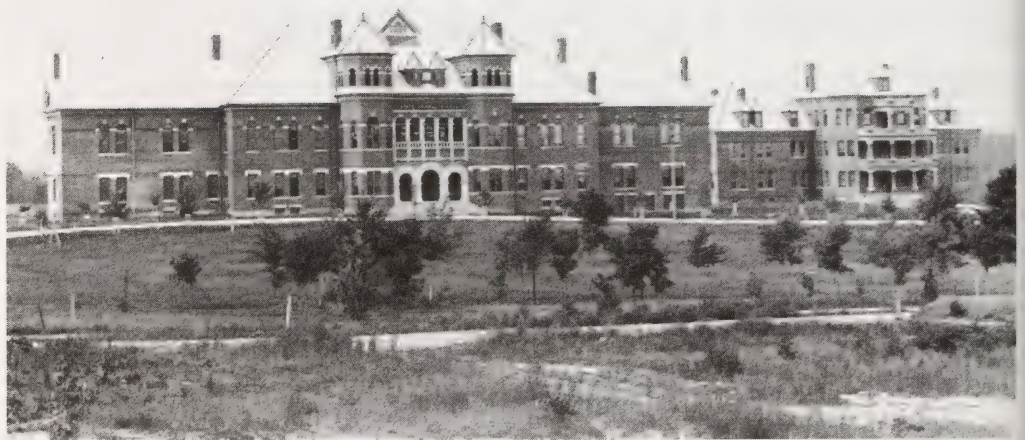
recruit in such a way that women and individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions."

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 administers all personnel actions such as compensations, benefits, promotions, grievance procedures, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreational programs without regard to race, color, national origin, sex, religion, handicap or veteran status.

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.



The Campus in the early 1890's consisted of but two buildings: Main Building (later Foust Building) and Brick Dormitory. Spring Garden Street was an unpaved lane.

Chapter 2

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 or 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. The University of North Carolina at Greensboro is fully 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. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 201 Forney Building (919-334-5009), is responsible for coordinating compliance and investigating complaints.

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 919-334-5243 at least two weeks in advance of the date a campus visit is planned.

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

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 a secondary school diploma (or its equivalent) and *at least* 15 acceptable units of credit from an accredited secondary school. (A unit is defined as credit given for a course which meets for one period daily during the entire school year.) Students must present the following units:

	Units
English (emphasizing grammar, composition, and literature)	4
Foreign Language (two years of one foreign language)	2
Mathematics (Algebra I, Algebra II, Geometry)	3
Science (including at least <u>1 unit in life or biological science</u> , at least <u>1 unit in physical science</u> , at least <u>1 laboratory course</u>)	3

Social Science (1 unit in US history; 1 unit in history, economics, sociology or civics)	2
Electives	1
	<hr/> 15

It is recommended that prospective students take one foreign language unit and one mathematics unit in the twelfth grade.

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 the faculty of the Department of Housing and 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.

Entrance Deficiencies

When a student lacks one or more of the required units of high school preparation, an entrance deficiency exists. In some cases, 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. Accepted students are encouraged to remove any deficiency before enrolling. In any case, all deficiencies must be removed before graduation from the University.

Foreign Language. A student deficient in one or two foreign language units may be admitted. If admitted, the student must remove the deficiency prior to the completion of 60 semester hours. 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 two-unit foreign language deficiency requires successful completion of two college-level courses in the same language. Removal of a one-unit language deficiency requires the successful completion of one college-level course at the 102 level. Students admitted with a one-unit deficiency in French or Spanish (and who wish to continue with the same language) must take the Language Placement Test to determine the level at which they must pick up their study of the language at UNCG. Information about alternate ways of satisfying this requirement may be secured by contacting the Office of Admissions.

Other Deficiencies. Students who graduated from high school in or after the Spring of 1988 and who are deficient in any high school unit **except** foreign language must complete six semester hours (or nine quarter hours) of "C" or better course work in **each** of the following subject areas — English, mathematics, natural sciences, and social sciences — before they can be admitted to UNCG. These courses must be taken at an accredited institution of higher education and must be creditable towards a degree at UNCG.

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.

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, and is subject to change. 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 1 for the fall and December 1 for the spring semester.

2. **Submit an official transcript of secondary school work.** Applicants must request their guidance counselors to forward their transcripts, including courses in progress, cumulative grade point average, and rank in class, directly to the Office of Admissions. Students currently enrolled in secondary school should request that the courses in progress and cumulative grade point average 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.

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.

Immunization 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. **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); see pp. 414-415. Students with financial aid will be considered to have used a semester of financial aid eligibility.

Early Decision Plan

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

To be eligible for early decision, 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 showing courses in progress, cumulative grade point average, and rank in class 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 Decision Plan will have their applications reviewed as regular admission candidates.

Students accepted under the Early Decision Plan must submit the “intent to enroll” card by November 30 of their senior year in secondary school.

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	8	Biology 101, 102, 107, 108
Chemistry	3	4	Chemistry 111, 111L after completion of 114/114L
Chemistry	4	7	Chemistry 111, 111L, 114 after completion of 114L
Computer Science AB	3	3	Computer Science 137
Computer Science AB	4	6	Computer Science 137, 236
Computer Science A	4	3	Computer Science 137
English - Literature & Composition	3	3	English 104
English - Literature & Composition	4	3	English 101B
English - Literature & Composition	5	6	English 101B, 105W
English - Language & Composition	3	3	English 104

Admissions

English - Language & Composition	4	3	English 101A
English - Language & Composition	5	6	English 101A, 102
European History	3	6	History Elective
Economics - Macro	4	3	Economics 202
Economics - Micro	4	3	Economics 201
French Language	4	6	French 203, 204
French Language	3	3	French 203
French Literature	4	6	French 301, French elective
French Literature	3	-	Exemption, no credit
German Language	4	6	German 203, 204
German Language	3	3	German 203
Government and Politics: American	3	3	Political Science 200
Government and Politics: Comparative	3	3	Political Science 260
History of Art	4	3*	Exemption from Art 105
Latin - Vergil	4	3	Latin 204
Latin - Vergil	3	3	Latin 203
Latin - Catullus, Horace	4	3	Latin 204
Latin - Catullus, Horace	3	3	Latin 203
Mathematics - Calculus AB	3	3	Mathematics 191
Mathematics - Calculus AB	4	6	Mathematics 191, 292
Mathematics - Calculus BC	3	6	Mathematics 191, 292
Music Listening/Literature	3	3	Music 241 (for non-music majors)
Music Listening/Literature	4	3**	Music 332 or 333 (for music majors)
Music Theory	3	3	Music 101, 105
Music Theory	4	6	Music 101, 102, 105, 106
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 305, Spanish elective
Spanish Literature	3	-	Exemption, no credit
Studio Art: General Portfolio	3	3	Art elective
Studio Art: Drawing	3	3	Art elective

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

**Amount of credit or exemption to be determined by faculty interview.

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	Hours	Courses
	Required	Granted	
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 from English 212
European History	700-800	6	Western Civilization 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	Minimum	Hours	Courses
	Required	Score	Granted	
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, 107, 108
Calculus, Introductory	No	50	6	Mathematics 191, 292
Chemistry, General	No	50	6	Chemistry 111, 114
Economics, Introductory	Yes**	50	6	Economics 201, 202
College Composition	Yes*	50	3	English 101
English Literature	Yes*	50	6	English 211, 212
Foreign Language	No	50	6	Foreign Language 203, 204
Sociology, Introductory	No	50	3	Sociology 211

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

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

TRANSFER 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. Grade point averages are recalculated to determine admissibility. They must be in good standing and eligible to return to their last attended institution.

Prior to August 1 for admission into the fall semester or before December 1 for the spring semester, they must submit the following:

1. **UNCG application forms showing true and complete information.**
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 (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. **An application fee, currently \$25,** 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.

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 Media Studies (formerly 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.

An interview with the 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.

Students transferring into the School of Nursing from another baccalaureate nursing program must have a letter of reference from the administrative head of that nursing program. This reference should be sent directly to the Dean of the School of Nursing. Credits with a nursing designation do not transfer.

Transfer students planning to major in Elementary or Middle Grades Education should contact The School of Education's Student Services Office.

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.

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.

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. An overall **and** transferable 2.0 or better average on a 4.0 scale must be maintained on all course work attempted since leaving the University. UNCG students who have been suspended for academic reasons may apply for readmission after being away from the University for at least one semester.

All former students 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

International applicants must complete the special international application and return all required documents **on or before the international deadline** as specified in the international application. International applicants should present Scholastic Aptitude Test results along with all applicable transcripts from secondary and post-secondary schools. International applicants whose native language is not English should also present TOEFL results in support of their application.

Prior to admission, applicants must further submit evidence of adequate financial support to cover their expenses for their first year of study at the University as specified on page 404 of this catalog. The University will issue the necessary visa documentation **only** to those students who are formally admitted to the University. **International students should not leave their native countries intending to enroll at the University until they have received a formal letter of acceptance and all appropriate visa documentation.**

VETERANS

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

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

When enrolling at UNCG, the veteran should present a Certificate of Eligibility to the Registrar requesting that certification of enrollment be sent to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested each year and again in summer school.

VISITING STUDENTS

College Level

A student who is currently working for a degree at another institution but wishes to take courses here during the regular term 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 the 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. Written permission must be submitted for each semester that the applicant wishes to attend UNCG. Visiting students may not continue beyond one semester without providing additional permission from the dean of the home institution.
3. Have an official transcript from that institution forwarded to the Office of Admissions.

Visiting students must have a 2.0 or better average on a 4.0 scale on all previous work attempted. They must be in good standing and eligible to return to their last attended institution.

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, the 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.

GREATER GREENSBORO CONSORTIUM

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 bulletin.

RESERVE OFFICERS' TRAINING CORPS

The United States Air Force and Army Reserve Officers' Training Corps programs are available to UNCG students at North Carolina A. and T. State University (in Greensboro). As a member of the Greater Greensboro Consortium, UNCG offers students these opportunities for leadership training and a commission in the Army or Air Force through cross-registration.

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 who enroll in less than 12 semester hours. Tuition and fees are determined by the number of semester hours taken and by in-state or out-of-state residency. Part-time degree students may not reside in University housing.

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 application fee.
2. Submit official transcripts from each postsecondary institution previously attended (including summer school and extension).

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. Persons who graduated from high school in or after the Spring of 1988 are expected to present the required high school units as listed on pages 16-17. 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 advisor from the faculty. See Chapter 3, **Academic Regulations**.

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 with the application fee.

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. The applicant should provide high school and college credentials at this time.

Applicants will be notified of action taken as soon as possible. They should confirm their intention to enroll by completing the "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 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 - including the application fee - 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. At this time the records will be reviewed to determine if the student is eligible to become degree-seeking according to admissions policies. 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", page 18).

SUMMER SESSION

New or visiting students planning to attend summer session at UNCG must complete an Application for Summer Session form. A copy of the Summer Session Bulletin and the application form may be obtained in early March by contacting the Office of Summer Session, UNCG, Greensboro, NC 27412-5001 (Telephone 919/334-5416). For more information see page 38.

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 head 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 advisor 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. The catalog can be obtained from the Graduate School Office, 241 Mossman Building.

CONTINUING EDUCATION

The Office of Continuing Education offers programs for extension credit, professional development, and non-credit personal enrichment. Those who register for these special programs need not apply to the University for admission to a degree program. Registration is handled by the Office of Continuing Education.

SENIOR CITIZENS

Residents of North Carolina age 65 or older who meet applicable admission requirements may enroll tuition free *on a space available basis*. The availability of course space is determined by the Registrar at the close of registration for any given semester.

Chapter 3

ACADEMIC REGULATIONS

THE ACADEMIC HONOR POLICY

All work undertaken for academic credit at UNCG is governed by the Academic Honor Policy, which provides that all study be carried out in good faith and with due regard for the integrity of the learning process. Students, faculty and staff are responsible for ensuring that learning proceeds uncompromised by breaches of academic integrity and for ensuring that the Academic Honor Policy is recognized as the imperative governing all academic work at the University. Specific provisions of the Academic Honor Policy are stated in Appendix A II of the **UNCG Student Handbook**.

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 for classes along with tours of the campus, informal discussion groups with faculty members, and general information sessions facilitated by upperclass students. French, Latin and Spanish language and mathematics placement tests are given at this time. Students entering UNCG in the fall semester are invited to participate in a summer program, called **Step-Ahead**, which occurs the latter part of June and a fall program which takes place a few days prior to the beginning of classes 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 University 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 register at the end of one semester for the next semester. The student's schedule request form must be endorsed by the student's faculty advisor. Continuing students eligible to register who do not do so, may be required to pay a late registration fee. Dates for registration are given in the University Calendar, pp. 2-3.

ACADEMIC ADVISING AND SUPPORT SERVICES

The Office of Academic Advising and Support Services coordinates academic advising for undergraduate students.

Each student is assigned a faculty advisor. Students are expected to meet with their advisor during registration periods and whenever the student needs advice in selecting courses and assistance in planning an individual program of study. Some departments

and schools have established advising centers or appointed coordinators to assist students with academic matters pertinent to their major. These serve as a complement to the faculty advising program.

The Director of the Office of Academic Advising and Support Services is responsible for the monitoring of University Undergraduate academic regulations as described on the following pages. Any student with questions concerning academic regulations should address them to the staff in the Office of Academic Advising and Support Services. If a student, because of extenuating circumstances, wishes to have a regulation set aside, he/she should petition to the Director on an Academic Policy Petition form. These forms may be obtained in the Office of Academic Advising and Support Services, 159 Mossman Building.

A staff of academic advisors is available in the Office of Academic Advising and Support Services 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 advisor. Please refer to page 386 for a description of services offered by the office.

SELECTING COURSES

Course Loads

Undergraduates normally take five courses per semester. Since a majority of courses carry three semester hours of credit with some carrying four hours of credit, a normal course load is 15 or 16 hours per semester. Students may not take more than 19 hours per semester except with the approval of the Director of Academic Advising. Students who have cumulative grade point averages of 3.0 may be authorized, in special circumstances and at the discretion of the Director of Academic Advising, to carry a maximum of 21 semester hours of course work. The Academic Policy Petition form is used for such requests and can be obtained in 159 Mossman Building.

A student must be enrolled for a minimum of 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 petition for approval from the Director of Academic Advising and Support Services with support from the instructor of the course. Unusual circumstances must be demonstrated.

Dropping Courses

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

Withdrawal without penalty from a course or courses after the eight-week deadline but before the end of the semester shall be approved only for appropriate cause as determined by medical, psychological, or administrative reasons. Courses of less than one semester's

DROPPING and ADDING COURSES

1901-02

No student will be allowed to change her course of study after the end of the first month of the college year.

from the
Tenth Annual Catalogue
of the
State Normal and Industrial College
Greensboro, N.C.,
1901-02

duration, including summer school courses, shall have shorter deadlines (proportional to the eight-week deadline for the regular semester) for withdrawal. These deadlines shall be announced in the **Schedule of Courses** or class syllabi.

The Director of Academic Advising and Support Services shall be responsible for authorizing these withdrawals after consultation with the instructor, and with the Director of the Student Health Center or the Director of the Counseling and Testing Center as appropriate, and shall further be responsible for notifying the instructor(s) and the appropriate Director in writing of the Director of Academic Advising's decision in each case. An instructor whose recommendation to the Director is overruled may appeal that decision to the Provost. **Unauthorized withdrawals after the first eight weeks shall be counted as WF and computed in the grade point average.**

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

If a student is enrolled in only one course and drops that course, the student must officially withdraw from the University.

Retroactive Withdrawals (see **Retroactive Grade Change** on p. 36)

Withdrawal from the University

A student wishing to withdraw from the University should follow the official procedure which is initiated in the Office of Academic Advising and Support Services. Withdrawals without penalty for medical or psychological reasons are authorized by the Director of the Student Health Center, the Director of the Counseling and Testing Center, or by the Director of the Office of Academic Advising and Support Services. Withdrawals without penalty for administrative reasons are authorized by the Director of Academic Advising and Support Services. The same policy for assigning **W** or **WF** grades as described above shall apply.

AUDITING

Regular full-time students may audit courses upon the written approval of their faculty advisor 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.

Registration may not be changed 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. For fees, see page 410.

CLASS ATTENDANCE

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student's Responsibility

1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.
2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.
3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.
4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor's Responsibility

1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.
2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.
3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.
4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Appeals

If a student thinks there is a discrepancy between the instructor's exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor's decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

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).

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 by the Registrar.

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 Academic Advising and Support Services 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 Director 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 is automatically converted to an **F** by the Registrar. A graduating senior who incurs an Incomplete and who has enough semester hour credits and grade 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,** or, in certain designated courses, **P, NP, S** or **U.**

S/U - Satisfactory/Unsatisfactory (designated courses only)

P/NP - Passing/Not Passing (designated courses only)

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.)

Appeals

If a student wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Semester Hour Credits

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

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

Grade Points And Grade Point Averages

UNCG uses a semester hour credit and grade point system for evaluating undergraduates. Semester hour credits represent the number of course hours completed. Grade points are determined by the number of semester hour credits attempted and the grades earned.

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

Grading

The grade point average is determined by dividing the accumulated number of grade points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. However, a second **F** or **WF** in the same course is not used in computing the grade point average. 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 UNCC grade point average. Please note that MAT 100 will be excluded from a student's GPA.

Repeated Courses

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

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 grade point average 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 or when a grade change is processed after a semester for all students whose grade point average falls within the range at the time the report is prepared.

Recognition is accorded the recipients of this honor.

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.

Retroactive Grade Change

A retroactive grade change is a change in an officially recorded grade. A grade becomes officially recorded when the Registrar so stipulates. Except to correct clerical errors, **a retroactive grade change is an extraordinary action and is granted only in the most compelling circumstances.** No change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. The change must also be approved by the instructor's department head and by the instructor's dean. In the event that the instructor is, for practical purposes, unavailable, only the Academic Appeals Committee of the Faculty Council may act in place of the instructor in the matter of a retroactive grade change.

A retroactive grade change to a 'W' must meet the preceding conditions and be approved by the Director of Academic Advising and Support Services. In addition, an instructor who is being asked by a student to consider a retroactive withdrawal must be

informed by Academic Advising of how many courses were completed and how many requests for retroactive 'W' are being sought by the student for the semester in question.

CONTINUING AT UNCG

To continue in academic good standing at UNCG, students who have completed all of their work at UNCG must meet the cumulative grade point average presented in the table below. Transfer students must add the semester hours accepted in transfer to the hours attempted at UNCG to determine the cumulative grade point average necessary.

In addition, to meet graduation requirements, a student must present a minimum of 122 semester hours with a minimum cumulative grade point average of 2.00. No more than 168 hours may be attempted toward an undergraduate degree.

Some departments or schools at UNCG require a cumulative grade point average higher than 2.0 for admission to or continuance in a major program.

HOURS ATTEMPTED

24 OR LESS 1.30

25	1.31	49	1.48	73	1.65	97	1.82
26	1.31	50	1.49	74	1.66	98	1.83
27	1.32	51	1.49	75	1.66	99	1.84
28	1.33	52	1.50	76	1.67	100	1.84
29	1.34	53	1.51	77	1.68	101	1.85
30	1.34	54	1.51	78	1.69	102	1.86
31	1.35	55	1.52	79	1.69	103	1.86
32	1.36	56	1.53	80	1.70	104	1.87
33	1.36	57	1.54	81	1.71	105	1.88
34	1.37	58	1.54	82	1.71	106	1.89
35	1.38	59	1.55	83	1.72	107	1.89
36	1.39	60	1.56	84	1.73	108	1.90
37	1.39	61	1.56	85	1.74	109	1.91
38	1.40	62	1.57	86	1.74	110	1.91
39	1.41	63	1.58	87	1.75	111	1.92
40	1.41	64	1.59	88	1.76	112	1.93
41	1.42	65	1.59	89	1.76	113	1.94
42	1.43	66	1.60	90	1.77	114	1.94
43	1.44	67	1.61	91	1.78	115	1.95
44	1.44	68	1.61	92	1.79	116	1.96
45	1.45	69	1.62	93	1.79	117	1.96
46	1.46	70	1.63	94	1.80	118	1.97
47	1.46	71	1.64	95	1.81	119	1.98
48	1.47	72	1.64	96	1.81	120	1.99
						121	1.99

122 OR MORE 2.00

Academic Probation

A student whose cumulative grade point average is below that required is placed on academic probation. Failure to restore the required grade point average in one semester will result in academic suspension. Summer School enrollment may be used as an additional opportunity to regain academic good standing.

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.

Removal of Academic Suspension

After at least one semester of academic suspension for failure to meet the minimum grade point average, a student may apply for readmission. (Summer School is not considered a semester for removal of academic suspension purposes.) If readmitted, the student will be placed on academic probation. Failure to meet the terms of this new academic probation period in one semester will again result in academic suspension.

UNCG reserves the right to deny enrollment of any student, even though the student has met the minimum grade point average required, 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.

Academic Appeals

The Director of Academic Advising and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations stated in the UNCG catalog. The student should consult the Office of Academic Advising for information concerning the appeal process.

CREDIT REGULATIONS

Summer Session Credits

Approval to be a visiting student at another college and to have the credits transferred to UNCG for degree credits must be obtained from the Office of Academic Advising and Support Services.

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 14 semester hours during the entire Summer Session (two terms) unless permitted to take an increased load by the Director of Academic Advising and Support Services. Students will normally not be permitted to enroll for more than one semester hour of credit per week.

Transfer Credit

No more than 64 semester hours may be accepted in transfer from two-year institutions. Current UNCG policy stipulates that courses completed in technical, vocational, or professional programs at community colleges or courses from technical colleges or proprietary institutions cannot be accepted in transfer.

Extension or Correspondence Credit

Credit for work completed in extension 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 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.

PLACEMENT EXAMINATIONS

Placement tests are given every summer during orientation (*STEP AHEAD*) and every semester during the advising and registration period. They are administered by the departments concerned. Students should check the course schedule booklet each semester for the exact dates and times during which the tests will be administered.

The results of placement tests on French, Latin, and Spanish are binding for student placement in courses. Students may enroll in mathematics courses at the level at which they place or in lower level courses. Students will not receive credit nor will they be exempt from University distribution requirements based on their performance on the tests.

French, Latin, and Spanish Placement Tests

Students who started French, Latin, or Spanish in secondary school and who are beginning their study of that language at UNCG must take a placement test. All transfer students returning to the study of French, Latin, or Spanish begun in high school but not previously pursued at the college level must also take the placement test. Students admitted with a two-unit language deficiency need not take the test. Students who are transferring credits in these languages from another college need not take the test in order to continue the same language at UNCG.

Mathematics Placement Tests

Placement tests in mathematics are mandatory for all freshman students and for all upperclass students who wish to take a college-level math course for the first time.

Placement Without Credit

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 endeavors.

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

Graduation

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 Academic Advising and Support Services and should be entered on the student's record.

Examinations for Credit

In exceptional circumstances, students may attempt to establish academic credit through a special examination upon the recommendation of the department or school and under the supervision of the Director of Academic Advising.

Only those courses which are designated by the department or school may be credited by special examination. The department of school shall administer a written examination, except in cases where mastery of techniques may be demonstrated in other formats. Applications for the exam shall be made to the Director of Academic Advising with the written permission of the head of the department or school, at least 30 days before the examination. A non-refundable fee will be charged, payable after the application has been approved.

Examinations must be taken before the last semester or 12-week summer session preceding the completion of the student's degree requirements. Students may not be tested in material for which they received high school credit, and transfer students may not extend the number of hours allowed in transfer by this method. Credit will not be given for a prerequisite to a course for which the student has already received credit. No examination may be given in a course for which the student has registered for audit.

No more than 12 semester hours may be earned toward graduation by this procedure. Credits earned in this manner may not be used to fulfill residency requirements.

A student must consult in advance with the faculty advisor and with the head of the department or school concerned and file evidence of having prepared for the exam. Assistance should be given to the student in developing reading lists and other source material.

Results of all examinations shall be reported to the Registrar before the first day of the next registration period. Credit, but no grade points, will be granted when the level of performance is C or better.

GRADUATION

At the beginning of the semester or summer session 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 grade point average of at least 2.0 on all hours undertaken.

At least 36 of the last 60 semester hours must be at the 300-level or above and no more than 12 of the last 60 semester hours may be at the 100-level.

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 Director of Academic Advising, students may take 15 of their last 60 hours at another approved institution.

All students 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 may meet the general University requirements for graduation as stated in the UNCG Undergraduate Catalog for the year they entered, or any subsequent year while they are enrolled. The catalog life is seven years.

Transfer students may also graduate under the UNCG Undergraduate Catalog in effect the year they initiate their college courses, or any subsequent year while they are enrolled.

Special programs may require that students meet requirements as stated in the current catalog. Students should consult the major department for specific information.

Application for Graduation

All undergraduate students are required to file an **application for graduation** in the Registrar's Office at the beginning of the semester in which they plan to graduate. This application is required for processing the final degree audit and for ordering diplomas. The deadline dates for filing are published each year in the University Calendar. **The deadline dates for undergraduates to file for the 1991-92 academic year are:**

- Tuesday, October 1, 1991 for those graduating in December 1991
- Friday, January 24, 1992 for those graduating in May 1992
- Wednesday, July 8, 1992 for those graduating in Summer 1992

Undergraduates who do not file applications for graduation by the published deadlines may petition to the Director of Academic Advising and Support Services for an exemption.

Graduation with Honors

The designation of graduation with honors is based on all courses (including the last semester's work) for which grades and grade 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. This does not include hours for which credit and grade points have been received by special examinations.

Other Regulations

Honors are awarded to graduating seniors as follows:

Summa cum laude (with highest honor)

-achievement of a minimum grade point average of 3.90

Magna cum laude (with great honor)

-achievement of a minimum grade point average of 3.70

Cum laude (with honor)

-achievement of a minimum grade point average of 3.50

Commencement Participation Policy

Students completing all degree requirements by the end of the spring semester are encouraged to participate in May Commencement. Students completing degree requirements by the end of the Summer Session or by the end of the fall semester are encouraged to participate in the December Convocation and/or the following May Commencement.

Only those students whose degree requirements are completed by the end of the spring semester are authorized to participate in the May Commencement ceremony.

Students who do not apply for May graduation before the published deadline, or who do not complete degree requirements before the date designated in the University Calendar for final clearance, may apply for graduation in August or December and may participate in the December Convocation and/or the **following** May Commencement.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

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 advisor, and the Director of Academic Advising. The total load may not exceed 12 hours including undergraduate credit.

Students should be advised that approval for dual registration does not guarantee nor constitute acceptance into any graduate program.

Students must apply for admission to a graduate program before requests for dual registration can be approved, but do not have to be formally admitted until the end of the semester in which credit is earned.

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.

Chapter 4

ACADEMIC PROGRAMS

UNDERGRADUATE PROGRAMS

UNCG offers six 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 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	45	semester hours (minimum)
b. Major subject and related areas	60	semester hours (maximum)
c. Elective	<u>17</u>	semester hours (minimum)
	122	
2. A grade point average on the hours attempted of not less than 2.0
3. At least 36 semester hours of courses at the 300 level or above.
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 and Human Performance; Human Environmental Sciences; Music; Nursing — have structured their individual degree programs to comply with this all-University degree framework.

COURSES LEADING TO DEGREES
1901-02

The College prescribes two courses of study, of five years each, leading respectively to the degrees of Bachelor of Arts (A.B.), and Bachelor of Science (B.S.).

from the
Tenth Annual Catalogue
of the State Normal and Industrial College
Greensboro, N.C.,
1901-02

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. 56-61). Satisfying these requirements permits a student to pursue a major either in Arts and Sciences or in one of the professional schools.

Studies leading to the baccalaureate degree are offered in the programs listed on the following pages.

AREAS OF STUDY

THE COLLEGE OF ARTS AND SCIENCES

(Degree is **Bachelor of Arts** unless otherwise stated)

Acting (B.F.A.)	Dept. of Communication and Theatre
* Anthropology	
Archaeology	Special Programs in Liberal Studies
Art (Studio)	
* Art Education I (General) (B.F.A.)	
* Art Education II (Studio Art) (B.F.A.)	
Art History	
* Biology	
Black Studies (minor)	Special Programs in Liberal Studies
Broadcast Journalism	Dept. of Communication and Theatre
* Chemistry (B.A., B.S.)	
Christianity, Study in (minor)	Special Programs in Liberal Studies
Classical Archaeology	Dept. of Classical Studies
Classical Civilization	Dept. of Classical Studies
Classical Studies (minor)	
Communication Studies	Dept. of Communication and Theatre
Computer Science (minor)	Dept. of Mathematics
Design (B.F.A.)	Dept. of Art
Design and Technical Theatre Direction (B.F.A.)	Dept. of Communication and Theatre
Drama (B.A., B.F.A.)	Dept. of Communication and Theatre
* Education of the Deaf (B.S.)	Dept. of Communication and Theatre
English	
* English — High School Teaching	
* French	Dept. of Romance Languages
General Speech	Dept. of Communication and Theatre
* Geography	
* German	
Gerontology (2nd major and minor)	Special Programs in Liberal Studies
Greek Language and Literature	Dept. of Classical Studies
* History	
History and Philosophy of Science	Special Programs in Liberal Studies
International Business Studies	Special Programs in Liberal Studies
International Studies	Special Programs in Liberal Studies
* Latin Language and Literature	Dept. of Classical Studies
Linguistics	Special Programs in Liberal Studies
* Mathematics (B.A., B.S.)	
Media Production	Dept. of Communication and Theatre
Painting (B.F.A.)	Dept. of Art
Philosophy	
* Physics (B.A., B.S.)	
* Political Science	
* Psychology	

* Teacher Education program is available in this area

Academic Programs

Religious Studies

Russian Studies

Sculpture (B.F.A.)

*Sociology

*Spanish

*Speech Communication

Speech Pathology and Audiology (B.S.)

Statistics

*Theatre Arts

Women's Studies

Special Programs in Liberal Studies

Dept. of Art

Dept. of Romance Languages

Dept. of Communication and Theatre

Dept. of Communication and Theatre

Dept. of Mathematics

Dept. of Communication and Theatre

Special Programs in Liberal Studies

JOSEPH M. BRYAN

SCHOOL OF BUSINESS AND ECONOMICS

(Degree is **Bachelor of Science** unless otherwise stated)

Accounting

*Business Education

*Business Education/Information Processing

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

Financial Management

Human Resources

International Business Studies (B.A.)

Management

Management Information Systems

*Marketing Education

Marketing

Merchandising Management

Office Systems Administration

Operations Management

Risk Management and Insurance

Dept. of Accounting

Div. of Business & Marketing Teacher Education

Div. of Business & Marketing Teacher Education

Dept. of Economics

Dept. of Finance

Dept. of Management and Marketing

Special Programs in Liberal Studies

Dept. of Management and Marketing

Dept. of ISOM

Div. of Business & Marketing Teacher Education

Dept. of Management and Marketing

Dept. of Management and Marketing

Dept. of ISOM

Dept. of ISOM

Dept. of Finance

SCHOOL OF EDUCATION

(Degree is **Bachelor of Science**)

*Elementary Education (K-6)

Dept. of Pedagogical Sciences and Supervision

*Middle Grades Education (6-9)

Dept. of Pedagogical Sciences and Supervision

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

(Degree is **Bachelor of Science** unless otherwise stated.)

Dance (B.F.A.)

Dept. of Dance

*Dance Teacher Education

Dept. of Dance

Health Education - Community Health Education

Dept. of Public Health Education

*Health Education - School Health Education

Dept. of Public Health Education

Exercise Science and Sports Studies

Dept. of Exercise and Sport Science

*Physical Education Teacher Education

Dept. of Exercise and Sport Science

Leisure Services Management	Dept. of Leisure Studies
Therapeutic Recreation	Dept. of Leisure Studies
Travel, Tourism, and Commercial Recreation	Dept. of Leisure Studies

SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

(Degree is **Bachelor of Science**)

Applications in Child and Adolescent Dev. in the Family	Dept. of Child Dev. and Family Rel.
Applications in Adult Dev. and Aging in the Family	Dept. of Child Dev. and Family Rel.
Developmental Foundations in Preschool Educ.	Dept. of Child Dev. and Family Rel.
Dietetics	Dept. of Food, Nutrition, and Food Service Mgt.
Home Economics in Business and Community Services	Dept. of Child Dev. and Family Rel.
*Home Economics Teacher Education	Dept. of Child Dev. and Family Rel.
Interior Design	Dept. of Housing and Interior Design
Research Foundations in Child Dev. and Family Rel.	Dept. of Child Dev. and Family Rel.
Restaurant and Food Service Mgt.	Dept. of Food, Nutrition, and Food Service Mgt.
Social Work	Dept. of Social Work
*Social Work - Certification in School Social Work	Dept. of Social Work
Textile Products Marketing	Dept. of Clothing and Textiles
Textile Products Design	Dept. of Clothing and Textiles

SCHOOL OF MUSIC

(Degree is **Bachelor of Music** unless stated otherwise)

General Music (B.A.)
Music History (B.A.)
Performance
Performance: Jazz Studies
Composition
*General Music Education (Choral)
*Instrumental Music Education

SCHOOL OF NURSING

(Degree is **Bachelor of Science in Nursing**)

Nursing

Academic Programs

SPECIAL PROGRAMS IN LIBERAL STUDIES

(Degree is **Bachelor of Arts**)

Major Concentration

Archaeology
Gerontology (second major only)
History and Philosophy of Science
International Business Studies
International Studies:
 Area 1, 2, or 3 (second majors only)
 European Studies (second major only)
Linguistics
Russian Studies
Student-designed majors (e.g., Environmental Studies)
Women's Studies

Minor Concentration

All concentrations in which majors are listed plus:

Black Studies
Christianity, Study in
International Studies
 African Studies
 Asian Studies

OTHER PROGRAMS

Freshman Seminars
Honors Program
Medical Technology (B.S.M.T.)
Preprofessional Programs
 Dentistry
 Engineering
 Law
 Medicine
 Pharmacy
 Physical Therapy
 Veterinary Medicine
Plan II
Residential College
Study Abroad

ALL-UNIVERSITY LIBERAL EDUCATION REQUIREMENTS (AULER)

New All-University Liberal Education Requirements (AULER) were approved by the Faculty Council in April 1988. **Undergraduates beginning their college careers in Fall 1991 will be the first group of students who must meet these requirements.**

Forty-five semester hours of course work comprise a **minimal** core of fundamental knowledge and intellectual skills which the faculty at UNCG believe all university-educated persons should possess. These hours are organized into the following areas:

All-University Liberal Education Requirements by Areas	Semester Hours
1. Analytic and Evaluative Studies A study of abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values: includes ethics, metaphysics, epistemology, historiography, religious thought and traditions, and cultural anthropology.	3
2. British or American Literature A study of selected major works of prose and poetry written in Britain or the United States.	3
3. Fine Arts A study of how ideas and feelings are shaped into artistic form in the visual arts, theatre, cinema, dance, or music.	3
4. Historical Perspectives on Western Culture A study from an historical point of view of formative periods in Western culture, looking at fundamental ideas, institutions, philosophical traditions, or literary and artistic masterpieces.	3
5. Mathematics A study of major concepts, theories, methods, and applications of the mathematical sciences.	3
6. Natural Science A study of basic physical or biological sciences with attention to the methods of scientific investigation.	6
7. Non-Western Studies A study of fundamental cultural forms, expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions.	3
8. Reasoning and Discourse Training in reasoning well, reading critically, writing cogently, or speaking persuasively.	6
9. Social and Behavioral Sciences A study of individuals, society, and human institutions and systems with an emphasis on the effect of social and environmental factors on individual experiences and behavior, and on the structures and mechanisms of societies.	6
10. World Literature A study of selected major works of prose and poetry written outside of Britain and the United States.	3
11. Electives Six additional hours in a foreign language at any level or from any of the areas specified above.	6
Total Semester Hours Required by AULER	45

Liberal Education Requirements

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.

Courses satisfying these requirements have been approved by the appropriate University Instructional Area committee, the College Undergraduate Studies Committee (College of Arts and Sciences), the College Council of the College of Arts and Sciences and the Undergraduate Curriculum Committee. Each committee has reviewed from a different perspective the courses proposed. Guidelines followed in the selection process included: selecting only those courses considered to be fundamental, basic, and central to the instructional category; keeping the number of courses in each category as small as possible, emphasizing **breadth** of coverage rather than **depth** of examination; and, preferring courses open to freshmen and sophomores that have no prerequisites.

All degree programs have AULER requirements. With few exceptions, the full 45 semester hours are required. Certain professional programs have been permitted to reduce slightly the number of AULER credits required in order to meet accreditation or licensing standards. The details are clearly shown in the descriptions of these special professional programs. **In addition, some programs such as in the College of Arts and Sciences may exceed the requirements in several categories. These differences are noted in the appropriate description of College/School requirements for a particular program.**

The list of courses which satisfy AULER may be modified from time to time. The Fall/Spring Semester Schedule of Courses and the student's advisor are two additional sources of information on the status of courses meeting the requirements. As of the date of this publication, the following courses have been selected to satisfy the requirement in the areas designated. The appropriate distribution designation (AE, BL, FA, HP, MT, NS, NW, RD, SB, WL) also appears after the description of courses in the respective departments.

All-University Liberal Education Courses by Area Semester Hours

ANALYTIC AND EVALUATIVE STUDIES (AE) 3

Anthropology 213, 360
History 311, 360, 366
Honors 208
Philosophy 111, 119, 121, 231
Political Science 105
Religion 110, 207, 309, 365

BRITISH or AMERICAN LITERATURE (BL) 3

Communication and Theatre 320
English 105, 106, 107, 211, 212, 251, 252, 331, 339, 340, 341, 375
Honors 205a

FINE ARTS (FA)	3
Art 105, 106, 323	
Communication and Theatre 121, 171, 221, 250, 323, 582	
Dance 100, 200, 201, 202, 323	
Honors 205c	
Music 214, 241, 323	
HISTORICAL PERSPECTIVES ON WESTERN CULTURE (HP)	3
Classical Civilization 201, 202, 211, 212, 323	
Communication and Theatre 205	
Freshman Seminar in Historical Perspectives on Western Culture 101, 102	
History 103, 211, 212, 251, 252, 301, 302, 356, 357, 369, 374	
Philosophy 252	
Religion 202, 204, 210, 231	
Western Civilization 101, 102	
MATHEMATICS (MT)	3
Mathematics 112, 119, 121, 191	
Statistics 108	
NATURAL SCIENCE (NS)	6
Anthropology 253, 331	
Biology 101, 102, 103, 104, 105, 107, 108	
Chemistry 103, 104, 106, 110, 111, 114, 111L, 114L	
Food and Nutrition 213	
Freshman Seminar in Natural Science 104, 104L	
Geography 103, 111, 211, 212	
Honors 207a, 207b	
Physics 101, 102, 203, 209, 235, 291, 292, 305	
Psychology 223, 223L	
NON-WESTERN STUDIES (NW)	3
Anthropology 100, 325, 330, 333, 335, 337	
Communication and Theatre 586	
Geography 104, 114, 303	
History 203, 204, 215, 216, 239, 240, 361, 377, 381	
International Studies 233	
Music 343	
Political Science 290, 391	
Religion 205, 211, 221, 351	
Sociology 242, 300	
REASONING AND DISCOURSE (RD)	6
English 101 and one of the following courses:	
Communication and Theatre 105, 231, 341	
English 102, 223, 224, 301	

Liberal Education Requirements

Freshman Seminar in Reasoning and Discourse 103
Philosophy 115, 211

SOCIAL AND BEHAVIORAL SCIENCES (SB) 6

Anthropology 201, 212, 258
Child Development and Family Relations 212, 302
Communication and Theatre 106, 240
Economics 101, 201, 202
Geography 105, 202, 301, 344
Health 360
Honors 206
Political Science 200, 210, 240, 260
Psychology 221, 312, 341, 345
Sociology 201, 211, 222, 232
Social Work 311

WORLD LITERATURE (WL) 3

Classical Civilization 205, 306, 321, 324, 325
English 201, 202, 315, 371
French 222, 303, 307, 308
German 217, 218
Honors 205b
Italian 222
Religion 315
Russian 201, 202, 313, 315
Spanish 222, 305, 306

ELECTIVES 6

Six additional hours from any of the areas specified above or in a foreign language at any level.

TOTAL SEMESTER HOURS 45

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, sociology, and Spanish are affected by these requirements. For these students the liberal education requirements are structured in six broad categories. In addition to some courses in the ten general areas of knowledge described above, 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. 56-61). Students who satisfy the College requirements will also satisfy the All-University requirements.

Major Requirements

Each school or department establishes the course requirements for each major program, concentrations within a major, and 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 courses of study in consultation with appropriate faculty.

Students desiring to pursue Plan II should be advised that there is no guarantee that their proposed program will lead to graduation until it has been fully approved. Developing a program is a time consuming process, often taking one year from initial intent to final approval. Students must file a statement of intent to pursue Plan II in the Office of Academic Advising and Support Services prior to registering for their last 45 hours. Required steps have been adopted by the University Curriculum Committee for approving Plan II programs. The following is an abbreviated description of the procedures that should be followed:

1. Consult with the Director of Academic Advising and Support Services regarding general requirements and procedures. All general University requirements must be met by any Plan II program.
2. Select a faculty advisor with expertise in the interdisciplinary major.
3. Select another member of the faculty to serve on an advisory committee.
4. Develop a formal proposal with the committee.
5. Have the proposal approved by a representative of the University Curriculum Committee.

Minor modifications to an approved Plan II program may be made if approved by both the faculty advisor and the Director of Academic Advising and Support Services. Other modifications require the full process outlined.

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 Provost. If enrollment does not justify continuation of a class, the class may not be offered.

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 the course satisfies. All these symbols are explained below.

Program and Course Schedule Symbols

ACC	Accounting	HEA	Health
ATY	Anthropology	HIS	History
ART	Art	HEB	Home Economics in Education and Business
BIO	Biology	HSS	Honors Program
BKS	Black Studies	HID	Housing & Interior Design
BME	Business & Marketing Teacher Education	ISM	Information Systems & Operations Management
CHE	Chemistry	INS	International Studies
CDF	Child Development & Family Relations	ITA	Italian
CCI	Classical Civilization	LAT	Latin
CTX	Clothing & Textiles	LES	Leisure Studies
CED	Counseling & Specialized Educational Development	LIS	Library/Information Studies
CEF	Curriculum & Educational Foundations	MGT	Management and Marketing
COM	Communication & Theatre	MAT	Mathematics
CSC	Computer Science	MLS	Liberal Studies
DCE	Dance	MUS	Music
EAR	Educational Administration, Higher Education, & Educational Research	NUR	Nursing
ECO	Economics	PHI	Philosophy
ENG	English	PHY	Physics and Astronomy
ESS	Exercise and Sport Science	PSC	Political Science
FIN	Finance	PSS	Pedagogical Studies & Supervision
FMS	Freshman Seminars Program	PSY	Psychology
FNS	Food, Nutrition, & Food Service Management	REL	Religious Studies
FRE	French	RCO	Residential College
GEO	Geography	RUS	Russian
GER	German	SWK	Social Work
GRO	Gerontology	SOC	Sociology
GRK	Greek	SPA	Spanish
		STA	Statistics
		WCV	Western Civilization
		WMS	Women's Studies

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.

Two course numbers separated by a comma indicate a sequence of two courses with closely related content.

All-University Liberal Education Requirement Abbreviations (AULER)

[AE], [BL], [FA], [HP], [MT], [NS], [NW], [RD],[SB], [WL] . Courses approved as meeting requirements in the general areas of knowledge are indicated by one (or more) of the following abbreviations in brackets at the end of the course description: AE-Analytic and Evaluative Studies; BL-British or American Literature; FA-Fine Arts; HP-Historical Perspectives on Western Culture; MT-Mathematics; NS-Natural Science; NW-Non-Western Studies; RD-Reasoning and Discourse; SB-Social and Behavioral Sciences; WL-World Literature.

College of Arts and Sciences Liberal Education Requirement Abbreviations (CLER)

[CAE], [CBL], [CFA], [CFL], [CHP], [CLS], [CMT], [CNW],[CPS], [CRD], [CSB], [CWL] . Courses approved to satisfy the liberal education requirements in the College of Arts and Sciences are indicated by one of the above abbreviations in brackets at the end of the course description: CAE - Analytic and Evaluative Studies; CBL - British or American Literature; CFA - Fine Arts; CFL - Foreign Language; CHP - Historical Perspectives on Western Culture; CLS - Life Science; CMT - Mathematics; CNW - Nonwestern Studies; CPS - Physical Science; CRD - Reasoning and Discourse; CSB - Social and Behavioral Sciences; CWL - World Literature.

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.

Changes in Degree Requirements and Other Regulations

The University reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the University. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

THE COLLEGE OF ARTS AND SCIENCES

Walter H. Beale, Professor and Dean of the College

Timothy D. Johnston, Associate Professor and Associate Dean

Robert E. Cannon, Associate Professor and Assistant 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, and Sociology. It also includes the Residential College and the Center for Critical Inquiry in the Liberal Arts, which sponsors such cross-disciplinary programs as Special Programs in Liberal Studies, the Honors Program, Freshman Seminars, and the Master of Arts in Liberal Studies 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 that 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.

Liberal education characteristically has 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 general requirements:

COLLEGE REQUIREMENTS

1. Writing-Intensive Courses

To emphasize the importance of writing both as an essential skill and as a tool for learning, **the College requires** students to take four Writing-Intensive courses.

- a. At least one of the four Writing-Intensive courses must be in the lower division (200 and below), at least one in the upper division (300 and above), and the College recommends at least one in the student's major.
- b. Students transferring to UNCG as sophomores are required to take three Writing-Intensive courses, distributed as in 1-a above. Students transferring to UNCG as juniors are required to take two Writing-Intensive courses.

2. Learning Proficiencies (15 semester hours)

a. 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. (Also see Freshman Seminars Program, p. 342.)

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 in a foreign language: French, German, Greek, Italian, Latin, Russian, or Spanish. 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 (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 104, 105, or 106; or 223 or 224 with approval of the instructor
- (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 217, 218, 315, or 316; Russian 201, 202, 313, 314, 315, 316, or 511; Classical

Civilization 205, 305, 306, 321, 324, 325, 397, or 398; English 201 or 202.

(2) Any two of the following courses in the study of language: Classical Civilization 206; 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.

3. **Historical Perspectives on Western Culture: College Core Course in 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.

4. **Humanities** (12 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 from designated courses 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 6 semester hours: one course in British or American literature from designated courses offered by the departments of Communication and Theatre and English, and one course in world literature from designated courses offered by Classical Studies, English, German and Russian, and Romance Languages.

c. Analytic and Evaluative Studies

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 from designated courses offered by History, Philosophy, Political Science, and Religious Studies.

5. **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), one course in life science (biology, nutrition, physical anthropology, or psychology), and one laboratory course.

6. **Non-Western Studies** (3 semester hours)

The College requires 3 semester hours from designated courses offered by Anthropology, Communication and Theatre, Geography, History, International Studies, Political Science, Religious Studies, or Sociology.

7. **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, child development and family relations, communication science, economics, geography, political science, public health education, psychology, social work, or sociology.

All students in the College must fulfill the foregoing **College Requirements** before graduation; for B.F.A. and B.S. degrees, consult major requirements.

Requirements for 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.

All-University Liberal Education Courses (AULER) Required by the College

1. Writing-Intensive Courses

Four courses:

- a. at least one lower-division course (200 and below);
- b. at least one upper-division course (300 and above);
- c. one course in student's major recommended.

Students who obtain a score of 5 on the English Advanced Placement Literature and Composition examination are exempted from one of the required lower-division writing-intensive courses. Contact the Department of English for further information.

The Writing-Intensive courses offered each semester are designated "W" in the printed **Schedule of Courses**.

2. Learning Proficiencies (divided into three categories)

a. Reasoning and Discourse (CRD)

Six hours required:

ENG 101 plus one of the following: COM 105, 231, 341; ENG 102, 223, 224, 301; PHI 115, 211; RCO 101; Also see Freshman Seminars Program, p. 342.

b. Foreign Language (CFL)

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; Native Speakers of foreign languages see p. 57.

c. Mathematics (CMT)

Three hours required:

MAT 112, 119, 121, 191; STA 108

3. Historical Perspectives on Western Culture (CHP) - Core Course

Six hours required:

WCV 101, 102; Also see Freshman Seminars Program, p. 342.

4. Humanities (divided into three categories)

Twelve hours required as specified

a. Fine Arts (CFA) (3 hours)

ART 105, 106, 323; COM 121, 171, 221, 250, 323, 582; DCE 100, 200, 201, 202, 323; ¹HSS 205c; MUS 214, 241, 323

b. Literature (6 hours)

(1) British or American Literature (CBL) (3 hours)

COM 320; ENG 105, 106, 107, 211, 212, 251, 252, 331, 339, 340, 341, 375; ¹HSS 205a

¹Honors Program courses; see pp. 344-345 for details and requirements.

(2) World Literature (CWL) (3 hours)

CCI 205, 305, 306, 321, 324, 325; ENG 201, 202, 315, 371; FRE 222, 303, 307, 308; GER 217, 218; ¹HSS 205b; ITA 222; REL 315; RUS 201, 202, 313, 315; SPA 222, 305, 306

c. Analytic and Evaluative Studies (CAE) (3 hours)

ATY 213, 360; HIS 311, 360, 366; ¹HSS 208; PHI 111, 119, 121, 231; PSC 105; REL 110, 207, 309, 365

5. Natural Science

Nine to ten hours required including one laboratory course (indicated by an asterisk), and at least one course from each category

a. Physical Science (CPS) (3-7 hours)

CHE 103, 104*, 106, 110*, 111, 111L*, 114, 114L*; GEO 103, 111*, 211*, 212*, ¹HSS 207a; PHY 101*, 102*, 203, 209, 235, 291*, 292*, 305*

b. Life Science (CLS) (3-7 hours)

ATY 253*, 331; BIO 101, 102, 103, 104, 105, 107*, 108*; FNS 213; ¹HSS 207b; PSY 223, 223L*; also see Freshman Seminars Program, p. 342.

(Note: Students may not take both PSY 223 and PSY 221 for credit.)

6. Non-Western Studies (CNW)

Three hours required:

ATY 100, 325, 330, 333, 335, 337; COM 586; GEO 104, 114, 303; HIS 203, 204, 215, 216, 239, 240, 361, 377, 381; INS 233; MUS 343; PSC 290, 391; REL 205, 211, 351; SOC 242, 300

7. Social and Behavioral Sciences (CSB)

Nine hours required: three courses from three different departments

ATY 201, 212, 258; CDF 212, 302; COM 106, 240; ECO 101, 201, 202; GEO 105, 202, 301, 344; HEA 360; ¹HSS 206; PSC 200, 210, 240, 260; PSY 221, 312, 341, 345; SOC 201, 211, 222, 232; SWK 311

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 above the 100-level that meet requirements in the major 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 counts towards the total hours in the major.

¹Honors Program courses; see pp. 344-345 for details and requirements.

Minor Requirements

Most 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

A student may take a second major in conjunction with the first major. This program requires a minimum of 24 semester hours in each of two approved majors. All requirements of each major must be met; 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 College departments 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 Director of Academic Advising and Support Services so that an advisor can be appointed in each major.

Special Academic Programs (see Chapter 5)

- Freshman Seminars
- Honors Program
- Medical Technology
- Plan II
- Preprofessional Programs
- Residential College
- Special Programs in Liberal Studies
- Study Abroad
- Teacher Education



Students at UNCG enjoy a high level of interaction with their faculty.

DEPARTMENT OF ANTHROPOLOGY

(426 Graham Building)

Joseph B. Mountjoy, Professor and Head of Department

*Professors Baber, Fitzgerald, Helms; Assistant Professors Coleman, McIrvin, Sandford;
Lecturers Bruner, Matheny*

Anthropology is a broad discipline which includes physical anthropology — the study of humans as biological animals; cultural anthropology — the study of humankind in a cultural perspective; archaeology — the recovery and interpretation of ancient human biological and cultural remains; and linguistics — the study of language in culture and society.

The undergraduate major provides extensive training in all four areas. Non-western 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. The biological and cultural evolution of humans is explored through investigation of ancient remains and comparisons with our closest animal relatives - the primates.

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 business. In such settings, the knowledge which they have can be applied to the solution of human problems.

A number of anthropology courses carry both All-University (AULER) Area credit and College of Arts and Sciences (CLER) credit as outlined below.

ATY 213 and 360	Analytic and Evaluative Studies (AE and CAE)
ATY 253 and 331	Natural Science (NS) and Life Science (CLS)
ATY 100, 325, 333, 337	Non-Western Studies (NW and CNW)
ATY 201, 212, and 258	Social and Behavioral Science (SB and CSB)

Note that students may not use courses from the same department toward satisfaction of both the NS and the SB portions of the All-University Liberal education requirement. Two courses (ATY 385 and 387) may be used by students with a hearing impairment or communication disability to satisfy the College foreign language requirement.

ANTHROPOLOGY MAJOR (Bachelor of Arts)

Required: 122 semester hours

The **Anthropology Major** provides training in human biological, social and behavioral science within the broader framework of a liberal arts education. The program presents a holistic view of the nature of humans in society, past and present, through courses in linguistics, prehistory, biological anthropology, and cultural anthropology. It provides a solid foundation for both a basic liberal arts education and more specialized advanced study.

Majors who are interested in obtaining certification to teach social studies in North Carolina secondary schools through their anthropology program should consult their department advisor. Also see the **Teacher Certification in Social Studies** section of this catalog (p. 377).

Departmental courses are offered within a four-semester sequence to facilitate students meeting requirements for the major within a two-year period. Copies of the course sequence are available in the department office. Students should, however, begin to schedule required courses for the major at the earliest opportunity, preferably prior to the junior year.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

24-36 semester hours in anthropology above the 100 level to include the following courses:

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 advisor. 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

A minimum of 15 semester hours in anthropology selected from the following courses:

ATY 212, 213, 253, 360, 387, 411.

ANTHROPOLOGY COURSES (ATY)

For Undergraduates

- 100 Contemporary Non-Western Cultures (3:3).** A survey of contemporary non-Western societies which emphasizes their distinctive cultural characteristics and how these relate to changes taking place in the world today. Freshmen only. [NW, CNW].
- 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. [SB, CSB].
- 212 General Anthropology (3:3).** Survey of general anthropology. Includes an inquiry into human origins, prehistory and comparative study of culture. Open to freshmen. [SB, CSB].
- 213 Cultural Anthropology (3:3).** "Cultural anthropology" attempts to stimulate interest in basic questions about human nature and human adaptation, including major theoretical approaches, the nature of field work, and an examination of selected topics. [AE, CAE].
- 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. [NS, CLS].
- 258 World Prehistory (3:3).** Development of culture from its paleolithic beginnings through the rise of early civilizations. [SB, CSB].
- 325 Race and Culture Contact in the Caribbean (3:3).** Types of social systems and cultural patterns in the West Indies arising from relations between Europeans, West Africans, and Asians, with implications for development, social change and identity. [NW, CNW].
- 330 Cultures of North American Indians (3:3).** Ways of life, both aboriginal and contemporary, of indigenous people of North America. [NW, CNW].
- 331 Human Variation (3:3).** Physical differences within and between human populations: their source and effect. [NS, CLS].
- 333 Latin American Societies and Cultures (3:3).** Tribal and peasant groups with special emphasis on their place in contemporary Latin America. [NW, CNW].
- 335 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. [NW, CNW].
- 337 Cultures of the Pacific (3:3).** Ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology and culture contact. [NW, CNW].
- 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.
- 348 Man and the Future (3:3).** Role of anthropology in understanding human problems

Anthropology

- of today and tomorrow. Emphasis on the sociocultural dimension of human problems and their solutions.
- 357 Monkeys, Apes, and Humans (3:3).** An overview of primatology — the study of prosimians, monkeys, apes, and humans. Involves in-depth study of selected primates as well as discussion of major theoretical issues and ways in which the study of nonhuman primate behavior helps illuminate human evolutionary history.
- 360 Modern Archaeology (3:3).** Analysis and evaluation of methods, theories and concepts necessary for recovery and interpretation of cultural information about past societies relevant for anthropological goals. Includes issues of historiography, epistemology and ethics. [AE, CAE].
- 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.
- 385 Language and Culture (3:3).** A survey 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.
- 387 Modern Linguistics (3:3).** Systematic investigation of the general properties of language, 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.
- 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.
- 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.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 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.
- 520 Economic Anthropology (3:3).** An analysis of the economic organization of tribal and peasant peoples with special attention given to their participation in a world economy; emphasis is on economic models of social change. Pr. 212, 213, or 3 hours of social science.
- 524 Applied Anthropology (3:3).** Application of anthropological method and theory in situations of directed sociocultural change.
- 529 Culture Change (3:3).** Development of culture and analysis of acculturation stemming from contacts of peoples of different cultural heritages.
- 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.

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 Aztec and Maya) and relationships with adjacent areas. Pr. consent of instructor.

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.

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.

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

557 Primate Behavior (3:3). An overview of primatology and of methods for studying the behavior of prosimians, monkeys, and apes. Involves experience in data collection, computerized data analysis, and producing a scientific report. Pr. 253 or consent of instructor.

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.

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.

576 Culture and Personality (3:3). Cross-cultural analysis of effect and influence of culture and group membership on development of personality.

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.

587 Foundations of Linguistic Theory (3:3). An in depth study of modern linguistic theory and its historical antecedents. An extensive background in a language related discipline is required. Application of linguistic theory will be included. Pr. consent of instructor.

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)

Porter Aichele, Associate Professor and Head of Department

Professors Barker, Collins, Goldstein; Associate Professors Doren, Kotani, Laymon, Lee, Leeds, Maggio, Martin, Rice, Wasserboehr; Assistant Professors Billingsley, Gerhart, Gottsegen, Kelleher

The Department of Art offers the following degree programs:

- B.F.A., art major, concentrations in art education I & II, design, painting, and sculpture
- B. A., art major, concentrations in studio art and art history
- 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 a good, broad university education and a specialization in art. The department emphasizes the B.F.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 a vocational 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.

Freshman art majors are encouraged to contact Academic Advising and be assigned an Art Department faculty advisor as soon as possible.

In areas relative to the department's programs, the facilities are excellent. The foundry is one of the several largest university foundries in the country. The printmaking, ceramics, photography, and fibers studios are exceptional.

Weatherspoon Gallery's active exhibition program of approximately 40 exhibits per year displays the best of contemporary art. The student develops their 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 not identical in the B.A. and the B.F.A. programs. The B.F.A. program requires a heavier studio load.

Courses in drawing, painting, and sculpture (courses in the 20's, 30's, and 50's series) tend to emphasize working from observation. Still life, landscape and interior environments, and the human figure are the primary sources of study from which students work toward developing basic artistic/observational skills. 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.

Course fees are required in certain studio courses where models are used, or where art supplies are provided by the department.

Courses at the 100 level are available to all non-art majors.

ART MAJOR (Bachelor of Fine Arts)

Concentration in

- Design (including Ceramics, Fiber Crafts, and Photography)
- Painting (including Drawing and Printmaking)
- 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.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

Core Courses for All Concentrations

1. ART 105 or 106
2. Four art history courses above 100 level
3. Art 120, 140, 150, 220, 221
4. 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

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 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.

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

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements**ART EDUCATION I (GENERAL ART) CONCENTRATION**

1. ART 105 or 106
2. Four additional courses in Art History above the 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 (junior year); 363, 365, 463, and 465 (senior year)
8. Concentration in one studio area of 9 semester hours in addition to the introductory courses

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. AULER requirements as identified within each major to include 3 semester hours of mathematics, 3 semester hours of science, and 6 semester hours of social studies other than the major [select one course from two of the following: anthropology, sociology, economics, geography (excluding GEO 103), political science, history].
2. Speech clearance.
3. HEA 201.
4. Two semester hours in physical education.
5. PSY 221 General Psychology (PSY 223 may not be substituted)
6. CEF 381 The Institution of Education
7. PSS 450 Psychological Foundations of Education
8. PSS 470 Reading 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. Grade point average of at least 2.7
3. Art 360, Foundations of Art Education, which includes pre-student-teaching practicum
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 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.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those 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 the 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 the 100 level: 12 semester hours
4. Studio Art above the 100 level: 12-24 semester hours
5. Enrollment in independent study courses (optional for qualified students)

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 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. [FA, CFA].
- 106 Survey of Western Art (3:3).** Historic survey of painting, sculpture, and architecture from ca. 3000 B.C. to the twentieth century. [FA, 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.
- 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.
- 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.
- 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 woven 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 film 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.
- 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.
- 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.
- 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.
- 306 Modern Art (3:3).** Visual arts in the West from ca. 1790 to the present. Pr. 105 or 106 or junior standing.
- 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.
- 321 Life Drawing II (2:1:3).** Continuation of 221. May be repeated for credit with consent of instructor and department head. Pr. 221.
- 323 The Arts as Human Experience (3:3).** An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. Same as COM 323, DCE 323, MUS 323. [FA, CFA].
- 328 Watercolor Painting (2:1:3).** Special techniques and pictorial problems of transparent paint media. Pr. 120, 220.
- 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.

- 342 Graphic Design with a Computer (3:3).** Introduction to using a computer for graphic design and drawing. Emphasis on studio problems and applications. Pr. 140 or permission of instructor.
- 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 Foundations of Art Education (3:2:1).** An introduction to the art theoretical and philosophical foundations for Art Education K-12. A field placement practicum in schools or other appropriate settings is included. A prerequisite for student teaching. 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. 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 loom weaving including pattern drafting. Introduction of off-loom techniques. 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.
- 375 Metal Crafts II (2:1:3).** Continuation of 275. Pr. 275.
- 381 Ceramics II (2:1:3).** Wheel thrown forms; glazing and decorating techniques. Pr. 281 or consent of instructor.
- 382 Ceramic Glaze Techniques (2:1:3).** Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. Pr. 281.
- 385 Photography II (3:1:6).** Special techniques including those used in research laboratory; work with special types of film. Students must purchase films and papers. Pr. 285 or portfolio and permission of instructor.
- 386 Motion Photography II (2:1:3).** Intermediate course in motion photography requiring planning and execution of a complete film involving advanced techniques of animation and rephotographing/printing. Pr. 286. Not offered every year.
- 387 Color Photography (3:3).** An introduction to the basic processes used to produce color photographs, and to an understanding of color photography as art. Pr. 285.

- 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 the student's 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.
- 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.
- 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.
- 418 History of Photography (3:3).** A lecture course in the exploration of the photographic image, how it was produced, how it has evolved, and the work of the photographers who make it an art. Pr. Art 105 or 106, or permission of the instructor.
- 419 Experimental Course: Women Artists (3:3).** A historical survey of women artists through intensive and critical study of selected women artists. Emphasis on twentieth-century and contemporary women artists. Pr. 105 or 106, and 306.
- 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 very 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 (6:1:10).** Supervised student teaching at the elementary school level. Pr. senior standing with 2.5 GPA or above; PSS 450, ART 363, 365.
- 465 Student Teaching in the Secondary School (6:1:10).** Supervised student teaching at the secondary school level. Pr. senior standing with 2.5 GPA; PSS 450, ART 364, 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 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p 345).
- 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. May be repeated for credit with consent of department head. 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

- 520 Anatomy for the Artist (3:2:2).** Visual analysis of the human form with an emphasis on the skeleto-muscular system. ART 150 or permission from the instructors.
- 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).**
- 609 **The Monument (3:3).**
- 611 **The Teaching of Art from Vasari to Albers (3:3).**
- 612 **Expressionism (3:3).**
- 613 **Realism (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).**
- 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).**
- 669 **Special Problems in Art Education (3).**
- 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. (0).**
- 801 **Graduate Registration. (0).**



The new Anne and Benjamin Cone Art Building now houses the prestigious Weatherspoon art collection as well as provides classroom space for students.

DEPARTMENT OF BIOLOGY

(312 Eberhart Building)

Robert E. Gatten, Jr., Professor and Head of Department

Professors Bates, Lutz; Associate Professors Cannon, Hendrickson, Kirchoff, Lacey, Lombardi, McCrady, Morrison, Stavn; Assistant Professors L.Curtis, Henrich, Lepri, Rublee; Instructors J. Curtis, Patrick; Lecturers Cutter, Horton, Jones, Pelli, Randall, Somers

Adjunct Faculty: *Adjunct Associate Professor Hicks, Adjunct Assistant Professors Anderson, Baldi, Beaver, Kelly*

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.

The Biology wing of the Eberhart Building is a modern facility with space for classroom and laboratory instruction and space for research by students and faculty.

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 will aid in the quest for solutions to many biological problems.

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 environmental biology. Research is emphasized and is a major component of faculty activity. Both study and laboratory facilities are available to advanced undergraduates.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Biology

Major Requirements

All majors are required to complete BIO 101, 102, 107 and 108 or their 8-semester-hour equivalent (determined by transfer credit or by departmental committee).

In addition to BIO 101, 102, 107 and 108, majors are required to complete 27-36 semester hours in biology. In meeting this requirement for hours above the 100 level, all majors are required to take a minimum of five courses selected from five of the six core categories.

1. Cell and Biochemistry: BIO 355, 535, 581
2. Development: BIO 353, 364
3. Diversity: BIO 322, 341, 524, 570
4. Ecology: BIO 301
5. Genetics and Evolution: BIO 330, 592
6. Physiology: BIO 277, 324

Related Area Requirements

Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 114, 114L
2. MAT 119 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

Teacher Education Requirements

Secondary Subject-Area Certification in Biology

Undergraduates seeking secondary teacher certification in biology must satisfy the requirements for the B.A. degree in Biology and must also complete Geography 103, Mathematics 121, and Physics 305. See additional information in this catalog under the subject of Teacher Education.

Students seeking admission to the UNCG Teacher Education Program with a major in Biology must meet the following minimum requirements of the Department of Biology:

1. Completion of a minimum of 9 semester hours in biology courses, with at least 6 of those hours from courses taken at UNCG.
2. A biology course grade point average of at least 2.5 for biology courses completed at UNCG.

Students already admitted to the UNCG Teacher Education Program with a major

in Biology who are seeking admission to Student Teaching must meet the following requirements of the Department of Biology:

1. Completion of a minimum of 18 semester hours of biology courses, with at least 15 of those hours from courses taken at UNCG.
2. A biology course grade point average of at least 2.5 for biology courses completed at UNCG.

Initial "A" Certification

Students with an undergraduate degree who are seeking Initial "A" Certification in Biology must complete the requirements for a B.A. in Biology at UNCG with a biology grade point average of 2.5 or better. Course selection must be completed in consultation with the Head of the Department of Biology. Students who have already taken biology courses as part of their undergraduate program should contact the Head of the Department of Biology to determine if any of those courses can be accepted as meeting some of the requirements for "A" certification in Biology at UNCG.

Questions about the above requirements should be directed to the Head of the Department of Biology.

Electives

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

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, 280, or 581, students should contact the head of the Department of Biology.

BIOLOGY MINOR

A minimum of 17 hours in biology, including BIO 101, 102, 107 and 108 (or their equivalent), with at least one course from each of two of the six biology core categories, is required for a minor in biology.

BIOLOGY SECOND MAJOR

A minimum of 24 hours in biology, including BIO 101, 102, 107 and 108 with at least one course from each of five of the six biology core categories, and CHE 114 and 114L are required for a second major in Biology.

CONCENTRATION IN BIOLOGY

A total of 24 semester hours including 101, 102, 107 and 108 and at least one course from each of three of the six core areas is required for a concentration in Biology.

BIOPSYCHOLOGY SECOND MAJOR

This second major is designed for students interested in behavior and the structure and function of nervous systems. Topics will span molecular, cellular, organ, and organismal levels. Each student seeking to complete this second major must complete

Biology

the basic requirements and then select additional courses in Biology and Psychology with the approval of the Biopsychology Second Major Advisory Committee (contact either the Head of the Department of Psychology or the Head of the Department of Biology).

Basic requirements: BIO 277; CHE 114, 114L; MAT 119; and PSY 425, 450, 453.

Additional requirements: a minimum of nine additional hours in Biology courses and three additional hours in Psychology courses.

Strongly recommended: CHE 351, 352, 354; MAT 191, 292; and PHY 101, 102.

BIOLOGY COURSES (BIO)

For Undergraduates

- 101 Principles of Biology I (3:3).** For majors. Prerequisite for upper level biology courses. Emphasizes the cellular basis of life, energetics, and homeostasis. Students must take BIO 107 concurrently unless they have credit for an equivalent laboratory course. [NS, CLS].
- 102 Principles of Biology II (3:3).** For majors. Prerequisite for upper level biology courses. Continuation of 101. Emphasizes reproduction, genetics, and evolution. Students must take BIO 108 concurrently unless they have credit for an equivalent laboratory course. Pr. 101 and 107. [NS, CLS].
- 103 Introduction to Biology I (2:2).** For non-majors. Prerequisite for 200-level biology courses only. Biology majors should take BIO 101. Emphasizes the cellular basis of life, energetics, and homeostasis. Students must take 107 concurrently unless they have credit for an equivalent laboratory course. [NS, CLS].
- 104 Introduction to Biology II (2:2).** For non-majors. Prerequisite for 200-level biology courses only. Continuation of 103. Emphasizes reproduction, genetics, and evolution. Students must take 108 concurrently unless they have credit for an equivalent laboratory course. Pr. 103 and 107. [NS, CLS].
- 105 Major Concepts of Biology (3:3).** For students not planning to take additional biology courses. Introduction to the major ideas about life including reproduction, genetics, evolution, energetics, and ecology. Emphasis placed on the derivation of ideas. Students may not take both 101 (or 103) and 105 for credit. [NS, CLS].
- 106 Plants and Civilization (2:2).** Introduction to uses of plants and fungi in human society.
- 107 General Biology Lab I (1:0:3).** Laboratory work to accompany Biology 101 and 103. One of the latter two courses must be taken concurrently. [NS, CLS].
- 108 General Biology Lab II (1:0:3).** Laboratory work to accompany Biology 102 and 104. One of the latter two courses must be taken concurrently. Pr. 101 or 103. [NS, CLS].
- 131 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: p/np.
- 271 Mammalian Anatomy (4:3:3).** Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat. Pr. 101-102 or 103-104.
- 277 Mammalian Physiology (4:3:3).** Human physiology with emphasis on homeostatic mechanisms. Pr. 101-102 or 103-104 and high school chemistry with grade of C or better.
- 280 Fundamentals of Microbiology (3:2:4).** General survey of microscopic life and its impact on medicine, public health, industry, agriculture and the environment. Recommended for non-biology majors. Credit cannot be given for this course and BIO 581. Pr. 101-102 or 103-104.

The remaining courses (300-, 400-, 500-, and 600-levels) require the successful completion of BIO 101-102 and 107-108:

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.

320 Marine Biology (3:3). An introduction to marine organisms and their habitats; special attention given to adaptations necessary for marine life, physical oceanography, and basic ecological principles; one weekend coastal field trip is required.

322 Plant Morphology (3:2:3). Plant kingdom from an evolutionary point of view, with emphasis on structure, function, reproduction, habitat and probable phylogenetic relationships.

324 Plant Physiology (3:2:3). Physiological processes involved in plant growth and behavior including effect of environmental factors. Pr. CHE 114, 114L.

325 Biological Clocks (3:3). Descriptive survey of behavioral and physiological rhythms in humans and other animals, including circadian, tidal, lunar, seasonal and circannual cycles, with ecological considerations and implications for human health. Pr. 277.

330 Biological Evolution (3:3). Survey of modern systematics and the biological mechanisms responsible for diversity among living forms.

340 Vascular Plant Anatomy (4:3:3). Principles of plant structure and function are studies in lecture and laboratory. Emphasis is placed on structure and evolution of the major tissues of vascular plants.

341 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.

353 Vertebrate Morphogenesis (4:3:3). Comparative anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and

microscopic study of stages of embryonic development.

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. CHE 114 or equivalent.

364 Developmental Biology (4:3:3). A survey of developmental processes in plants and animals. Topics will include fertilization, achievement of multicellularity, cell determination and differentiation, pattern development, and the genetic regulation of such processes.

372 Histology and Microtechniques (3:2:4). Study of microscopic anatomy of mammalian tissues with emphasis on correlating structures visible under the light and electron microscopes with their functions. Useful in biological research and medicine.

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.

379 Neurobiology (3:3). Descriptive overview of chemical transmission in nervous systems from invertebrates to man. Sensory processing, ionic conductance at synapses and axons, neural circuits and pathways in the brain will be analyzed. Pr. 277 and consent of the instructor.

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 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p 345).

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499 Biological Problems (1 to 3). Individual Studies: Biological research culminating in a written report or an internship. Times by arrangement. May be repeated for up to 6 hours credit with departmental permission. Pr. consent of instructor.

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. consent of instructor; elementary physics recommended.

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 and evolution of plants. Emphasis is placed on the family and generic levels with examples drawn from the local flora. Principles of classification are also stressed.

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). Emphasis on current areas of active research with reference to applied problems. Pr. 301, 581, or equivalent or permission of instructor.

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 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. Pr. permission of instructor.

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. 353 or permission of instructor.

560 Symbiosis (3:2:3). Symbiotic interactions of living organisms will be explored from an evolutionary perspective. Metabolic, genetic, behavioral, and ecological adaptations which allow symbioses to be formed and maintained will be discussed. Pr. 9 hours in biology above the 100-level.

570 Natural History of Vertebrates (3:2:3). Classification, identification, and phylogeny of all classes of vertebrates, with field work.

- 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. 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 (3:3).** 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. 592. Not offered every year.
- 589 Experimental Course: Sensory Biology (3:3).** To be offered in Fall 1991.
- 592 Genetics (3:3).** Mendelism and modern trends in genetics. Pr. 3 hours of biology above the 100-level 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. 592.
- 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: s/u.

For Graduates

- 630 Seminar in Ecology (3:3).**
- 631 Seminar in Microbiology (3:3).**
- 632 Seminar in Biochemical Genetics (3:3).**
- 633 Seminar in Biochemistry. (3:3).**
- 634 Seminar in Mammalian Cytogenetics (3:3).**
- 635 Seminar in Evolution and Systematics (3:3).**
- 636 Seminar in Biochemical Systematics (3:3).**
- 655 Advanced Topics in the Biochemical Literature (3:3).**
- 656 Advanced Topics in Plant Physiology (3:3).**
- 657 Advanced Topics in Animal Physiology (3:3).**
- 658 Advanced Topics in Morphogenetic Processes in Development (3:3).**
- 659 Advanced Topics in Development (3:3).**
- 660 Advanced Topics in Animal Morphology (3:3).**
- 661 Advanced Topics in Genetics (3:3).**
- 662 Advanced Topics in Biochemical Systematics (3:3).**
- 663 Advanced Topics in Animal Ecology (3:3).**
- 664 Advanced Topics in Plant Ecology (3:3).**
- 665 Advanced Topics in Cytogenetics (3:3).**
- 666 Advanced Topics in Microbiology (3:3).**
- 695 Techniques in Biological Research (3:2:3).**
- 699 Thesis (3 to 6).**
- 800 Graduate Registration (0).**
- 801 Graduate Registration (0).**

DEPARTMENT OF CHEMISTRY

(221 Petty Building)

Michael Farona, Professor and Head of Department

Professors Barborak, Herman, Jezorek, Knight, Miller, Nile; Associate Professors Banks, Forrester, Vanselow, Walsh; Assistant Professor Rives; 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 and Master of Education degrees 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 its rigorous requirements for undergraduate professional training in chemistry.

Students who elect chemistry as a major include those planning to work directly in the 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. Many 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 5.

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 the 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

chedules, the student should work closely with a chemistry advisor to be certain that the proper sequence of chemistry and related area courses is taken with regard to the prerequisites.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those 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, 502 (audit), 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 should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in mathematics are advised. Additional chemistry courses, up to 36 hours above the 100 level, may be taken.

Teacher Certification

Additional requirements for teacher certification, beyond the Chemistry Major (B.A.), are listed in Chapter 5. In addition, students must take 6-8 credits in biology and/or earth science chosen from the following:

- a. BIO 101, 102, 107, 108 or BIO 103, 104, 107, 108
- b. GEO 103 and one or more of GEO 111, 205, 211, 212. CHE 252 is also recommended.

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 the chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's requirements for undergraduate professional training. German is strongly

Chemistry

recommended as the foreign language choice. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

34-42 semester hours in chemistry above the 100 level

CHE 111, 111L, 114, 114L, 242, 331, 333, 351, 352, 354, 371, 442, 461, 462, 463, 464, 501, 502 (audit), 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, 553, 556, 570; BIO 535, 536, 538; CSC 236, 342; MAT 293, 311, 340, 390, 394; PHY 321, 323, 325, 327, 512, 513, 521

Electives

Electives should be sufficient to complete the 122 semester hours required for the 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)

or Undergraduates

- 03 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, nuclear chemistry, stoichiometry, and solutions. Not open to students who have already taken 111. CHE 110 must be taken concurrently unless student takes CHE 104 or CHE 111 later. *[NS, CPS]*.
- 04 General Descriptive Chemistry II (3:3).** Applications of the principles introduced in 103 to representative inorganic, organic, and biological systems. Topics include equilibrium, acid-base chemistry, and introductory organic and biochemical concepts. Pr. 103 or permission of instructor. CHE 110 must be taken concurrently unless taken with CHE 103. *[NS, CPS]*.
- 06 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 textiles, environmental, consumer, biological, and drug chemistry. Not open to students who have already taken 111 or 103. CHE 110 is recommended. *[NS, 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 103 or 104. Also may accompany 106. Elementary and middle school education students must enroll in special sections. *[NS, CPS]*
- 111 General Chemistry I (3:3).** Fundamental principles of chemistry, including stoichiometry, atomic 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. *[NS, CPS]*.
- 111L General Chemistry I Laboratory (1:0:3).** Laboratory work to accompany 111. The latter course must be taken concurrently. *[NS, 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. 111, 111L. *[NS, 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. *[NS, 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.
- 242 Inorganic Chemistry (2:2).** Introduction to descriptive inorganic chemistry, including oxidation-reduction, electrochemistry, acid-base and coordination chemistry. Pr. 114, 114L. Farona, Nile, Walsh.
- 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, 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.
- 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.
- 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, Knight.
- 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.
- 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. 242, 351. 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. 242, 461, or 506 (may be taken concurrently). Faron, Nile, Walsh.
- 461 Physical Chemistry I (4:4).** Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions and electrochemistry. Pr. MAT 292 and PHY 292. Vanselow, Miller, Rives.
- 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. Miller, Rives, 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). Rives.
- 464 Physical Chemistry II Laboratory (1:0:4)** Additional laboratory work primarily in kinetics and the determination of molecular structure. This is a writing emphasis course. Must be taken concurrently with 462 and 463. Rives.
- 491, 492 Independent Study (1 to 3), (1 to 3).** Directed program of independent study and research for the qualified student. Pr. two years of chemistry and permission of department head and instructor under whom student wishes to work.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 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. Pr. 371, senior standing. 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 general chemistry, MAT 191, one year of physics. Miller, Rives, Vanselow.
- 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 102 or 292. Herman, Jezorek.

- 33 Instrumental Analysis Laboratory (1:0:4).** Laboratory work to accompany 531. Pr. 531 concurrently. Herman, Jezorek.
- 36 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.
- 53 Advanced Organic Chemistry I (3:3).** Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Pr. 352. Banks, Barborak, Knight.
- 56 Biochemistry (3:3).** Biochemistry presented from a chemical perspective. Topics covered include the structure of biomacromolecules, enzyme mechanisms, metabolic pathways, and biochemical genetics. Pr. 352; 461 or 506. Banks.
- 70 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. Permission of instructor.
- 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, 371. Banks, Barborak, Knight, Nile, Walsh.

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).**
- 662 Advanced Physical Chemistry II (3:3).**
- 670 Advanced Special Topics in Chemistry (1 to 6).** 670a Analytical, 670b Biochemistry, 670c Inorganic, 670d Organic, 670e Physical.
- 680 Research Problems in Chemistry (1 to 6).** 680a Analytical, 680b Biochemistry, 680c Inorganic, 680d Organic, 680e Physical.
- 699 Thesis Research in Chemistry (6).**
- 800 Graduate Registration (0).**
- 801 Graduate Registration (0).**



In the mid-1890s, students work with microscopes in a biology class. Students were required to take courses in Botany, Physical Geography, and Chemistry during their first two years at the Institution.

DEPARTMENT OF CLASSICAL STUDIES

(237 McIver Building)

Susan C. Shelmerdine, Associate Professor and Head of Department

Associate Professor Soles; Assistant Professor Dix; Visiting Assistant Professors Beall, Frost; Lecturers Danford, Wharton

The Department of Classical Studies provides a comprehensive approach to the study of the ancient Greek and Roman world. The Department believes that students should have a solid foundation in the language, history, and culture of Greek and Roman civilization. To this end, the program is designed to ensure that all students gain proficiency in the Greek or Latin language, as well as a broad understanding of Classical literature in its cultural and historical context, the influence of Graeco-Roman civilization on the conceptions and values of Western civilization, and the methods of critical inquiry which are central to the discipline of Classical Studies.

The Department offers a wide variety of courses in English on mythology, archaeology, literature and culture, as well as courses in ancient Greek and Latin at all levels. Courses with a CCI prefix require no knowledge of either language; GRK courses require reading of texts in Greek and LAT courses require reading of texts in Latin. The following departmental courses also satisfy AULER categories as designated: CCI 201, 202, 211, 212, 323 (Historical Perspectives on Western Culture); CCI 205, 305, 306, 321, 324, 325 (World Literature).

Students also have an opportunity in the summer to visit Athens, Rome, and other parts of the Classical world, to participate in archaeological excavation, and to earn semester hours of credit through CCI 393, 394, 401, or 450; GRK 393, 394; LAT 393, 394; or through Study Abroad Programs.

CLASSICAL STUDIES MAJOR (Bachelor of Arts)

Required: 122 semester hours

The Department offers a B.A. in Classical Studies, with four distinct concentrations in Greek Language and Literature, Latin Language and Literature, Classical Civilization, and Classical Archaeology. All four concentrations offer a broad liberal arts experience which provides an excellent foundation for a variety of careers including law, business, government, journalism, and teaching.

The **Greek Language and Literature** and the **Latin Language and Literature** concentrations are designed to ensure a solid preparation in the chosen language and to acquaint students with those works which form the origin of European literature, history, and philosophy. These concentrations prepare students for graduate work in the Classical languages and literature and for secondary school language teaching.

The **Classical Civilization** and **Classical Archaeology** concentrations provide a solid and wide-ranging background for understanding the origin and development of our Western ideas, values, languages, institutions, attitudes, and art. The **Classical Civilization** concentration is an excellent second major, particularly for those interested in any area of primary or secondary school teaching. The **Classical Archaeology** concentration is intended especially for students wishing to pursue graduate work in Classical Archaeology. Students interested in other areas of archaeology should also consider the Interdepartmental Program in Archaeology. (See pp. 358-359)

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

24-36 hours distributed as follows in one of the four possible concentrations:

- 1) Greek Language and Literature
 - a) 15 hours in Greek language above the 100 level
 - b) 6 hours in literature in translation
 - c) 3 hours in Greek archaeology or history
- 2) Latin Language and Literature
 - a) 15 hours in Latin language above the 100 level
 - b) 6 hours in literature in translation
 - c) 3 hours in Roman archaeology or history
- 3) Classical Civilization
 - a) 12 hours in either Greek or Latin above the 100 level
 - b) 12 hours in civilization (literature in translation, archaeology, ancient history)
- 4) Classical Archaeology
 - a) CCI 211, CCI 212 (6 hours)
 - b) 6 additional hours in Archaeology to be chosen from: CCI 312, 313, 314
 - c) 9 hours in classical literature in translation or ancient history
 - d) 3 hours in either Greek or Latin at the intermediate level (203 or 204)

Under special circumstances and with the permission of the Department Head, some substitutions for required courses may be allowed.

Classical Studies

Related Area Requirements

No specific courses required.

Electives

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

CLASSICAL STUDIES AS A SECOND MAJOR

Required: 24 semester hours.

See the description of major requirements listed above. The **Classical Civilization** concentration is particularly recommended for students in the Teacher Education program who need a second major and are satisfying their language requirement by taking Greek or Latin.

CLASSICAL STUDIES MINOR

Required: 15-21 semester hours.

The **Classical Studies Minor** complements majors in a variety of fields including anthropology, art, English, foreign languages, history, philosophy, and religious studies. Requirements are flexible enough to permit students to develop and extend their major plan of study. The minor consists of 15 to 21 hours in courses to be worked out with the department advisor as best suited to each student's academic program.

TEACHER CERTIFICATION IN LATIN

The Department of Classical Studies cooperates with the School of Education to prepare students for teaching Latin at the secondary level. The aim of the departmental program is three-fold:

- 1) to promote proficiency in Latin by providing courses which focus on grammatical analysis and reading of Latin texts with understanding, and which cover a range of genres and authors;
- 2) to make available a full variety of courses in literature, civilization, and advanced language training to ensure students a broad base of cultural and linguistic experiences;
- 3) to promote an understanding of and appreciation for the Classical foundations of the Western tradition both within and beyond the university setting.

Students seeking teacher certification in Latin are required to take a minimum of 27 semester hours distributed as follows:

- 1) 15 hours in Latin above the 100 level.
* 6 hours in Greek may be counted towards this requirement.
 - 2) 3 hours in Latin Grammar and Composition (LAT 431)
 - 3) 6 hours in Classical Literature in translation
 - 4) 3 hours in Classical archaeology or history (Roman recommended)
-

In addition, students must meet additional requirements in General and Professional Education (see Teacher Education Chapter). For further information concerning these requirements students should consult with their advisor from the Department of Classical Studies.

CLASSICAL CIVILIZATION COURSES (CCI)

Courses in English Translation

(No knowledge of Greek or Latin required.)

For Undergraduates

- 201 Introduction to Classical Civilization: The Greeks (3:3).** Introduction to Greek civilization from its beginnings to the Hellenistic age. Lectures and discussion will focus on the development of Greek literature, thought, and art in the context of society. [HP].
- 202 Introduction to Classical Civilization: The Romans (3:3).** Introduction to Roman civilization from its beginnings to the Roman Empire. Lectures and discussion will focus on the development of Roman literature, thought, and art in the context of society. [HP].
- 205 Mythology (3:3).** Great myths of the world with emphasis on their literary and artistic representations. Greek and Roman mythologies stressed; Norse and other myths included when possible. Only primary sources read. [WL, CWL].
- 206 Classical Origins of the English Language (3:3).** Analysis of Greek and Latin prefixes, stems, and suffixes used in English. Emphasis on the history of beliefs, institutions, and traditions reflected in the Greek and Latin elements.
- 209 The Ancient World (3:3).** Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. (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. [HP].
- 212 Introduction to Classical Archaeology (Rome) (3:3).** Archaeological consideration of the Italian Peninsula with emphasis on the Etruscan sites and Rome. [HP].
- 305 Classical Tragedy (3:3).** Study of Greek tragedians of Athens in the fifth century and their subsequent influence on later literature. Readings from Aeschylus, Sophocles, Euripides, and Seneca. [WL, CWL].
- 306 Classical Comedy (3:3).** Study of Greek comedy in the fifth and fourth centuries and its subsequent influence on later literature. Readings from Aristophanes, Menander, Terence, and Plautus. [WL, CWL].
- 312 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.
- 313 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.
- 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.
- 321 The Archaic Age (3:3).** Study of the Greek Archaic period, from the end of the Homeric Age to the dawn of the Classical era. Focus on literature, art, and religion within their social context. [WL, CWL].
- 323 The World of Alexander the Great. (3:3).** An introduction to the Hellenistic period of Greek civilization, emphasizing its art and architecture, its religion and literature in their historical context. [HP].

Classical Studies

- 324 The Age of Cicero (3:3).** Introduction to Roman literature and society in the first century B.C. Focus on the development of the genres of Latin literature and the relationship between politics and literature. [WL, CWL].
- 325 The Age of Augustus (3:3).** Introduction to Roman literature and society during the reign of Augustus. Focus on the development of Latin epic poetry, historical writing, and elegy, and the relationship between authors and Emperor. [WL, CWL].
- 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. (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. (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. (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. (Same as HIS 355.)
- 393, 394 Classical Studies Abroad (3:3), (3:3).** Extensive reading in Greek and Latin literature in translation, ancient history and archaeology, selected in accordance with student needs. For students participating in foreign study programs. Pr. permission of department.
- 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*.
- 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.
- 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.
- 405 Advanced Studies in Mythology (3:3).** Study of selected myths from Greece, Rome, and comparative cultures. Focus on original literature, supplemented by ancient and modern critical works. Topics will vary; see description for each term. Pr. CCI 205 or permission of the instructor.
- 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.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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)

These courses require the reading of texts in Greek.

For Undergraduates

- 50 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: (P/NP).
- 201, 202 Elementary Greek (3:3), (3:3).** Introduction to ancient Greek. Two semester sequence includes essentials of grammar and reading of selections from Xenophon, Plato, New Testament and others. Emphasis on understanding principles of grammar and developing skills for reading Greek. GRK 201 offered every fall. Pr. 201 prerequisite to 202.
- 203, 204 Intermediate Greek (3:3), (3:3).** Designed to develop proficiency in the reading of ancient Greek and introduce students to Greek literature. Fall semester: Prose (Plato, Herodotus, etc.) Spring semester: Poetry (Homer or Greek tragedy). Pr. 202 or permission of instructor; 203 prerequisite to 204. [CFL].
- 303, 304 Greek Drama (3:3), (3:3).** Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes. Pr. 204, or permission of instructor.
- 311 The Greek Orators (3:3).** Selections from the works of Greek orators; emphasis on Antiphon, Lysias, Isocrates, and Demosthenes. Pr. 204, or permission of instructor.
- 312, 313 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.
- 331 The New Testament (3:3).** Selections from the New Testament. Pr. 204, or permission of the instructor.
- 341 Homer (3:3).** Selections from *Iliad* and *Odyssey*. Pr. 204, or permission of instructor.
- 350, 351 Special Topics in Greek Studies (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. Pr. 203, 204.
- 393, 394 The Study of Greek Abroad (3:3), (3:3).** Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs. Pr. 204 and permission of department.
- 401 The Greek Epic (3:3).** Selections from the works of Homer, Hesiod, and Apollonius of Rhodes. Pr. 204, or permission of instructor.
- 403 Greek Lyric Poetry (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.
- 405 Hellenistic Poetry (3:3).** Selections from Hellenistic poetry; emphasis on Callimachus and Theocritus. Pr. 204, or permission of instructor.
- 421 The Greek Philosophers (3:3).** Selections from the Presocratics, Plato, Aristotle, and representatives of the Hellenistic schools. Pr. 204, or permission of instructor.
- 450 Seminar in Greek Studies (3:3).** Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Pr. 204, or permission of instructor.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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 Studies (3:3). Studies in selected topics in Greek literature or language, e.g., the development of a genre, the nature of a 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)

These courses require the reading of texts in Latin.

For Undergraduates

101,102 Elementary Latin (3:3), (3:3). Introduction to Latin. Two semester sequence includes essentials of grammar and selected readings. Emphasis on understanding principles of grammar and developing skills for reading Latin. Pr. 101 prerequisite to 102.

203, 204 Intermediate Latin (3:3), (3:3). Designed to develop proficiency in the reading of Latin and introduce students to Latin literature. Fall semester: Prose (Caesar, Cicero, etc.). Spring semester: Poetry (selections from Virgil's *Aeneid I-VI*). Pr. 102 or permission of instructor; 203 prerequisite to 204. [CFL].

301 Roman Lyric Poetry. (3:3). Selections from the poetry of Catullus and Horace. Pr. 204, or permission of instructor.

302 Roman Letters and Men of Letters (3:3). Selections from the letters of Cicero, Pliny, and Seneca. Pr. 204, or permission of instructor.

303 Roman Drama (3:3). Selections from the tragedies of Seneca and their influence on Renaissance drama. Pr. 204, or permission of instructor.

311 The Roman Orators (3:3). Selections from the speeches and rhetorical works of Cicero and of other Roman orators. Pr. 204, or permission of instructor.

312 The Roman Historians: The Republic (3:3). Works of Julius Caesar, Sallust's *Catiline*, and extensive selections from Cicero's letters and orations. Pr. 204, or permission of instructor.

321 Roman Satire (3:3). Study of the satires of Persius, Horace, and Juvenal; emphasis on Juvenal; influence on the eighteenth century. Pr. 204, or permission of instructor.

350, 351 Special Topics 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.

393, 394 The Study of Latin Abroad (3:3), (3:3). Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs. Pr. 204 and permission of department.

401 Virgil (3:3). Virgil's *Aeneid VII-XII*; reading from the *Eclogues* and *Georgics*. Pr. 204, or permission of instructor.

405 Poetry in the Age of Augustus (3:3). Survey of Latin literature from 40 B.C. to 14 A.D.; selections from Virgil, Horace, the elegiac poets, and Ovid. Pr. 204, or permission of instructor.

412 The Roman Historians: The Empire (3:3). Selections from works of Livy and Tacitus. Pr. 204, or permission of instructor.

421 Roman Philosophical Writings (3:3). Selections from essays of Cicero, *De Rerum Natura* of Lucretius and essays of Seneca. Pr. 204, or permission of instructor.

431 Latin Grammar and Composition (3:3). Intensive study of Latin grammar, syntax, and prose style; includes reading of Latin texts and translation into Latin from English. Required for "A" certification in Latin. Pr. 204, or permission of instructor.

450 Seminar in Latin Studies (3:3). Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Pr. 204, or permission of instructor.

- 471 Medieval and Renaissance Latin (3:3).** Selections from medieval prose and poetry; the *Moriae Encomium* of Erasmus. Pr. 204, or permission of instructor.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

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

- 531 Advanced Latin Grammar and Composition (3:3).** Composition of longer, continuous prose passages in different literary styles and verse composition in various meters. Pr. 331 or permission of instructor.
- 550 Topics in Latin Studies (3:3).** Studies in selected topics in Latin literature or languages, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme. May be repeated once for credit when topic varies.
- 589 Experimental Course: Teaching First Year Latin (3:3).** Offered in Summer 1991.



New freshmen gather on September 15, 1938 in Rosenthal Gym for Fall Registration. All 638 of them were required to take a foreign language during their first two years at the College, regardless of their intended major. In the 1890's, students had been required to take four years of a foreign language (Latin, German, or French).

DEPARTMENT OF COMMUNICATION AND THEATRE

(200 Taylor Building)

Robert C. Hansen, Professor and Head of Department

Professors Batcheller, Glenn, Jellicorse, Smith, Tedford; Associate Professors Behm, Bell, Fadely, Fragola, Jones, Newton, R. Prater, E. Shroyer, Strong; Visiting Associate Professors Goldstein, Wren; Assistant Professors Boyd, E. Edwards, Frierson, Jirsa, Llewellyn, Natalie, Paludan, Ross; Visiting Assistant Professors Bernet, Compton, Hullihan; Lecturers Burwell, Etling, Ferguson, Fore, McCready, McDougald

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 art 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 through its offerings in Speech-Language-Pathology, Audiology, and Education of the Deaf. It conducts research through its Speech Science Laboratory and The Center for Auditory Research; 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 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 Audio 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. Radio and video co-curricular activities permit supervised 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, majors and nonmajors, working under professional guidance, supply the energy and talent of the Division's extensive

production programs: The UNCG Theatre, Studio Theatre, Workshop Theatre, Summer Theatre Program, and 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 and in performance projects. An interdivisional Communication Education Program provides supervision for the teacher certification curricula in Theatre Arts and 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.

The requirements stated below for admission to Departmental majors, concentrations, and options are minimum requirements, and marginal compliance with them does not automatically imply admission.

ADMISSION TO CLOSED COURSES

- a. Due to enrollment pressures and limitations on space in certain impacted courses, the Department adheres to the following policy governing enrollment in its courses:
 - (1) Students may be dropped from impacted courses even though they may have successfully completed the registration process. This process will conform to the priority system established below.
 - (2) Students not attending the first day of class may be dropped from the course.
- b. Priority for inclusion in a course will be based on the following criteria, in any order deemed appropriate:
 - (1) Successful prior completion of all prerequisite coursework.
 - (2) Graduate or Special Graduate student standing.
 - (3) Total number of semester hours earned toward graduation, **not** including hours currently being attempted.
 - (4) Overall GPA.
- c. Only those students who attempted preregistration will be considered for late placement in closed courses.

CRITERION FOR PROGRESSION IN THE MAJOR

Only grades of "C-" or better taken in Communication and Theatre courses will count towards completion of a major in the Department.

DRAMA MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The B.A. in Drama provides a broadly based approach for students who wish to emphasize theatre arts as an undergraduate major. A strong core of courses in stagecraft, acting, directing, playscript analysis, and theatre history is supplemented by additional work in performance, technical theatre, and cognate theatre studies. B.A. Drama Major have plentiful opportunities to develop analytical, communication, and presentational skills highly valued in university graduates; and B.A. Drama majors undertake work preparatory to teacher certification, nonspecialized employment in theatre and media and graduate studies in theatre.

B.A. drama students are required to complete two production assignments each semester during the freshman year and a total of five more during the sophomore, junior and senior years. COM 150 credit is granted for these assignments (see below).

The B.A. in Drama major may also include a program for certification in theatre arts as described below.

In accordance with Department policy, only grades of "C-" or better will count for credit in the major.

All Theatre Division majors are expected to read and abide by the policies published in the Theatre Division student handbooks, available by mail or in Taylor Building Room 202.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

36 semester hours in the major above the 100 level.

1. COM 106, 122, 153, and nine semester hours of 150 over four years. Junior transfer students must complete a minimum of five semester hours of COM 150. Senior transfer students must complete a minimum of three semester hours of COM 150
2. COM 201, 250, 541, 550, 580, 581, and 582

3. One Performance course selected from COM 112A, 251T, 252T, 320, 520, and 542
4. One Technical Theatre course selected from COM 365, 375, and 376
5. One course selected from COM 221, 301, 579, 586, 596, 597, and 598
6. Nine semester hours from categories 3 and/or 4 and/or 5 and/or COM 253, 366, 522
7. Six semester hours from among courses in Broadcasting/Cinema, Communication Studies, and Communication Disorders are allowed in addition to the maximum of 36 semester hours above the 100 level in Theatre

Teacher Certification Requirements for Theatre Arts Certificate

See **Teacher Education** in Chapter 5 for full explanation.)

Students in the Theatre Arts certification concentration must have and maintain a **2.7 GPA** for all work attempted for admission to teacher education and for acceptance into student teaching.

1. COM *105, 112, *121, 122, 153, 251T, 252T, 301, *320, 454, 528, 541, 542, 580, 581, 582, and 596
2. HEA 201
3. *Social and Behavioral Sciences requirement must include one semester each from two of the following: anthropology, sociology, economics, geography, or political science
4. *PSY 221
5. CEF 381, PSS 450, 465, 470, LIS 547
6. At least four pre-student teaching experiences and evidence of teaching readiness are required. These are based upon evaluations done by the Department.
7. Two semester hours in physical education

Students may seek **endorsement in Speech Communication** simultaneously by the addition of nine semester hours as follows: COM 207, 231, and 530.

Students may seek **certification in Speech Communication** simultaneously by the addition of twenty-one semester hours as follows: COM 205, 207, 231, 340, 530, and two from COM 331, 502, 531, or 532.

(* These requirements may be selected to satisfy College of Arts and Sciences and AULER liberal education requirements.)

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: talent, study, and practice. Only students who show evidence of talent 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

Communication and Theatre

enrollment for six semesters is required even when study is begun in the junior year. Transfer students who successfully remain in the B.F.A. curriculum must, therefore, spend a minimum of three years in residence at UNCG to complete the B.F.A. degree. There are no exceptions to this requirement. Students select from two concentrations: the B.F.A. in Acting or the B.F.A. in Design and Technical Theatre. Provisional admission is granted to the B.F.A. Acting Concentration students for their first year in the program. Retention beyond the first year in the B.F.A. in Acting is based upon application, audition, and selection in the spring semester of the provisional year. Provisional admission is granted to B.F.A. Design and Technical Theatre Concentration students for the first year in the program. Retention beyond the first year in the B.F.A. in Design and Technical Theatre is based upon application, review of project work, and selection in the spring semester of the provisional year. In both B.F.A. concentrations the total development of each student is continually under evaluation and is formally examined by the theatre faculty at least once each year. Continuance in the program depends upon the student's attitude, discipline, and achievement.

As part of developing the appropriate professional understanding, B.F.A. Acting students must complete two production assignments each semester in the freshman year and a total of five more assignments during their sophomore, junior, and senior years. Four of the B.F.A. Acting students' production assignments must be in technical-related activities. These should be enrolled for as COM 150A or 150B in the freshman year. B.F.A. Design and Technical Theatre students must complete two production assignments each semester in the freshman year and one assignment each semester in the sophomore, junior, and senior years. B.F.A. transfer students are required to complete two production assignments each semester for the first year in the program and one assignment each semester for the second and third years. COM 150 and COM 450 credit is earned for these production assignments as noted in the outline of requirements stated below.

B.F.A. students may not engage in theatre practice outside the Division without prior Divisional approval. The penalty for violation of this policy is exclusion from participation in Theatre Division production activities for one full semester following the semester in which the violation occurs. Any student (major or nonmajor) cast in a UNCG Theater, Summer Theatres Program, North Carolina Theatre for Young People, Studio Theatre, or Workshop Theatre production who drops out without Divisional approval after being cast cannot audition, nor will they be cast in other Division sponsored productions, for one full semester following the semester in which the violation occurs.

B.F.A. Acting and Design and Technical Theatre majors are required to complete an internship. The internship may be fulfilled in the UNCG Summer Theatre Program, in the North Carolina Theatre for Young People touring company, or in an intensive, off-campus theatre program that is approved by the Theatre Division faculty. Transfer students should make arrangements to schedule the internship as soon as possible. Internships must be approved prior to completion of the internship duties.

In accordance with Department policy, only grades of "C-" or better will count for credit in the major.

All Theatre Division majors are expected to read and abide by the policies published in the Theater Division student handbooks, available by mail or in Taylor Building, Room 202.

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements.

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 and one additional RD course	
9. Social and Behavioral Sciences (SB)	6
10. World Literature (WL)	3
11. AULER Electives	6

The above reflects a general waiver approved for this program for College of Arts and Sciences Liberal Education Requirements (CLER). Majors in this program are subject to AULER rather than College requirements.

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

ACTING CONCENTRATION

Major Requirements

1. Acting Studies: COM 112A, 190 repeated for one credit hour each semester for six semesters, 251, 252, 351, 352, 524, 590, 592, 599; two courses selected from COM 171, 253, 256, 320, 520, and 595.
2. Technical Theatre Studies: COM 122, 153; two courses selected from 365, 375, and 376.
3. Other Theatre Studies: COM 150 repeated for five semester hours, and COM 450 repeated for four semester hours, COM 201, 541, 580, 581, and 582.
4. Completion of approved internship.

Related Area Requirements

1. MUS 125, 126
2. DCE 349 and four additional dance courses selected in consultation with advisor.
3. ESS 170.
4. ENG 339 or 340.

DESIGN AND TECHNICAL THEATRE CONCENTRATION

Major Requirements

1. Design and Technical Theatre Studies: COM 122, 153, 365, 366, 375, 376, 522, 583, 584; six courses selected from COM 253, 256, 523, 533, 534, 535, 543, 544, 545, 547, 549, 553, and 595.
2. Performance Studies: COM 250 and 541.
3. Other Theatre Studies: COM 150 repeated for five semester hours, and COM 450 repeated for five semester hours, 201, 580, 581, and 582.
4. Completion of approved internship.

Related Area Requirements

1. ART 120, 140, 220, 221, and 222.

Electives

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

SPEECH COMMUNICATION MAJOR (Bachelor of Arts)

Required: 122 semester hours

Speech Communication is offered in three concentrations:

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 a special, interdivisional degree concentration which affords students an opportunity to develop a major that combines courses from two or more of the Department's Divisions. The degree option is intended for gifted students whose interests would not be easily accommodated by pursuing a degree in only one division.

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

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

Same as for Drama Major (B.A.) listed above.

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

COMMUNICATION STUDIES CONCENTRATION

1. ADMISSION REQUIREMENTS

- a. Students must be formally admitted to the Communication Studies Division to pursue a major. Only students with formal, written acceptance will be permitted to remain in those upper division courses so specified in section (e) below. Non-majors who wish to take these courses may seek permission from the instructor, but may not use those courses for a Communication Studies major without proper admission.

- b. Applicants to the Communication Studies Division's concentration in Speech, Rhetoric and Public Address, and Organizational Communication will be reviewed in light of the following criteria:
- (1) Completion of at least 1 semester at UNCG,
 - (2) Completion of at least the following core courses or their equivalents with grades of "C-" or better: COM 105, 106, 112, and 1 course from among COM 205, 206, 207, or 231, and
 - (3) A GPA of at least 2.50.
 - (4) Participation in the Public Relations concentration is by special permission of the Division. Spaces are limited to provide adequate facilities and faculty contact. In addition to meeting other requirements of the Division, students should have a 2.75 GPA and demonstrate strong writing and analytic skills. Concentration participants are selected by a faculty committee each year from the pool of qualified applicants. Academic standards are to be maintained throughout the student's participation in the concentration.
- c. The stated requirements for admission are minimum requirements, and simple compliance with them does not automatically imply admission. In all cases, admission is competitive and limited by space available in the programs of the Division.
- d. Students seeking admission to the Division as majors should proceed as follows:
- (1) Check to see that they meet the minimum requirements as described in section (b) above;
 - (2) Secure an official transcript from the Office of the Registrar;
 - (3) Secure an application form from the Office of Academic Advising or from the Division Office in 102 Ferguson building;
 - (4) Deliver both the completed application form and the official transcript to the Division Office in Ferguson 102.
 - (5) In some cases the Division may require additional information or an interview, so the application process should be initiated well in advance of registration.
- e. Permission of the Division is required to enroll in COM 331, 340, 342, 344, 345, 412, 413, 502, 505, 514, 530, 531, 538, 560, and 562. Students enrolled in these courses without permission are subject to removal.

2. CRITERIA FOR CONTINUING IN THE COMMUNICATION STUDIES DIVISION

- a. Maintaining the 2.5 minimum GPA;
- b. Demonstrating high quality oral and written communication skills in all dealings with the Division; and
- c. Complying with all University regulations including the Academic Honor Code as well as policies and procedures developed by the Division or Department.

3. MAJOR REQUIREMENTS

Only grades of "C-" or better count toward completion of the major, which must include 24-36 semester hours in the major above the 100 level including COM 105 or 341, 106, 112, 205, 207, 340 and 530, and one of the following concentrations:

- a. **Speech:** Other courses from among 206, 231, 320, 331, 333, 341, 343, 344, 345, 346, 493, 502, 505, 514, 520, 529, 531, 532, 537, 538, or approved substitute
- b. **Rhetoric and Public Address:** Other courses must include 231, 331, 505 or 531, 532 or 538, with additional hours from among 206, 320, 333, 341, 343, 344, 345, 346, 493, 502, 514, 520, 529, 505 or 531, 537, 538, 562, or approved substitute

Required cognate course: ENG 219 or ENG 223. ENG 224, 327, 319, 320, or 520 strongly recommended

- c. **Organizational Communication:** Other courses must include COM 413, 514, and two from among 344, 345, 560 or 562, with additional hours from among 206, 231, 331, 333, 341, 342, 343, 345, 346, 493, 502, 529, 532, 537, 538, 560, 562. COM 514 is a prerequisite for COM 413

Required cognate courses: MGT 200*, one from MGT 312 or 314 or SOC 351, and one from ENG 327, 520, or 524 or ISM 309

Recommended electives: STA 108, ISM 309, PSY 314, or one from ENG 520, or 527

- d. **Public Relations:** Other courses must include COM 342, 412, 561, and one from among COM 341, 505, and 531, with additional hours from among 206, 333, 340, 341, 343, 344, 345, 346, 493, 502, 514, 529, 532, 537, 538, and 561. Note that COM 342 is a prerequisite for both COM 412 and 561

Required cognate courses: ENG 219, and one from among ENG 223, 224, 319, 320, 327, or ISM 309

Recommended electives: MGT 200*, 320, SOC 331, ART 446, or MGT 424/PSY 524*

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

4. 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.

GENERAL SPEECH CONCENTRATION

1. Approval by the Department Head 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. The approved plan must be on file in the Departmental Office prior to registration for COM courses above the 100 level, and the plan may be changed only with the written approval of the Department Head.

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.
3. By the beginning of the sophomore year, all students in the General Speech concentration must have and maintain a 2.5 grade point average.

SPEECH COMMUNICATION TEACHER CERTIFICATION

Students in the Speech Communication Certification concentration must have and maintain a **2.7 GPA** for all work attempted for admission to teacher education and for acceptance into student teaching.

1. COM *105, *106, 112, *121, 122, 205, 207, 231, 251, *320, 340, 343 or 346, 454, 530, and one from COM 331, 502, 531, or 532
2. HEA 201
3. *Social and Behavioral Sciences requirement must include one semester each from two of the following: anthropology, sociology, economics, geography, or political science
4. *PSY 221
5. CEF 381, PSS 450, 465, 470, LIS 547
6. At least four pre-student teaching experiences and evidence of teaching readiness are required. These are based on evaluation done by the Department.
7. Two semester hours in physical education

Students may seek **endorsement in Theatre Arts** simultaneously by the addition of eleven semester hours as follows: COM 153, 252, 541, and 596

Students may seek **certification in Theatre Arts** simultaneously by the addition of 27 semester hours as follows: COM 153, 252, 301, 528, 541, 542, 580, 591, 592, and 596

(*These requirements may be selected to satisfy College of Arts and Sciences and AULER liberal education degree requirements.)

Electives

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

MEDIA STUDIES MAJOR (Bachelor of Arts)

Required: 122 semester hours

Media Studies is offered in two concentrations:

Media Production is a concentration with emphasis on the conditions, principles, and practices of broadcasting, telecommunications, and film. The media production 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.

Broadcast Journalism 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-air or on-camera position in broadcasting.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete listing of courses meeting the College area requirements.

Major Requirements

MEDIA STUDIES MAJOR

1. COM 171, 172, 173, 310
 - a. Media Production Concentration
 - (1) COM 105 or 112 or 341, 291, 393, 517 or 518, 508 or 532, 510 or 516 or 540
 - (2) Other courses from among COM 210, 300, 302, 311, 312, 313, 333, 340, 370, 380, 381, 390, 392, 399, 401, 410, 440, 441, 460, 473, 492, 508, 509, 510, 511, 512, 515, 516, 517, 518, 519, 521, 540, 584, 585, 588, 591
 - (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. Broadcast Journalism Concentration
 - (1) COM 105, 112, 291, 311, 320, 392, 508 or 532, 540 or 380
 - (2) Other courses from among COM 210, 250, 302, 312, 313, 333, 340, 380, 390, 399, 401, 410, 440, 492, 508, 509, 521, 532, 540, 584, 588, 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/Cinema.
 - (4) Required Cognates: ENG 219, 319
2. ADMISSION REQUIREMENTS FOR THE MEDIA STUDIES MAJOR
 - a. A student must be formally admitted to the Media Studies Major to take courses in one of the Broadcasting/Cinema Division's concentrations.
 - b. Each year no more than 30 students are admitted to EACH of the Division's two degree concentrations, Media Production or Broadcast Journalism.
 - c. The selection process is made at the end of each spring semester. All applicants must be registered in COM 173 Orientation to Media Studies, which is offered only in the spring semester. The foundation courses (see below), including COM 171, 172, and ENG 101, must be completed prior to or in the same semester as the enrollment in COM 173. Forms for requesting admission will be provided in COM 173. Applications received through the course prior to Reading Day of spring semester will be considered for admission to the major beginning with the summer session immediately following. Any applications received after Reading Day of the spring

semester will not be processed until the end of COM 173 the following spring semester.

- d. Since admission to the Media Studies Major requires a probationary year at UNCG before full admission to the degree program, **transfer students will usually require a minimum of six semesters at UNCG to complete degree requirements.**

3. MEDIA STUDIES ADMISSION CRITERIA

- a. Admission is competitive and limited to the places available in the Media Production or Broadcast Journalism concentration.
- b. The Broadcasting/Cinema Division reserves the right to refuse admission in cases where additional enrollments would threaten the academic quality of classes or program and in cases where a review of an application suggests that the applicant lacks the ability, background, or intellectual/creative orientation necessary to benefit from the programs provided.
- c. Compliance with the minimum criteria does not guarantee admission.
- d. Minimum criteria:
 - (1) Minimum OVERALL grade point average of 2.5
 - (2) Completion of ENG 101 and COM 171, 172, and 173 with no grade lower than "C-"
- e. Competitive criteria:
 - (1) (50%) OVERALL grade point average
 - (2) (30%) Grade point average in COM 171, 172, 173, and ENG 101
 - (3) (20%) Creative and professional projects as completed in COM 173 and/or supplemented by professional experience in radio, film, or television

4. CRITERIA FOR CONTINUING IN THE MEDIA STUDIES MAJOR

- a. Initial admission to a Media Studies concentration does not guarantee the student the right to complete the degree program.
- b. Continuation in a Media Studies concentration is contingent upon the following requirements:
 - (1) Maintenance of the current minimum overall GPA
 - (2) Demonstration of high quality oral and written communication
 - (3) Adherence to all building and equipment policies and procedures
 - (4) Professional treatment of Divisional equipment and prompt payment of any charges assessed for equipment damage
 - (5) Compliance with all University regulations including the Academic Honor Code

5. ADDITIONAL MEDIA STUDIES REGULATIONS

- a. Students will not be allowed to register for any production courses in the Division without formal, written admission to the Media Studies Major. Students who appear to be following one of the Media Studies curricula but who have not been formally admitted may be prohibited from taking additional course work within the Division.
- b. Transfer from the Media Production to the Broadcast Journalism concentration, or from the Broadcast Journalism to the Media Production concentration,

may be made only if (1) the applicant meets the competitive criteria for the concentration to which transfer is requested, (2) there is an opening in the concentration to which transfer is requested, and (3) the transfer is granted in writing by the Broadcasting/Cinema Division.

- c. In accordance with Department of Communication and Theatre policy, only courses completed with the grade of "C-" or higher may count towards fulfilling requirements for the Media Studies Major.
- d. Although production courses are limited to majors only, Broadcasting/Cinema foundation courses (COM 171, 172, 173) and Broadcasting/Cinema courses meeting AULER and College of Arts and Sciences requirements are open to any student in the University on a space available basis.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR (Bachelor of Science)

Required: 122 semester hours

See **Teacher Education** section for Teacher Education admission requirements.

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 an additional semester to complete the undergraduate degree program.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. See pages 49-52 for a details of AULER area requirements and a listing of courses meeting those requirements.

Major Requirements

24-42 semester hours in the major above the 100 level.

COM 133, 134, 240, 241, 243, 336, 337, 338, 339, 465, 551, 556, 568, 570, 571, 574, 575, 576, 577, 578.

Note: (1) In accordance with Department policy, only grades of "C-" or better will count for credit in the major; (2) COM 568, 574 and 576 are typically taken only by students with a major interest in Audiology; (3) 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 CED 540 or 544, or approved substitute and one course chosen from among PSY 341, 345, 503, 504, 505

Additional Requirements

1. AULER requirements as identified within each major to include 3 semester hours of mathematics, 3 semester hours of science, and 6 semester hours of social studies other than the major [select one course from two of the following: anthropology, sociology, economics, geography (excluding GEO 103), political science, history].
2. Speech clearance
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. CEF 381 The Institution of Education
5. PSS 430, 450 or CED 574
6. PSS 470 Reading Education
7. HEA 201
8. Two semester hours in physical education
9. COM 465 Clinical Practice in the Public School
10. Completion of pre-student-teaching field experience (completion of 25 hours of directed observation before registration in COM 571 or 576)
11. Students must have a 2.7 overall grade point average to be admitted to teacher education, and a 2.7 grade point average in all courses with a COM prefix in order to be admitted to clinical practice courses. Any grade below C in a required core course makes a student ineligible to continue in the certification track

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

Electives

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

EDUCATION OF THE DEAF MAJOR (Bachelor of Science)

Required: 128 semester hours.

See **Teacher Education** section for Teacher Education admission requirements and second major requirement.

The Education of the Deaf Major provides training at the undergraduate level for a limited number of teachers of deaf and hard-of-hearing children. In addition to courses in the major area, students elect a concentration such as preschool education, elementary education, or secondary (mathematics, history, English, etc.). Internship for teaching takes place at the Central North Carolina School for the Deaf or in area public schools. Transfer students may require an additional semester to complete the undergraduate degree program. Upon completion of the program, students are eligible for certification by the North Carolina Department of Public Instruction (K-12 Hearing Impaired) and the National Council on Education of the Deaf.

Communication and Theatre

All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must meet AULER requirements. Semester Hours

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| 1. Analytic and Evaluative Studies (AE) | 3 |
| 2. British or American Literature (BL) or World Literature (WL) | 3 |
| 3. Fine Arts (FA) | 3 |
| 4. Historical Perspectives on Western Culture (HP) | 6 |
| 5. Mathematics (MT) | 3 |
| 6. Natural Science (NS) | 6 |
| 7. Non-Western Studies (NW) | 3 |
| 8. Reasoning and Discourse (RD) | 6 |
| 9. Social and Behavioral Sciences (SB) | 6 |

The above reflects waivers approved for this program in the areas of Literature (BL or WL), 3 hours, and Free Electives, 6 hours.

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

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, 243, 335, 461, 483, 485, 573, 577, and 578.

Related Area Requirements

1. PSY 221
2. CDF 302 or PSY 326
3. SOC 211 or approved substitute
4. CEF 381
5. PSY 502, or CED 540, or approved substitute

Concentration

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. AULER requirements as identified within each major to include 3 semester hours of mathematics, 3 semester hours of science, and 6 semester hours of social studies other than the major [select one course from two of the following: anthropology, sociology, economics, geography (excluding GEO 103), political science, history].
2. Speech clearance
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. CEF 381 The Institution of Education
5. PSS 430 or 450
6. PSS 470 or 517

7. HEA 201
8. Two semester hours in physical education
9. COM 461 Internship in Teaching the Deaf
10. Completion of pre-student-teaching field experience
11. Students must have a 2.7 overall grade point average to be admitted to teacher education, and a 2.7 grade point average 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 certification track.

Second Major Requirement

All students majoring in Education of the Deaf who select the preschool or elementary concentration are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the All-University Liberal Education Requirements. The following majors have been approved for Education of the Deaf: Art, Communication Studies, English, Linguistics, Mathematics, Psychology, and Sociology.

Electives

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

COMMUNICATION AND THEATRE COURSES (COM)

For Undergraduates

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| <p>105 Speech Composition and Delivery (3:3). Essentials of speechmaking, with emphasis on development of personal skill in effective organization and delivery of oral messages. [RD, CRD].</p> <p>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. [SB, CSB].</p> <p>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.</p> <p>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.</p> | <p>Illustrated lectures, demonstrations, and classroom experiments. [FA, CFA].</p> <p>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.</p> <p>123 Stage Costuming Techniques (2:2:3). Basic principles of costume sewing, construction, selection, care, and management. Practical experience in supervised laboratory.</p> <p>132 Introduction to Communication Disorders (3:3). Introduction to disorders of human communication. Not required for majors in Communication Disorders.</p> <p>133 Introduction to Phonetics (3:3). Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations.</p> <p>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.</p> |
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- 135 Sign Language for the Deaf I (3:3).** American Sign Language and finger-spelling with emphasis on the development of basic receptive and expressive skills.
- 140 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 Cinevideo 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. (B/C Production Course).
- 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 (2:0:3).** Study and practice in make-up application techniques and creating character make-up designs for corrective, age, imaginative, and period stage make-up.
- 160 Media Studies 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. [FA, 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.
- 173 Orientation to Media Studies (1:1).** Introduction to fields of radio, television, and cinema for prospective students in the Media Production and Broadcast Journalism concentrations. Must be taken first semester in residence or immediately upon declaring the major. (Formerly COM 102.)
- 190 Dynamics in Acting (1:0:3).** Daily practical exercise in physical disciplines to develop concentration, imagination, and the voice. Pr. sophomore BFA/Acting major. May be repeated for credit.
- 201 Playscript Analysis (3:3).** Systems for analyzing playscripts which may be adapted and employed by directors, actors, and/or designers. Pr. admission to appropriate degree program or permission of instructor. Formerly COM 550.
- 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. [HP].
- 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.
- 207 Interpersonal Communication (3:3).** Contemporary theory and practice of interpersonal communication, with emphasis on increasing awareness of own interpersonal messages.
- 208 Introduction to Public Relations (3:3).** Theory and concepts of public relations; examination of the relationship between institutions and social values; analysis of issues and their management by organizations.
- 210 Basic Broadcast Electronics (3:3).** Theory, principles, and application of radio and television broadcast equipment. Pr. 172.
- 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: P/NP.

- 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. [FA, CFA].
- 231 Argumentation and Debate (3:3).** Analysis of issues and arguments of current public interest; training in the presentation of reasoned, persuasive oral discourse. [RD, CRD].
- 240 Language and Speech Development (3:3).** Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child. [SB, CSB].
- 241 Anatomy and Physiology of the Speech and Hearing Mechanism (3:3).** Anatomical and physiological bases of human communication.
- 243 History and Psychology of the Deaf (3:3).** Traditional and experimental methods of educating deaf children. Review of psychological studies of deafness and implications for education. (Formerly COM481)
- 250 Fundamentals of Acting (3:3).** Understanding and appreciation of the problems, demands, and disciplines of the actor's art. [FA, CFA].
- 251 Acting I (3:1:4).** Introduction to acting techniques: voice, movement, warmup exercises for the actor. Improvisation exercises and stage movement. Enrollment limited to B.F.A. Acting Majors. Special sections, designated 251T, for B.A. Drama Majors, including teacher education candidates.
- 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. Enrollment limited to B.F.A. Acting Majors. Special sections, designated 252T, for B.A. Drama Majors, including teacher education candidates.
- 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.
- 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 N.C. Theatre for Young People productions. Pr. six hours of Communication and Theatre or permission of instructor.
- 256 Applied Summer Theatre I (1-4:0:3-12).** 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.
- 291 Television Production (3:3:2).** Introduction to basic television techniques and studio operations. Pr. for Media Production and Broadcast Journalism majors, 172. (B/C Production Course).
- 300 Introduction to TV and Film Lighting (3:3).** Introduction to lighting for film and video. Aesthetics and lighting design. Equipment and its application. Pr. 291 or permission of instructor. (B/C Production Course).
- 301 Writing for the Theatre (3:3).** Exercises in dramaturgical techniques. Composition of one-act plays.
- 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. (B/C Production Course).
- 310 Media Communication Theory (3:3).** Media Communication Theory as a tool for understanding media contexts and social effects. Additional emphasis given to research design and data gathering techniques for media studies.
- 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. (B/C Production Course).
- 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.
- 313 Radio Production I (3:3).** Basic production techniques of radio including console operation, equipment use, and tape editing. (B/C Production Course).
- 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. [BL, CBL].
- 323 The Arts as Human Experience (3:3).** An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. Same as ART 323, DCE 323, MUS 323. [FA, CFA].
- 331 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. Pr. COM 231 and Division permission only.
- 333 Special Problems (1 to 3).** Guided individual study in an area of special interest to the student. Permission of a faculty supervisor is required prior to registration. May be repeated for credit.
- 335 Sign Language for the Deaf II (3:3).** Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems. Pr. 135 or permission of instructor.
- 336 Articulation Disorders (3:3).** Analysis of defective articulation-resonance as related to faulty development and to orofacial, neurologic, and sensory disabilities. Techniques for remediation. Pr. 133, 134, 240, 241.
- 337 Language Disorders (3:3).** Nature, theory, measurement, and management of language problems in children and adults. Emphasis on problems in children. Pr. 133, 134, 240, 241.
- 338 Voice Disorders (3:3).** Factors related to voice disorders in children and adults. Procedures for the examination of voice. Remediation techniques. Pr. 133, 134, 240, 241.
- 339 Rhythm Disorders (3:3).** Basic theories and principles in the onset, development, and maintenance of stuttering and similar disorders. Principal factors in measurement, diagnosis, and treatment. Pr. 133, 134, 240, 241.
- 340 Communication Theory (3:3).** Analysis and evaluation of major theoretical areas in speech communication science including language, nonverbal, interpersonal, persuasion, systems, and mass media. Pr. Division permission only.
- 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. [RD, CRD].
- 342 Communication/Public Relations (3:3).** Public relations and its function within society and the organization. Theoretical base and practical approaches to communicating with target publics.
- 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.
- 344 Communication and Conflict Management (3:3).** Role and functions of communication in conflict management. Pr. Division permission only.
- 345 Interviewing (3:3).** Theories and techniques of various types of interviews, including survey, persuasive, and employment interviews. Experience in simulated interviewing situations. Pr. Division permission only.
- 346 Parliamentary Procedure (1:1).** Basic elements of parliamentary procedure, in-

cluding the structure of organizations under constitutions and by-laws and the conducting of business meetings.

- 50 Workshop Theatre Practice (1:0:3).** Supervised production work in the Workshop Theatre. May be repeated for credit.
- 51 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.
- 52 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.
- 60 Stage Millinery and Accessories (3:2:3).** Historical millinery and accessories in relation to stage adaptation. Pr. 365 or permission of instructor.
- 65 Costuming for the Stage (3:2:3).** Study of historical costume styles in relation to costuming for the modern theatre.
- 66 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.
- 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 B.F.A. 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, and film. Examination of significant programs and films and their influences on media trends and society. Pr. 171 or 172 or permission of instructor.
- 381 Science Fiction in Broadcasting and Cinema (3:3).** Development of science fiction in radio, television, and film. Examination of significant programs and films and their influences on media trends and society. Pr. 171 or 172 or permission of instructor.
- 390 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. (B/C Production Course).
- 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. (B/C Production Course).
- 393 Introduction to Single Camera Cinematography (3:3).** Introduction to technique in the use of the camera to communicate visual ideas. Emphasis is given to technical skills and equipment. Pr. 171 and permission of instructor. (B/C Production Course).
- 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. (B/C Production Course).
- 401 Cinevideo Editing (3:3).** An introduction to the principles and techniques involved in editing film and video. Laboratory experience, including the operation of electronic and film editing and transfer equipment. Pr. COM 291, 393, or permission of instructor. (B/C Production Course).

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- 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 approval by Broadcasting/Cinema Division. (B/C Production Course).
- 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 approval by Broadcasting/Cinema Division. (B/C Production Course).
- 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, COM342, 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. Open to majors only. Pr. senior standing, 514, approval by Communication Studies Division.
- 440 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. (B/C Production Course).
- 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 Media Studies 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 (12:1:15).** 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.
- 465 (Education) See PSS 465.**
- 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.
- 492 Introduction to Broadcast Meteorology (3:3).** Basic theories, facts and principles of meteorology and their application to producing and delivering a television weathercast. Pr. permission of instructor.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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. Pr. permission of instructor.

05 Advanced Speech Composition and Delivery (3:3). Composition and delivery of advanced informative and persuasive speeches. Methods of speech writing; special attention to manuscript delivery. Pr. 105, 231, or 341.

08 Introduction to Broadcast Management (3:3). Introduction to the principles and practices of managing broadcast operations. Pr. graduate standing or COM 172 and 291, and admission to appropriate degree program or permission of instructor.

09 Media Sound Production (3:3). History, aesthetics, and techniques of sound production in media. Pr. 171, 172, 210, 291, and admission to appropriate degree program or permission of instructor. (B/C Production Course).

10 Intermediate Cinevideography (3:3). Further study of the use of the camera to communicate visual ideas. Development of skills using Super 8 and video. Introduction to 16mm silent cinematography. Pr. 171, 393, and admission to appropriate degree program or permission of instructor. (B/C Production Course).

11 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 and admission to appropriate degree program or permission of instructor.

14 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. Pr. Division permission only.

15 Film Theory (3:3). Study of the principal theories of film through the writings of critics, theorists, and directors. Pr. 171 or ENG 330 or graduate standing.

16 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, and admission to appropriate degree program or permission of instructor. (B/C Production Course).

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, and admission to appropriate degree program or permission of instructor. (B/C Production Course).

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.

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 and admission to appropriate degree program 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, and junior, senior, or graduate standing, and admission to appropriate degree program or permission of instructor.

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- 524 Professional Theatre Audition Techniques (3:3).** Audition theory, techniques, and practice for theatre, television, and films. Pr. 251, 252, 351, 352, and admission to appropriate degree program or permission of instructor.
- 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 and admission to appropriate degree program 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.
- 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. Pr. seniors only; Division permission.
- 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, and Division permission.
- 532 Freedom of Speech and Censorship (3:3).** Issues and cases of freedom of speech and censorship. Significant First Amendment theories. Fundamentals of media law. Contemporary problems of political dissent and artistic freedom.
- 533 Scene Painting I (3:1:4).** Tools, materials and techniques of scene painting. Pr. 122 and 375, and admission to appropriate degree program or permission of instructor.
- 534 Scene Painting II (3:1:4).** Advanced problems in scene painting. Pr. 122, 375 and 533, and admission to appropriate degree program or permission of instructor.
- 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 and admission to appropriate degree program or permission of instructor.
- 536 Stage Management (1:1:3).** The role of the stage manager. Supervised participation as a stage manager in the theatre production program. May be repeated for a total of three credits. Pr. 122 and 541, 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.
- 538 Contemporary Public Address (3:3).** Significant speakers in the United States from FDR to the present, including Truman, MacArthur, Nixon, Johnson, King, and Kennedy. Emphasis on political speaking standards of public address in modern society. Pr. Division permission.
- 540 Directing for Television (3:2:3).** Fundamental principles of directing for television. Laboratory directing experience. Pr. 172, 291 and admission to appropriate degree program or permission of instructor. (B/C Production Course).
- 541 Directing (3:3).** Fundamental principles of directing for the theatre. Pr. second semester junior standing and admission to appropriate degree program 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 Workshop Theatre. Required of

- BA and BFA Theatre Arts candidates in the semester following enrollment in 541. Pr. 541 and admission to appropriate degree program or permission of instructor.
- 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. admission to appropriate degree program or permission of instructor.
- 544 Scene Design (3:1:6).** Advanced problems of scenic design. Development of proficiency in scene painting techniques. Pr. 375 and admission to appropriate degree program 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 and admission to appropriate degree program or permission of instructor.
- 546 Problems in Scenic Design for Summer Stock (1:2).** Design and technical problems of productions. Pr. advanced standing and 213 or equivalent, and admission to appropriate degree program or permission of instructor.
- 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 and admission to appropriate degree program 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. Pr. advanced standing and admission to appropriate degree program 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, and admission to appropriate degree program 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.
- 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. 134, 241 or equivalent.
- 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, speech reading, and use of sensory aids. Pr. 570 or permission of instructor.
- 559 Gender and Communication Theory (3:3).** Examination of gender and issues of theory construction in rhetoric and communication science. In-depth analysis of gender in relation to persuasive, linguistic, nonverbal, and interpersonal communication.
- 560 Cases in Applied Communication (3:3).** Seminar in applying communication theory and research to actual situations through published cases. Pr. permission of Division.
- 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 permission of Division.
- 562 Communication and Change in Organizations (3:3).** Instruction in communicating changes into existing organizations. Methods of creating a climate for change, diffusing new ideas and technologies, and assessing change consequences. Pr. permission of Division.
- 567 Phonetics (3:3).** Analysis of phonemes of the English language as a basis for speech improvement and the correction of severe speech disorders; voice mechanism; practice in narrow transcription of International Phonetic Alphabet.
- 568 Psychoacoustics (3:3).** Principles underlying perception of pitch, loudness, and various other auditory phenomena. Focus on speech intelligibility and the relationships between acoustic elements and elicited responses. Pr. 133, 134, 241, or permission of instructor.

Communication and Theatre

- 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.
- 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.
- 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.
- 573 Hearing Problems, Assessment, and Rehabilitation (3:3).** Hearing assessment, pathologies of the ear, and rehabilitation of the severely hearing-impaired individual. May not be taken by students who have credit for 570 and/or 556. Pr. permission of instructor.
- 574 Advanced Clinical Audiology (3:3).** Pediatric audiology; non-organic hearing loss; differential diagnosis; special problems in diagnosis. Pr. 570.
- 575 Instrumentation for Communication Disorders (3:3).** Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications. Pr. 133, 134, 241, or permission of instructor.
- 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.
- 577 Teaching Speech to the Deaf (3:3).** Principles and techniques for developing and maintaining speech in the hearing-impaired of all ages.
- 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, and admission to appropriate degree program or permission of instructor.
- 580, 581, 582 Theatre History I, II, III (3:3; 3:3), (3:3).** Specific conditions under which the great plays of the world have been produced. First semester: the beginning to 1600; second semester: 1600-1850; third semester: 1850 to the present. [FA, CFA, COM 582 only]
- 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 and admission to appropriate degree program or permission of instructor.
- 585 Advanced Radio-TV-Film Production (3:2:3).** Advanced application of principle and techniques of radio, television, or film production. Pr. admission to appropriate degree program or permission of instructor. (B/C Production Course).
- 586 Non-Western Theatre. (3:3).** Theatre and dramatic literature in India, China, Japan and Africa. [NW, CNW]
- 587 Summer Repertory Practicum (1-6:0:3-18)** Intensive experience in one or more areas of repertory theatre. Offered summers only. Pr. admission to appropriate degree program or permission of instructor.
- 588 Documentary Production (3:2:3).** Documentary construction, research, planning and production techniques. Further development of video production skills in supervised laboratory project. Pr. 291, 393 or graduate standing. COM 380 is recommended. (B/C Production Course).
- 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, and admission to appropriate degree program or permission of instructor.
- 591 Experimentation (3:1:4).** Experience and analysis of the creative process of building a dramatic role, directing, playwrighting 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. Pr. admission to appropriate degree program or permission of instructor.
- 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, and admission to appropriate degree program or permission of instructor.
- 593 Advanced Acting: Summer Theatre (2:1:2).** Development of a practical technique and a sound approach to in-depth characterization limited by short rehearsal time. Pr. 254 and admission to appropriate degree program or permission of instructor.
- 594 Applied Summer Theatre II (4:0:12).** Intensive experience in one or more areas of summer theatre production. Pr. 256 and admission to appropriate degree program or permission of instructor.
- 595 Rehearsal, Production, and Performance (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 N.C. Theatre for Young People productions or directing Studio Theatre productions. Pr. 12 hours of Communication and Theatre and admission to appropriate degree program 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. Pr. admission to appropriate degree program or permission of instructor.
- 597 Puppetry (3:2:2).** Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets. Pr. admission to appropriate degree program or permission of instructor.
- 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. Pr. admission to appropriate degree program or permission of instructor.
- 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. admission to appropriate degree program or permission of instructor.
- 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).**
- 618 Writing Short Scripts (3:3).**
- 620 Seminar in Cine-Video Structural Analysis (3:3).**
- 621 Seminar in Lighting (3:3).**
- 622 Seminar in Design (3:3).**
- 623 Costume Design Seminar. (3:3).**

Communication and Theatre

- 624 Advanced Cinematography (3:3).
625 Seminar in Broadcasting-Film (3:3).
631 Directing the Forensic Program (3:3).
632 Seminar in Communication Ethics (3:3).
639 Applied Play Directing (3:1:4).
641 Advanced Play Directing (3:3).
642 Directing Period Plays (3:3).
643 Directing Seminar (3:3).
644 Studies in Acting (3:3).
645 Advanced Dynamics I (3:0:5).
646 Advanced Dynamics II (3:0:5).
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).
666 Acting Seminar (3:3).
667 Experimental Phonetics (3:2:2).
- 673 Communication Disorders: Clinical Supervision (3:3).
677 Internship in Communication Disorders (3 to 9).
678 Graduate Practicum in Film/Video (3:0:9).
680 Graduate Practicum in Theatre (3:0:9).
681 Contemporary Acting II (3:1:4).
682 Period Acting II (3:1:4).
690 Stage Dialects (3:3).
691 Advanced Experimentation (3:1:4).
693 Classical Rhetoric (3:3).
694 Modern Rhetorical Theory and Criticism (3:3).
695 Master Production in Theatre (3:0:9).
696 Advanced Creative Drama (3:3).
697 Master Production in Film/Video (6:0:18).
698 Experimental Design in Communication Disorders (3:3).
699 Thesis (3 to 6).
800 Graduate Registration (0).
801 Graduate Registration (0).



The Homecoming Parade of 1989 recalls additions to campus life.

DEPARTMENT OF ENGLISH

(132A McIver Building)

James E. Evans, Professor and Acting Head of the Department

Professors Beale, Buchert, Chappell, Cushman, Darnell, Ellis, Shapiro, Spencer, R. Stephens; Associate Professors Arndt, Baker, Brewer, Bulgin, Davis, Gibson, Griffith, Kelly, Kirby-Smith, Langenfeld, Lautermilch, Tisdale, Zacharias; Visiting Associate Professor Ferguson; Assistant Professors May, Meyerson, Monroe, Roberts, Roskelly, Tucker; Adjunct Assistant Professor Lewis; Lecturers Allen, Beatty, Bullington, Carr, Clark, Cline, Covington, Gingham, Griffin, Huger, Hysjulien, Meyers, Postma, Queen, Rosenblum, Schurer, Somerville, E. Stephens, Tyler, Vatz, White

The Department of English provides courses in English composition, in major authors, in all major literary periods, in literary theory, in linguistics and rhetoric, in journalism, and in writing fiction and poetry. Senior-graduate courses are available to advanced students, and the graduate program offering the full range of literary and rhetorical studies permits students to pursue work leading to the M.A., M.Ed., and Ph.D. The unusually fine writing program offers courses 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 one 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.

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 prelaw and premedical students. It is recommended as a major for students who wish to enter such fields as journalism, editing, communications, advertising, and personnel work.

A "Guide for English Majors and Minors," available upon request from the departmental office, provides current advice on planning a major or minor. Additional guidance is available from the Director of Undergraduate Studies in English and from faculty advisors.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional

requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

The department offers two major programs leading to the B.A. degree: "English and "English — High School Teaching." Successful completion of the latter program qualifies the graduate to teach in high schools in North Carolina and other states with which North Carolina has reciprocal certification agreements. A student may declare either major upon matriculation; to change one's major to English, or to change from one degree program to the other, one must have permission of the department. (See the Director of Undergraduate Studies in English.)

For both programs, a minimum of 27 hours of English above the 100 level is required. They must be distributed as follows:

For the degree, B.A. in English:

1. ENG 211, 212, 251. 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, 261, 321, 513) or criticism (303, 531, 549, 551) or creative writing (221, 222, 225, 226, 325, 326) or expository writing and journalism (219, 223, 224, 319, 320, 322, 327, 519, 520, 522, 523, 524).
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 in English at the 200 level or above.

For the degree, B. A. in English — High School Teaching:

1. English 211, 212, 251.
2. English 321.
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. English 322.

Besides completing the above courses in English, candidates for the teaching certificate must meet additional requirements, including admission to teacher education (end of sophomore year) and to student teaching (junior year), successful completion of the National Teacher's Exam, and course work outside the English Department. For full current information about all requirements see **Teacher Education** in Chapter 5 and the UNCG Teacher Education Handbook. Note: admission to teacher education and student teaching in English requires a minimum grade point average of 2.75.

Electives

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

ENGLISH MINOR

ENG 101 and 102 satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the hours for an English minor.

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 advisor 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, 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. Roberts and staff.
- 101A: English Composition I (3:3).** Introduces the aims and strategies of informative, deliberative, and reflective writing. Emphasis on the writing/revising process and on critical reading. Students may not receive credit for both English 101A and 101B. Roberts and staff. [RD, CRD].
- 101B: English Composition I (3:3).** Uses a combination of rhetorical and literary texts as sources and catalysts for papers. Students may not receive credit for both English 101A and 101B. Roberts and staff. [RD, CRD].
- 102 English Composition II (3:3).** Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Pr. 101A, 101B, or FMS 103. Roberts and staff. [RD, CRD].
- 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, Tyler.
- 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. Kelly and staff.
- 105 Introduction to Narrative (3:3).** Close reading and analysis of American and British novels, short stories, and narrative poems. Attention to historical, cultural, and literary backgrounds as appropriate. Kelly and staff. [BL, CBL].
- 106 Introduction to Poetry (3:3).** Close reading and analysis of British and American lyric, dramatic, and narrative poetry. Attention to historical, cultural, and literary backgrounds as appropriate. Kelly and staff. [BL, CBL].

- 107 **Introduction to Drama (3:3).** Close reading and analysis of British and American drama. Attention to historical, cultural, and literary backgrounds, especially the Continental dramatic background, as appropriate. Kelly and staff. [BL, CBL].
- 201 **European Literary Masterpieces (3:3).** Extensive reading of complete works in translation: Homer, Dante, Erasmus, Montaigne, Cervantes, and others. Buchert, Tisdale. [WL, CWL].
- 202 **European Literary Masterpieces (3:3).** Extensive reading of complete works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka and others. Buchert, Tisdale. [WL, CWL].
- 211 **Major British Authors: Medieval to Neoclassical (3:3).** Major poets, dramatists, satirists read within the context of their times: Chaucer, Shakespeare, Milton, Pope, Swift and others. Kelly and staff. [BL, CBL].
- 212 **Major British Authors: Romantic to Modern (3:3).** Major authors of the Romantic, Victorian and Modern periods studied in relation to their times and traditions: Wordsworth, Tennyson, Yeats, Joyce and others. Kelly and staff. [BL, CBL].
- 219 **Journalism I: Fundamentals of Newswriting (3:3).** Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing laboratory and lecture. Covington, Queen.
- 221, 222 **Writing of Poetry (3:3), (3:3).** Introductory workshop in writing poetry for students beyond the freshman year. Kirby-Smith, Lautermilch, Shapiro.
- 223, 224 **Writing of Essays (3:3), (3:3).** Writing of expository and critical prose for students beyond the freshman year. Pr. 101 or permission of the Director of Composition. Kirby-Smith, Meyers, Tucker, White. [RD, CRD].
- 225, 226 **Writing of Fiction (3:3), (3:3).** Introductory workshop in writing fiction for students beyond the freshman year. Clark, Monroe, Zacharias.
- 235 **Science Fiction (3:3).** Historical and critical study of science fiction in the twentieth century. Chappell.
- 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.
- 251 **Major American Authors: Colonial to Romantic (3:3).** Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Poe, Whitman, and others. Kelly and staff. [BL, CBL].
- 252 **Major American Authors: Realist to Modern (3:3).** Late nineteenth- and twentieth-century authors and their contributions to the development of modern thought: Twain, Frost, Faulkner, Hemingway, and others. Kelly and staff. [BL, CBL].
- 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. 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.
- 301 **Writing Public Discourse (3:3).** Practice in writing public discourse. Attention to effective use of sources and to different levels of audience. Pr. Jr. or Sr. standing. No student may receive credit for both this course and 102. Roberts. [RD, CRD].
- 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.
- 303 **Approaches to the Study of Literature (3:3).** Introduction to critical approaches to literature. Guidelines for and practice in writing about literature. Griffith and staff.

- 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.
- 315 Literature of Africa and Asia (3:3).** Reading, analysis, discussion of significant literary works embodying the values of non-western cultures. Emphasis on identification and appreciation of Third World perspectives. Pr. sophomore standing or higher. Stephens. [WL, CWL].
- 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. Cline.
- 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. Gingerher.
- 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, Beatty, Brewer.
- 322 Principles of Composition (3:3).** Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse. Pr. University reasoning and discourse requirements must already have been met. For students seeking certification in English, it is recommended that 321 be taken first. Beale, Roberts, Roskelly, White.
- 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. May be repeated twice for a total of 3 semester hours. 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, Clark, 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.
- 327 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 reasoning and discourse requirement must already have been met. Langenfeld.
- 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.
- 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.
- 331 Women in Literature (3:3).** Study of women as readers, writers, and characters in literature. Attention to questions of literary canon and to women's position in drama, the novel, and poetry. Gibson, May. [BL, CBL].
- 333 Modern Southern Writers (3:3).** Fiction, poetry, drama of the modern South. Emphasis on Southern perspectives, values, traditions. Faulkner, Welty, Wright, Ransom, Dickey, others. R. Stephens.
- 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.
- 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.
- 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. [BL, CBL].
- 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. [BL, CBL].
- 341 **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. [BL, CBL].
- 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. Tucker.
- 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. Gibson, May.
- 345 **Victorian Literature (3:3).** Major Victorian writings exclusive of the novel: poems by Browning, Tennyson, Rossetti, and others; prose works by Carlyle, Arnold, Mill, and others. Bulgin, Gibson.
- 346 **English Literature from Victorian to Modern (3:3).** Critical study of English literature from the end of Victorian period to beginning of the modern era. Features such writers as Pater, Wilde, Yeats, Shaw, Hardy, Conrad, Ford, and Wells. Langenfeld.
- 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. Evans, Gibson.
- 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.
- 351 **The American Novel through World War I (3:3).** Historical and critical study of Hawthorne, Twain, James, and others. Darnell, Davis, Ellis, Griffith.
- 352 **Twentieth-Century American Novel (3:3).** Historical and critical study of Fitzgerald, Hemingway, Faulkner, and other novelists to 1950. Davis, Ellis, Griffith.
- 353 **The Contemporary Novel (3:3).** Historical and critical study of such novelists as Bellows, Updike, Golding, and Fowles. Cushman, Ellis, Zacharias.
- 355 **Between World Wars: American Literature 1920-1940 (3:3).** An examination of American culture between World Wars I and II as reflected in the literature from 1920-1940. Davis.
- 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, Shapiro.
- 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.
- 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. [WL, CWL].
- 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. Ferguson, Griffith. [BL, CBL].
- 381 **Experimental Course: English Drama to 1800 (3:3).** Critical, cultural, and historical study of the English drama — excluding Shakespeare — from medieval plays to eighteenth-century comedy: Marlowe, Jonson, Webster, Dryden, Congreve, Sheridan, and others. Tucker.

482 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. Cushman, Lautermilch.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

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. R. 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. Tisdale.

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. 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 offering. 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, Langenfeld.

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. R. 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.

522 Teaching Composition: Theories and Applications (3:3). Theories of the composing process and of discourse generally as they apply to the problems of teaching composition. Background studies in language and other related areas. Specific approaches to teaching composition, their rationales and their comparative usefulness. Pr. 321 or 660 desirable. Beale, Roskelly.

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. Ginger, Langenfeld.

524 Writing - Advanced: Analytical and Technical (3:3). Problems of organization and expression in books, articles, and reports. For those writing for publication or whose work in business or government requires a great deal of writing. Pr. consent of instructor. Kirby-Smith.

525, 526 Writing - Advanced: Fiction (3:3), (3:3). Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Chappell, Zacharias.

527, 528 Writing - Advanced: Poetry (3:3), (3:3). Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Chappell, Shapiro.

529, 530 Writing - Advanced: Plays (3:3). Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department.

- 531 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, 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, 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, May.
- 545 English Victorian Writers (3:3).** Major Victorian writers, Tennyson through the Pre-Raphaelites, with attention also to their essays and letters. Gibson.
- 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. Bulgin, Lautermilch.
- 550 Modern English Writers (3:3).** Selected outstanding twentieth-century writers: essayists, novelists, dramatists, and poets. Cushman, Ginger.
- 551 Modern Literary Theory (3:3).** Survey of literary theory from the linguistics of Saussure through recent developments in post structuralism, feminist theory, reception theory, and cultural studies. Emphasis on relationships among language, culture, and literature. Gibson, Meyerson.
- 552 Southern American Writers (3:3).** Principal authors, literary movements related to development and influence of Southern tradition in American literature. Davis, R. Stephens.
- 553 Topics in English Studies (3:3).** Studies in selected topics in English or American literature or language. May be repeated once for credit when topic varies. Baker graduate faculty.
- 555 English Renaissance Drama (3:3).** Representative plays with brief readings in medieval drama and emphasis on the Elizabethan and early Stuart periods, exclusively 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 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, Shapiro.
- 558 Twentieth-Century American Poets (3:3).** Critical and historical study of major twentieth-century American poets to World War II. Davis, Shapiro.

- 559 **Twentieth-Century British Poets (3:3).** Critical and historical study of twentieth-century British poetry to World War II. Cushman.
- 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.
- 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, Kirby-Smith.
- 571 **The Structure of Fiction (3:3).** The elements of prose fiction, with an emphasis on the theory and art of narrative structure. Pr. admission to the M.F.A. Program or permission of instructor. Zacharias.
- 582 **The Modern Drama (3:3).** Drama of late nineteenth century and twentieth century, continental, English, and American. Buchert, Lautermilch.
- For Graduates**
- 601 **English Studies: Content, Methods, and Bibliography (3:3).**
- 602 **English Studies: Genres and Modes (3:3).**
- 603 **Modern 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).**
- 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).**
- 644 **Studies in Romanticism (3:3).**
- 645 **Studies in Victorian Poetry (3:3).**
- 647 **Studies in Victorian Prose (3:3).**
- 651 **Studies in Contemporary Literary Theory (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).**
- 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).**
- 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).**
- 681 **Practicum in Rhetoric (1:2).**
- 693 **Classical Rhetoric (3:3).**
- 694 **Modern Rhetorical Theory and Criticism (3:3).**
- 695 **Seminar in Composition Studies (3:3).**
- 699 **Thesis (6).**
- 799 **Dissertation (12).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

DEPARTMENT OF GEOGRAPHY

(129 Graham Building)

John Rees, Professor and Head of Department

Professors Bennett, Hidore; Associate Professor Patton; Assistant Professors Debbage, Lewis; Lecturer Bordne

The Department of Geography offers a program which has three principal objectives; to promote the understanding of the locational dimensions of human behavior in their environmental context; to offer a curriculum where geographic concepts and methods are applied to understanding economic, environmental and social problems at the urban and regional scale; and to promote international understanding through area studies. 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 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 of federal and state governments, and in teaching. Job titles include: city or regional planner, cartographer, demographer, resource analyst, land or economic developer, location analysts, and teacher. Many graduates find that an undergraduate degree in geography is an excellent foundation for advanced graduate work or professional training in planning, business or law.

Special facilities of the department include fully equipped laboratories in computer cartography, geographic information systems and remote sensing with a variety of other specialized locational analysis programs for both instruction and research.

GEOGRAPHY MAJOR (Bachelor of Arts)

General Major and Concentrations

- Urban Planning
- Earth Science/Environmental Studies

Required: 122 semester hours.

The **Geography Major** requires four courses from a selection of more than twenty and requires a total of 24 hours in geography above the 100 level. Students may elect a general geography major or they may complete additional courses for a concentration in Urban Planning or Earth Science/Environmental Studies. Students seeking **teacher certification** should see **Teacher Education** in Chapter 5. Certification in social studies is available for geography majors.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

A minimum of 24 hours in geography above the 100 level.

Core Courses for Geography Major and Concentrations

1. One course from GEO 321, 322, 323, 521, 522.
2. One course from GEO 103, 111, 211, 212, 312, 330, 505.
3. One course from GEO 101, 105, 114, 202, 301, 302, 303, 502.
4. One course from GEO 104, 344, 560.

URBAN PLANNING CONCENTRATION

The inter-regional shift of people and jobs in the United States and elsewhere over the past decades coupled with the movement away from large central cities has increased the need for formal urban and regional planning. Planners are needed in the private sector as well as in state and local governments to provide the appropriate kinds of economic and community development that will ensure a high quality of life in both developed and developing countries. In a growth region like the Southeastern States geographers with a planning background are in increasing demand.

In addition to the core courses in geography listed above, student choosing this concentration are required to take GEO 202, 301, 303, and five courses from the following: GEO 302, 321, 322, 344, 502, 522.

EARTH SCIENCE/ENVIRONMENTAL STUDIES CONCENTRATION

A central theme of geography is human interaction with the earth's physical environment. This concentration permits students to apply the basic scientific principles of physical geography, cartography and natural resource analysis to the problem of ensuring a high quality of life through maintenance of the natural processes that support human existence. This concentration also provides training to enhance the employment opportunities of students with a strong interest in environmental assessment and resource evaluation.

In addition to the core courses in geography listed above, required courses for students choosing this concentration are GEO 211, 211L, 212, 212L, and five courses selected from the following: GEO 205, 305, 312, 321, 323, 330, 505, 521.

Majors planning to teach geography/social studies in the secondary schools should plan their programs to include GEO 344 and one of the following courses: GEO 105, 114, or 202.

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.

International Studies - See page 365-370.

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 (for the student desiring a broad range of geography courses to supplement a cognate major).
2. Minor emphasizing Urban Planning - 202, 301, 302, 303, 344, 502.
3. Minor emphasizing Environmental Studies - Six courses from list of courses included under this emphasis. GEO 303 also recommended.
4. Minor emphasizing Geographic Techniques - 105, 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 location, international trade, demographic change and environmental impact: 103, 202, 301, 302, 303, 344.

GEOGRAPHY COURSES (GEO)

For Undergraduates

- 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.
- 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. [NS, CPS].
- 104 The Geography of the Nonwestern World (3:3).** A study of the geographical factors which combine to form the major culture regions of Africa, Asia, and the Soviet Union. [NW, CNW].
- 105 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." [SB, CSB].
- 111 Physical Geology (3:3).** 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. [NS, CPS].
- 111L Physical Geology Laboratory (1:0:3).** Laboratory demonstrations and map interpretation exercises to accompany GEO

- 111, which must be taken concurrently. Pr. concurrent registration in GEO 111.
- 14 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. [NW, CNW].
- 202 World Production and Marketing Systems (3:3).** Characteristics and location of the world's resources, theory of industrial location, world patterns of industry. [SB, CSB].
- 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.
- 211 Weather and Climate (3:3).** 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. [NS, CPS].
- 211L Climatology Laboratory (1:0:3).** Laboratory work to accompany 211. The latter course must be taken concurrently.
- 212 Physical Geography: Landscape Processes (3:3).** 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. [NS, CPS].
- 212L Physical Geography Laboratory (1:0:3).** Laboratory demonstrations and map interpretation exercises to accompany GEO 212, which must be taken concurrently. Pr. concurrent registration in GEO 212.
- 301 Urban Patterns (3:3).** World urbanism; development, growth, structure, characteristics, and spatial arrangement of cities. [SB, CSB].
- 302 Urban Land Use (3:3).** Characteristics, spatial arrangement, and patterns of land uses within cities; techniques of city planning.
- 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. [NW, CNW].
- 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.
- 312 Geomorphology of North America(3:3).** A survey of the various landscape regions of the North America. Emphasis on the relationships between the geologic, erosional, and climatic processes occurring in each region.
- 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.
- 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.
- 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.

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. [SB, CSB].

401 Development of Tourism (3:3). Geographic distribution of tourist development with an emphasis on the spatial dimension of origin-destination flows, industrial structure, demand, and supply. Tourism planning and agents of tourism development are stressed. Same as LES 401.

421 Experimental Course: Introduction to Geographic Information Systems (3:3). An introduction to the development and applications of geographic information systems. Emphasis will be upon spatial data structures and their relationship to the analytic processes of geography and planning. Pr. 231 or consent of instructor.

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.

492 Introduction to Broadcast Meteorology (3:3). Basic theories, facts and principles of meteorology and their application to producing and delivering a television weathercast. Pr. permission of instructor. Same as COM 492.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

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.

533 Industrial Development: State and Local (3:3). Theories of industrial location; techniques to measure impact of industry on communities; policy and institutional issues related to state and local industrial development.

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 every year.

DEPARTMENT OF GERMAN AND RUSSIAN

(337-A McIver Building)

Robert P. Newton, Professor and Head of Department

Professor Baer; Associate Professor Lixl-Purcell; Assistant Professor Adams; Visiting Assistant Professor Morris; Lecturers Boissonnault, Campitelli, Jensen

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 inform themselves independently about the life and literature of 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.

For all interested students a German coffee hour (Kaffeestunde) is held once a week, where students and faculty meet socially to speak German. The UNCG film program provides a German full-length film each month, and several Russian films each semester.

From time to time a UNCG Summer Study Abroad travel program in German-speaking countries is offered. Information on other summer programs abroad is available.

Students who wish to spend their junior year studying any subject at the Universities of Heidelberg or Munich, or with other programs, must have completed intermediate German.

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, through the study of literature, film and works of German thought.

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

German and Russian

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

24-36 semester hours in German above the 204 level, including at least:

1. Two courses from 210, 301, 302, 307, 311 (at least one from 301, 302).
2. Both courses 303 and 304.
3. At least five total courses at the 300 level.
4. At least four total courses involving literature or cultural studies.

NOTE: Courses in German literature or culture in English translation (217, 218, 221, 315, 316) can only be used for Major credit if an appropriate amount of reading is done in German.

Related Area Requirements

Suggested but not required: ART 407; ATY 385, 387, 587; ENG 201, 202, 339, 340; HIS 391, 392, 572, 573; RUS 201, 202, 313, 314, 315, 316; PHI 252, 330.

Electives

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

GERMAN MINOR

15 hours above German 102, including at least 6 hours at the 300 level. Courses in English translation may not be counted.

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).
315, 316 German Civilization. Readings in English (3:3), (3:3).

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

For Undergraduates

101-102 Elementary German (3:3)-(3:3). Essentials of grammar, graded reading, vocabulary building. Language laboratory required. **German 102 must be successfully completed to receive credit for German 101.**

101B Elementary German for Business and Economics Majors (3:3). Essentials of grammar and vocabulary with supplementary business vocabulary and reading of business texts. Language laboratory. **German 102 or 102B must be successfully completed to receive credit for German 101B.**

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.

203 Elementary German (3:3). Continuation of the essentials of grammar begun in 101-102. Language laboratory required. Pr. 101-102. [CFL]

204 Intermediate German Topics (3:3). Reading, composition and discussion, at an intermediate level, based on German texts on various topics. Pr. 101, 102, 203 or equivalent. [CFL]

205, 206 Advanced Intermediate German Topics (3:3), (3:3). Topics will be of a cultural, historical and/or literary nature. The purpose of the course is to improve reading proficiency and introduce students to German-language culture. Pr. 204 or equivalent. May be repeated if topics are different.

210 Intermediate German. Beginning Conversation (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. (Please note: GER 210 does not satisfy the College foreign language [CFL] requirement.)

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. [WL, CWL].

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.

301, 302 Topics for German Conversation and Composition (3:3), (3:3). For students desiring some proficiency in spoken and written German. Conversation and composition based on various announced topics. Attendance at Kaffeestunde required unless excused by instructor.

German and Russian

- 303 Introduction to German Literary Studies (3:3).** Readings from various genres by representative authors of the Age of Goethe, Young Germany, Poetic Realism, Naturalism, and Expressionism, and contemporary literature. Introduction to methodologies of literary analysis. Pr. 204, or equivalent and permission of instructor.
- 304 German Popular Culture. An Introduction (3:3).** History and analysis of German popular culture in the age of modernism. Readings and discussions of works by authors such as Spengler, Benjamin, Freud, Bovenschen, Enzensberger, Habermas. Pr. 204 or equivalent and permission of instructor.
- 305, 306 Advanced Topics in German Literature and Culture (3:3).** Topics will be of a cultural or literary nature. May be repeated for credit if topics are different. Pr. 204 or permission of the instructor.
- 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.
- 311 Business German (3:3).** Introduction to the special vocabulary and syntax of German as used in business contacts, correspondence and articles. Practice in reading and writing German for business purposes and travel. Pr. 204 or its equivalent.
- 315, 316 German Civilization. Readings in English (3:3), (3:3).** Cultural, political, and social development of Germany from its origin to the present. 315 - Middle Ages (Romanesque, Gothic) through the fifteenth century. 316 - from the Reformation to the present. Attention given to the German elements in America. Use of films, slides, and records. Taught in English. Majors required to do additional reading in German.
- 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.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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. **Russian 102 must be successfully completed to receive credit for Russian 101.**
- 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. [WL, CWL].
- 203-204 Intermediate Russian (3:3)-(3:3).** Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature. **Russian 204 must be successfully completed to receive credit for Russian 203.** [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. [WL, CWL].
- 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.
- 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. [WL, CWL].
- 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.
- 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.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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 McIver Building)

Allen W. Trelease, Professor and Head of Department

Professors Calhoon, MacKenzie, Melton, Saab, Schleunes, Schweningen; Associate Professors Bilinkoff, Caneva, Clowse, Cooley, D'Emilio, Floyd, Gordon, Link, Mazgaj, Ruzicka, Thompson, Assistant Professors Cassell, Eldredge; Lecturers Conklin, Ellis, Hatcher, Raley

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 history 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 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; 400- and 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.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

27-36 semester hours in history above the 100 level, where History is the primary major, 24-36 hours where it is a second major.

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 or her 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. Juniors and seniors who declare history as their primary major are required to take HIS 420.

Related Area Requirements

Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisors 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 students to select courses with the help of their major departments, which will develop and extend their individual interests as expressed in their majors. 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

- 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. Not open to those who have taken 211 or 212. Link. [HP].
- 203 History of Africa to 1870 (3:3).** Early African empires, the spread of Islam, European exploration, the Atlantic slave trade and its effects, slavery in Africa, white settlement in South Africa. Eldredge. [NW, CNW].
- 204 History of Africa since 1870 (3:3).** Colonial partition, missionaries, wars of resistance, styles of colonial rule, development and underdevelopment, independence movements and de-colonization, neo-colonialism, capitalism and socialism, civil wars, apartheid in South Africa. Eldredge. [NW, CNW].
- 209 The Ancient World (3:3).** Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. Ruzicka. Same as CCI 209.
- 211, 212 The United States: A General Survey (3:3), (3:3).** First semester: to 1865. Second semester: since 1865. Not open to those who have taken HIS 103. [HP].
- 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.
- 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. [NW, CNW].
- 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. [NW, CNW].
- 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.
- 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.
- 239 Latin America: Colonial Period (3:3).** Introduction to the early history of Latin America. Emphasis on the clash of cultures, Indian-Spanish relations, and the structure and mechanisms of empire. Floyd. [NW, CNW].
- 240 Latin America: National Period (3:3).** Introduction to the political and economic history of Latin America since independence. Survey covers political dynamics, social transformations, and the evolution of export economics. Floyd. [NW, CNW].
- 251, 252 The History of Western Science: A 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. [HP].
- 300 The United States in the 1960s (3:3).** The political and social history of the United States from the 1960 presidential campaign to Watergate. Special attention to civil rights, Vietnam war, and student protest. D'Emilio.
- 301 Race and Slavery (3:3).** Examination of the black experience from ancient to modern times, including pre-colonial Africa, the Atlantic slave trade, slavery in the Ameri-

- cas with special emphasis on the United States before 1865. Schweningen. [HP].
- 02 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. Schweningen. [HP].
- 03 South Africa and Its Neighbors (3:3).** Early African societies and states, slave trade and slavery, European settlement and expansion, mineral revolution, colonialism and independence in Zimbabwe, Angola, Mozambique, Namibia; apartheid and African nationalism in South Africa. Eldredge.
- 04 Women in African History (3:3).** The contributions of African women to society, politics, and economic growth from the pre-colonial era to the present; how Islam, slavery, colonialism, and modern developments have affected African women.
- 05 Special Topics (3:3).** Special Topics in history not otherwise covered at the undergraduate level. Students may repeat the course, but not the topics, for credit.
- 07, 308 The World in Our Time (3:3), (3:3).** World developments since 1945. First semester: through 1960. Second semester: since 1960. Thompson.
- 11 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. [AE, CAE].
- 13 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.
- 15 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 History (3:3).** The political structure and economies of the Central American republics from 1821 to 1979. Emphasis on political competition under the strain of forced expansion and the dynamics of agrarian relations. Floyd.
- 321 Latin America and the United States (3:3).** A history of inter-American relations from the Monroe Doctrine to the Caribbean Basin Initiative. An examination of traditional interpretations and contemporary arguments and the Latin American context and perspective.
- 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.
- 334 The Age of the Democratic Revolution (3:3).** The politics, social structure, warfare, and ideology of the American Revolution set against the background of early modern European thought and modern American constitutional development.
- 342 The Modernizing of America, 1880-1930 (3:3).** Americans confronting the modern corporation, ethnic diversity, urban life, new international responsibilities, new styles in architecture and the arts, popular entertainment, a consumer society, new attitudes toward women, sex, and family. Link.
- 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.
- 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. Hatcher.

- 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.
- 351 History of Greece, 2000 B.C.-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. Same as CCI 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. Same as CCI 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. Same as CCI 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. Same as CCI 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, crusades, peasant life, the emergence of nation-states, and the rise of the university. Conklin. [HP].
- 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. [HP].
- 358 Medieval Universities (3:3).** Background, origin, and contributions of the medieval schools and universities to western intellectual history from 1110-1400. Conklin.
- 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.
- 360 The Structure of Scientific Change: Topics in the History of Science (3:3).** In-depth examination of selected topics to elucidate the nature of scientific change. Representative topics: Thomas Kuhn's image of science; the Chemical Revolution; evolution; relativity. Caneva. [AE, CAE].
- 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. [NW, CNW].
- 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. Snowden.
- 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.
- 65 **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.
- 66 **The Origins of Modern Political Thought (3:3).** The development of the major Western political traditions (republicanism, liberalism, conservatism) from the Renaissance to the American and French Revolutions with emphasis on the historical context. Mazgaj. [AE, CAE].
- 67 **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.
- 69 **History of Spain (3:3).** Exploration of major themes in Spanish history, notably the concept of crusade, the experience of empire and struggle for religious, ethnic and political unity. Focuses on medieval, "Golden Age" (1500-1700), and twentieth century Spain. Bilinkoff. [HP].
- 370 **Revolutions in 20th Century Latin America (3:3).** Comparative history of revolution in twentieth-century Bolivia, Cuba, Guatemala, Mexico, and Nicaragua. Floyd.
- 373 **English History to 1660 (3:3).** Origins and evolution of English culture and English constitution. Melton.
- 374 **English History since 1660 (3:3).** Continuation of 373. May be taken separately. Melton. [HP].
- 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. [NW, CNW].
- 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.
- 381 **The Near and Middle East (3:3).** Emphasizes developments since World War I. Saab. [NW, CNW].
- 383 **Chinese History to 1800 (3:3).** Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China. Cooley.
- 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.
- 385 **Japanese History to 1867, Izanagi and Izanami to Emperor Meiji (3:3).** Creation myths - archaeological record, warrior aristocracy under Chinese veneer, Japanese feudalism: Shoguns, daimyo samurai, servants of Christ, diplomats, seclusion, and civil war. Cooley.
- 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.
- 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.
- 391 **The Holy Roman Empire (3:3).** The Holy Roman Empire, later known as Germany, from its origin to its destruction by Napoleon. Focus on Christianization of Germany, medieval monarchy, Reformation, Thirty Years War, rise of Prussia. Schleunes.
- 392 **The Holocaust; History and Meaning (3:3).** This course examines the history of the Nazi Holocaust during World War II and explores a variety of meanings — intellectual and artistic — that have been imposed upon it. Schleunes.
- 393 **Medieval Church and State (3:3).** Course examines origins, elaboration, and impact of political thought in the West as it arose out of the ongoing transformation of the medieval church and state from circa 300-1500. Conklin.
- 401, 402 **Individual Study (1 to 3), (1 to 3).** Directed program of reading or research. Available to qualified students upon the

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recommendation of an instructor and approval of department head.

- 420 Varieties of History (3:3).** A capstone course to introduce students to the richness and variety of the historical tradition and place of history in the sociology of knowledge. Pr. Junior or senior standing as a history major. Required of all students who have History as a primary major.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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. (Same as LIS 505.)
- 508 Problems of Latin America (3:3).** A study of select political and economic developments from a historical perspective. Topics include an examination of Hispanic democracy, the evolution of the military, and land tenure. Seminar format. Pr. one course in Latin American history or consent of instructor. 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.
- 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 Preservation of the American Past (3:3).** A history of America's past through museums (indoor and outdoor); collection and their interpretation; exhibitions and park and wilderness areas. 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. Snowden.
- 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. Snowden.
- 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.
- 532 Women in World History (3:3).** Interdisciplinary course on roles and images of women in the modern world beginning with sixteenth century.
- 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.

- 7 The American Colonial Period, 1607-1763 (3:3).** Selected topics pertaining to development of colonies to eve of American Revolution. Clowse.
- 8 South America (3:3).** A comparative study of the political and economic history of select countries. Emphasis on the variety of the Latin American experience; similarities and differences among the republics. Concentration on late nineteenth century to 1974. Seminar format. Pr. one course in Latin American history or consent of instructor. Floyd.
- 9 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.
- 10 Middle America (3:3).** An investigation into the history of Mexico and Central America. Emphasis on the political and economic developments in Mexico, 1876-1976, with special attention to the Revolution, and on the late nineteenth century to 1979 in Central America. Seminar format. Pr. one course in Latin American history or consent of instructor. Floyd.
- 15a,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.
- 16 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.
- 17 The New South (3:3).** Southern history from Reconstruction to the present. Emphasis on race, politics, agriculture, and industry. Trelease.
- 19 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.
- 553 War, Society, and Reform: America, 1900-1945 (3:3).** Examines the impact during the first half of the twentieth century of two world wars, reform, industrialization, the changing status of women and minorities, and the emergence of mass culture. Link.
- 554 Terrorism, Nationalism and Revolution in Modern Europe (3:3).** Development of terrorism, secret societies and revolutionary movements related to nationalism in Europe, from 1789 to the 1950s. Special emphasis on Russia and Serbia. MacKenzie.
- 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, with special attention to origins of World War II. Saab.
- 567 Topics in French History (3:3).** Study of specific themes and/or problem areas in French History. May be repeated for credit when topic varies. Mazgaj.
- 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.

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- 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. 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.
- 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 Britain in the Age of Expansion, 1714-1885 (3:3).** A study of Britain in her golden age of political creativity, economic growth, imperial expansion, and world power.
- 583 Imperial Sunset: Britain from 1885 (3:3).** An examination of Britain's complex twentieth century experience focusing upon the world wars, loss of empire and great power status, and the growth of the welfare state.
- 584 Contemporary East Asian History (3:3)** An examination of major developments shaping history of China, Japan and Korea since World War II from national, regional and global perspectives. 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.
- 587 Southern African Kingdoms, 1780-1897 (3:3).** The rise and decline of African nations in nineteenth-century southern Africa state formation, economics and social change; historical methodology and the use of oral sources. Eldredge.
- 590 Medieval Thought and Learning from 300 to 1500 (3:3).** A survey of the formation of a medieval intellectual tradition and its institutional expression in the Latin West from late Roman times to the sixteenth century.

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).**
- 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)

Paul F. Duvall, Professor and Head of Department

Professors Hildebrandt, Posey (Emeritus), Sher, J. Vaughan; Associate Professors Church, Henry, Herr, Kissling, Long, Ludwig; Assistant Professors Blanchet-Sadri, Briner, Byrd, Cooper, Landman, Lea, Love, T. Vaughan; Instructors Brown, Griffin, Kilgariff; Lecturers Bradley, Carter, Culian, Keith, Koehler, Kulesza, Montgomery, O'Connor, Sallez, Sen, Shelton, Weigel

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 statistics, 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 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 VAX-87000 computer and VAX 11/80's (from Digital Equipment Corporation) operating as a VAX cluster, running VMS. Attached to the cluster are a DEC station and VAX station running UNIX. These are accessible to students via interactive terminals. The Department of Mathematics also has access to microcomputers. The University is a member of the state-wide computer network LINCnet as well as the international networks Bitnet and Internet. The campus is fully networked locally.

MATHEMATICS MAJOR (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those 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 504, 505, 593, 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, 504, 505, 593, 594, STA 571.

Requirements for the Bachelor of Science

The mathematics core courses and at least 15 additional hours in mathematics above the 100 level, not to include MAT 220, 301, 302, 303, 304, 504, 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, 251, 261, 336, 543, 544, 553, 561.

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 351 (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: CSC 137 or 236; CSC 342 or MAT 390; STA 271 or 351; MAT 504, 505, 513; two courses chosen from: MAT 394, 514, 515, 516, 517, 518, 519, 520, 521, 540, 547, 595, 596.

MATHEMATICS MINOR

The minor in mathematics consists of at least 15 hours of work in the department, to be arranged in consultation with an advisor and with 12 semester hours in courses above the 100 level.

NOTE: 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, 251, 261, 336.

NOTE: 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 computers and computing; emphasis on the logical processes involved in analyzing and planning computer-based solutions to problems. Examples of computer applications, impact on society, ethical issues, hardware and software, introduction to programming. May not be taken for credit by students who have credit for ISM 234.
- 137 Introduction to Computer Programming (3:3).** Programming a computer in a high-level language. Emphasis on analysis of problems from various disciplines, problem solving techniques, and programming style. Designed for students with a serious interest in learning to program a computer. 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, 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 (1to 3; 1 to 3).** Syntax of a language, including variables, assignments, loops, conditionals, arrays, subroutines, I/O and advanced topics. Language covered announced at

Mathematics

preregistration. May be taken twice for credit with permission of the Department Head. Pr. 137 and 236 or equivalent.

- 251 Introduction to Discrete Mathematics (3:3).** 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. MAT 119 or proficiency in college algebra. Programming experience helpful.
- 261 Introduction to Assembly Language (3:3).** 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 and in 251.
- 339 Survey of Programming Languages (3:3).** Comparative study of syntactic and semantic features of programming languages, including block-structured, object-oriented, and functional languages. Topics include procedure calls and execution environments, parameter passing, storage allocation, recursion. Pr. grade of at least C in 336.
- 340 UNIX and C (3:3).** Practical and theoretical concepts of software engineering using the UNIX and C environment. Pr. Grade of C or better in 336.
- 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.

- 463 Introduction to Data Communication (3:3).** What every computer science student should know about data communication. Private leased-line, dial-up communication; modems; protocols; multiplexers. LANs; port-selectors; software/firmware. Pr. 261 or equivalent plus one year of physical science (preferable physics).

For Advanced Undergraduates and Graduates

- 521 Introduction to Computer Graphics and Image Processing (3:3).** An introductory survey of graphics and image processing hardware, algorithms, and data structures. Pr. MAT 340 and CSC 336 or consent of instructor.
- 539 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. Successful completion of 553 helpful.
- 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 Theory of Computing (3:3).** Introduction to mathematical models of computer science including automata theory, formal languages, grammars and parsing, computability, and decidability. Pr. 251 and programming experience.
- 555 Algorithm Analysis and Design (3:3).** Introduction to the mathematical analysis of computer algorithms, correctness, complexity, asymptotic lower bounds; efficient data structures, and prototype algorithms;

NP-completeness, approximation algorithms, probabilistic algorithms. Pr. MAT 340 and grade of at least C in CSC 336.

- 61 Principles of Computer Architecture (3:2:3).** 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 emulation of processors. Pr. 251, 261.

- 62 Principles of Operating Systems (3:3).** Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection. Pr. grade of at least C in CSC 261 and CSC 340 or permission of instructor. Successful completion of CSC 561 helpful.

- 565 Microcomputers and Assembly Language Programming (3:3).** Architecture: CPU, memory, registers, interrupts, polling, peripherals, 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

- 621 Advanced Computer Graphics and Image Processing (3:3)**
643, 644 Numerical Mathematics (3:3), (3:3).
693 Advanced Topics in Computer Science (3 to 6).
695 Current Problems in Computer Science (3:3).

MATHEMATICS COURSES (MAT)

For Undergraduates

- 00 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 nor count in the student's GPA.

- 12 Contemporary Topics in Mathematics (3:3).** Selected topics from sets and logic, mathematical systems, statistics and probability, geometry and matrix algebra. Designed primarily for liberal arts student. [MT, CMT].

- 19 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. [MT, CMT].

- 21 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. [MT, CMT].

- 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. [MT, CMT].

- 220 Plane and Solid Analytic Geometry (3:3).** Study of conic sections (including rotation of axes), graphing with polar coordinates, quadric surfaces, and vectors. Pr. 121 or equivalent.

- 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.

- 293 Calculus III (3:3).** Indeterminate forms, Taylor's formula, infinite series, partial derivatives, multiple integrals. Pr. grade of at least C in 292.

Mathematics

- 295 Proofs and Mathematical Structures (3:3).** An introduction to basic mathematical concepts needed for most upper level mathematics courses. The language and logic of proofs, basic set theory, relations, functions, numbers, counting, cardinalities, introduction to algebra. Pr. Grade of C or higher in 292.
- 301, 302 Number Systems (3:3), (3:3).** Designed primarily for prospective elementary teachers. Intuitive development of real number system with emphasis on problem solving, arithmetic properties, and informal geometry. May not be taken for credit by mathematics majors.
- 303 Topics in Mathematics (3:3).** Primarily for students seeking grades 6-9 certification. Extensive study of 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 students seeking grade 6-9 certification. 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 Modern Algebra (3:3).** Introduction to theory of groups, rings, integral domains and fields, including basic properties of polynomials. Pr. grade of at least C in 292.
- 340 Matrix Theory (3:3).** Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations, eigen-vectors. Pr. grade of at least C in 292.
- 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.
- 390 Ordinary Differential Equations (3:3).** First order differential equations and linear equations of finite order, inverse differential operators, undetermined coefficients, variation of parameters, power series solutions near ordinary or regular singular points, applications, numerical methods. Pr. 292.
- 394 Advanced Calculus (3:3).** Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems. Pr. 293 and 340.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

- 504 Foundations of Geometry for Teachers (3:3).** Primarily for students seeking teacher certification. Includes logic and axiom systems, history, plane and solid Euclidean geometry, proof strategies, introduction to non-Euclidean geometries, and transformational geometry. Pr. 292 or 304 or consent of instructor.
- 505 Foundations of Mathematics for Teachers (3:3).** Primarily for students seeking teacher certification. Includes properties and algebra of real numbers; analytic geometry, polynomial, rational, exponential, logarithmic, and trigonometric functions; complex numbers; concept of limits of functions. Pr. 292 or 303 or consent of instructor.
- 513 Historical Development of Mathematics (3:3).** Study of the historical development of mathematics, not a history of persons involved in development. Pr. 311.
- 514 Theory of Numbers (3:3).** An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruences, linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number

- theoretic functions, and other topics. Pr. 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 either 295 or 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. 311.
- 517 Theory of Groups (3:3).** Elementary properties of groups and homomorphisms, quotients and products of groups, the Sylow theorems, structure theory for finitely generated Abelian groups. Pr. 311.
- 518 Set Theory and Transfinite Arithmetic (3:3).** The axioms of set theory, operations on sets, relations and function, ordinal and cardinal numbers. Pr. 311.
- 519 Intuitive Concepts in Topology (3:3).** Basic concepts, vector fields, the Jordan curve theorem, surfaces, homology of complexes, continuity. Pr. 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. 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. consent of instructor.
- 522 Hilbert Spaces and Spectral Theory (3:3).** Vector-spaces: basis, dimension, Hilbert spaces; pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces; annihilators, closed and complete subspaces, convex sets. Continuous linear mappings; normed spaces. Banach spaces, Banach algebras, dual spaces. Reisz-Frechet theorem. Completion. Bilinear and seaquilinear maps. Adjoint. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operations. Invariant subspaces. Continuous operators. Special theorems for a normal co-operator. Pr. 191, 292 and 311.
- 540 Complex Functions with Applications (3:3).** The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues. Pr. 293.
- 541, 542 Stochastic Processes (3:3), (3:3).** Markov processes, Markov reward processes, queuing, decision making, graphs and networks. Applications to performance, reliability, and availability modeling. Pr. MAT 394 and STA 351, or equivalents.
- 545 Differential Equations and Orthogonal Systems (3:3).** An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems. Pr. 293 and 390 or consent of instructor.
- 546 Partial Differential Equations with Applications (3:3).** Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems. Pr. 545.
- 547, 548 Combinatorial Analysis (3:3), (3:3).** The pidgeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations, graphs, graph coloring, planar graphs, trees, networks. Pr. 295 or 311 and 340 (required for 548) or consent of instructor.
- 549 Topics in Applied Mathematics (3:3).** Selected topics of current interest in applied mathematics. May be repeated for credit with approval of the Department Head. Pr. 293 and 390 or consent of instructor.
- 591 Modern Algebra (3:3).** Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings. Pr. 311.

Mathematics

- 592 **Abstract Algebra (3:3).** Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions. Galois theory, solvability by radicals. Pr. 591 or 311 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 Riemann-Stieltjes integral. Pr. consent of instructor.
- 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 **Linear Algebra and Matrix Theory (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 received credit for ECO 250 or 350 or are concurrently enrolled in ECO 250. Pr. an acceptable score on the mathematics placement test or a grade of at least C in MAT 100. [MT, CMT].
- 271 **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. An appropriate score on the mathematics placement test or MAT 119 or STA 108 or consent of department.
- 351 **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. (Formerly STA 343)
- 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. 351 or consent of instructor.
- 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. 351 and MAT 293 or consent of instructor.

71 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.

71L Statistical Methods Laboratory I (1:0:2). Using statistical software packages for data analysis. Problems parallel assignments in 571. Pr. enrollment in 571.

72 Statistical Methods for Research II (3:3). Statistical methodology in research and use of statistical software. Regression, one and two factor ANOVA, analysis of covariance. Pr. consent of instructor.

72L Statistical Methods Laboratory II (1:0:2). Using statistical software packages for data analysis. Problems parallel assignments in 572. Pr. enrollment in 572.

73 Theory of Linear Regression (3:3). Linear regression, least squares, inference, hypothesis testing, matrix approach to multiple regression. Estimation, Gauss-Markov Theorem, confidence bounds, model testing, analysis of residuals, polynomial regression, indicator variables. Pr. STA 352 and MAT 340 or 662, or consent of instructor.

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. consent of instructor.

575 Nonparametric Statistics (3:3). Introduction to nonparametric statistical methods for the analysis of qualitative and rank data. Binomial test, sign test, tests based on ranks, nonparametric analysis of variance, nonparametric correlation and measures of association. Pr. consent of instructor.

593, 594 Directed Study in Statistics (1 to 3), (1 to 3).

For Graduates

651, 652 Mathematical Statistics (3:3), (3:3).

661 Advanced Statistics in Behavioral Science Research I (3:3).

661L Advanced Statistics Laboratory (1:1)).

662 Advanced Statistics in Behavioral Science Research II (3:3).

662L Advanced Statistical Laboratory (1:1)).

667 Statistical Consulting (1:1).

671 Multivariate Analysis (3:3).

672 Applied Statistical Computing. (3:3).

673 Statistical Linear Models I (3:3).

674 Statistical Linear Models II (3:3).

675 Experimental Design (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 McConnell, Rosthal; Associate Professors Hoffman, King, Rosenkrantz, Zimmerman

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 Theory of Value: 119, 121, 220, 231, 321, 322, 335, 343, 361, 545.
- B. Metaphysics and Epistemology: 259, 319, 357, 555, 559, 565.
- C. History of Philosophy: 251, 252, 351, 353.
- D. Logic and Philosophy of Science: 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 skills vital to careers in science and medicine.

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.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College

liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

The following courses offered by the Philosophy Department carry AULER and College of Arts and Sciences (CLER) credit:

AULER, CLER Credit

PHI 111, 119, 121, 231	Analytic and Evaluative Studies (AE, CAE)
PHI 252	Historical Perspectives on Western Culture (HP)
PHI 115, 211	Reasoning and Discourse (RD, CRD)

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

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| <p>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. [AE, CAE].</p> <p>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. [RD, CRD].</p> <p>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,</p> | <p>and subjectivism. Readings from major figures in the history of ethics. [AE, CAE].</p> <p>121 Contemporary Moral Problems (3:3). Philosophical readings and discussion of such current topics as abortion, euthanasia, capital punishment, censorship, sexual morality, affirmative action and preferential hiring, environmental ethics, population control, and the morality of war. [AE, CAE].</p> <p>201 Topics in Philosophy (3:3). Variable content. May be repeated for credit with different topics.</p> <p>211 Introduction to Formal Logic (3:3). Validity, consistency, implication, and the formal analysis of language. Propositional logic and quantification theory. [RD, CRD].</p> <p>220 Medical Ethics (3:3). Moral problems in medicine including the patient's right to</p> |
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Philosophy

- know, the confidentiality of doctor-patient communications, informed consent and experimentation with human subjects, abortion, euthanasia, socialized medicine, conflicts between medicine and religion, and genetic engineering.
- 231 Social and Political Philosophy (3:3).** Major writings on social freedom or liberty, coercion, human rights, justice, and the basis of political authority. [AE, CAE].
- 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 thinkers had on those who followed them.
- 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. [HP].
- 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.
- 267 Existentialism (3:3).** Introduction to the fundamental ideas of existentialism. Readings from Kierkegaard, Heidegger, Sartre.
- 311 Intermediate Formal Logic (3:3).** Quantification theory with completeness results, identity, functions, decidability, and axiomatic methods. Pr. 211 or consent of instructor.
- 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.
- 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.
- 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 work of art. Readings in philosophy and art theory.
- 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.
- 330 Philosophy in 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.
- 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.
- 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.
- 351 Major Philosophers (3:3).** Systematic examination of the works of a major philosopher. May be repeated for credit with change in topic.
- 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.
- 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.

61 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.

01 Reading Course for Seniors (3:3). Supervised reading and research for philosophy majors. Pr. consent of instructor. May be repeated for credit.

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

93 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

523 Philosophy of Social and Behavioral Science (3:3). 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, relations between 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, naturalized epistemology. 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.

For Graduates

601 Advanced Topics in Philosophy. (3:3).

DEPARTMENT OF PHYSICS AND ASTRONOMY

(101 Petty Building)

Francis J. McCormack, Professor and Head of Department

Professors Clark, Hageseth; Associate Professors Danford, Meisner, Muir, Whitlock; Adjunct Associate Professors Cleveland, Lea, Mosier

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 computer simulation and computational physics, quantum statistical mechanics and low temperature physics, observational astronomy and digital image analysis, mathematical and x-ray analysis of crystal structure, and pedagogical methods in science teaching. The department uses and administers the Three College Observatory, located in a nearby dark-sky location. This observatory contains the state's largest (32 inch) reflecting telescope, along with a low light-level image acquisition system. The research of the Department is supported by a local area network linking departmental microcomputers and the campus VAX cluster, a number of laboratories well-equipped with modern instrumentation, and an instrument-making facility.

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 follow the requirements for the Bachelor of Arts degree. In addition the following are required: BIO 103 and 107; CEF 381; GEO 103; HEA 201; PSY 221; PSS 450, 459, 465, and 470; speech clearance; two semester hours in physical education.

BACHELOR OF ARTS

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those 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, 321, 321L, 323, 323L, 325, 325L, 327, 425, 425L, 525.
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 521 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. [NS, 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. [NS, 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. [NS, 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. [NS, 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. [NS, 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. MAT293. No student may receive credit for this course if credit has previously been earned for 102. [NS, CPS].

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. [NS, CPS].

321 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 duality, 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).

321L 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).

323 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.

323L 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.).

325 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.

325L 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.

327 Thermal Physics (3:3).

Properties of matter developed by combining thermodynamic reasoning with molecular theory. Pr. 292 (or 101, 102 with permission of instructor).

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.

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 fur-

ther 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.

345 20th Century Physics: A Liberal Art (3:3).

20th century developments in description of physical universe, including small (quantum mechanics), fast (Einstein's relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics. Junior, senior standing, or consent of instructor.

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.

425 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. 325 or permission of instructor.

425L Optics Laboratory (1:0:3).

Performance of geometrical and physical optics experiments with both microwaves and visible light. Pr. 321L, 325L, or permission of instructor.

493 Honors Work (3-6).

See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

500 Seminar (1 to 3).

Selected topics of current interest in physics are studied.

501, 502 Conceptual Physics for Teachers (3:3)

(3:3). The basic laws of physics are introduced by extensive use of demonstrations. Concepts are emphasized and mathematical manipulation is minimal. Teaching materials and strategies are developed.

Physics and Astronomy

Credit not applicable to M.S. degree in Physics.

- 510 Apparatus and Instrumentation for Teaching (3:3).** Principles of design, construction, maintenance, and use of demonstration and laboratory apparatus and instrumentation are studied. Safe use of equipment, materials choice and substitutions, and functionality tests are included. Pr. consent of instructor.
- 512 Electronics for Scientists (3:2:3).** Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientist. Pr. permission of instructor or head of student's major department.
- 513 Microcomputer Interfacing for Scientists (3:2:3).** Methods and techniques of electronic connection between computer and other devices and programming methods to facilitate use of the computer as a laboratory instrument are introduced. Assembly language used primarily. Pr. permission of instructor.
- 519 Advanced Laboratory (1 to 3:0:3 to 9).** Principles of design and execution of laboratory experiments are introduced, with emphasis on developing the capability to do independent experimentation. Pr. 321L and 323L.
- 520 Selected Topics in Physics (3:3).** A topic of special interest is studied in depth. Pr. consent of instructor.
- 521 Modern Physics with Quantum Mechanics (3:3).** Modern theories of matter are studied by applying quantum mechanics to atomic, molecular, nuclear, and solid state systems. Pr. 321 and 325.
- 523 Analytical Mechanics (3:3).** Classical laws of particle motion are extended to the treatment of general motion of a rigid body, noninertial reference frames, generalized coordinates, normal coordinates, and to topics and techniques based on calculus of variations. Pr. 323, MAT 390.
- 525 Electricity and Magnetism II (3:3).** Continuation of 325. The properties of time-varying electric and magnetic fields, including Faraday's law, and the development of Maxwell's equations are studied.

Results are applied to alternating current circuit theory, electromagnetic waves, and radiation. Pr. 325.

- 530 Astrophysics (3:3).** Current understanding of the structure and evolution of stars and galaxies is emphasized. Properties of the interstellar medium and cosmological models are studied in some detail. Pr. 291, 292, 321, 325, 323.
- 595 Individual Study (1 to 3).** The student and at least one member of the graduate faculty will develop a plan to study a topic of particular interest to the student. Pr. consent of instructor.

For Graduates

- 600 Graduate Seminar (1-3:1-3)**
- 601 Teaching Concepts in Physics and Astronomy (3:3)**
- 603, 604 General Physics for Teachers (3:3), (3:3).**
- 605a, b Advanced - Placement Physics for Teachers (3:3), (3:3).**
- 607, 608 Modern Physics for Teachers (3:3), (3:3).**
- 610 Theoretical Physics for Teachers (3:3)**
- 612 Experimental Physics for Teachers (1 to 3).**
- 621 Quantum Mechanics I (3:3).**
- 622 Quantum Mechanics II (3:3).**
- 623 Classical Dynamics (3:3).**
- 625 Electrodynamics (3:3).**
- 627 Statistical Physics (3:3).**
- 631, 632 Solid State Physics (3:3), (3:3)**
- 640 Nuclear Physics (3:3).**
- 650 Theoretical 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)

James Clotfelter, Professor and Head of Department

Professor Olson; Associate Professors Bernick, Crowther, De Hoog, Meyers, Prysby;

Assistant Professors Buck, Griffiths, Tulloss

Political science is the study of the government, politics and policies of the United States and other nations; of levels of government, such as city and state, within those nations; and of relationships among nations. It studies the political behavior, attitudes, and ideas of groups and individuals.

All 100- and 200-level courses are introductions to the study of political science. Beginning students are urged to take any 100- or 200-level course in which they may be interested.

Students seeking electives in political science may select from almost 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 national government, public administration, and electoral politics.

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 or to prepare for careers in business.

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 advisors to plan programs most suitable to their individual interests and needs.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Political Science

Major Requirements

30 semester hours in political science above the 100 level including PSC 200, 210, 240, and 260. At least 15 semester hours must be at 300 level or higher. Maximum of 36 hours in political science.

Related Area Requirements

No specific courses required.

Electives

Courses in other social sciences and in history are recommended. Electives sufficient to complete the 122 semester hours required for degree.

Double Major

A student may double major by combining political science with another major. The student must complete all of the required courses for political science (PSC 200, 210, 240 and 260) and take 12 additional hours of political science at the 300 level or higher. The student must also take at least 24 hours in the second major and meet the appropriate requirements of that department for the double major. Students considering this option are advised to consult extensively with their advisors.

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

- 105 Political Issues (3:3).** Introduction to the main intellectual traditions of political science. Discusses basic problems, political life, and evaluates responses from the perspectives of competing theories of political behavior. [AE, CAE].
- 200 American Politics (3:3).** Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course. [SB, CSB].
- 210 Introduction to Public Policy (3:3).** Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations. [SB, CSB].
- 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.
- 240 The International System (3:3).** Introduction to international politics focusing upon major changes in the international system since 1945. Introductory level course. [SB, CSB].
- 260 Introduction to Comparative Politics (3:3).** Basic concepts and methods of comparative political analysis. Introduction to political institutions and practices of developed, developing, and state-socialist countries. [SB, CSB].

- 290 The Politics of Development (3:3).** Introduces students to problems of political development. Surveys the theoretical literature concerning the development process and explores critical problems facing developing countries and strategies employed to overcome them. [NW, CNW].
- 300 Special Topics (3:3).** Study of an issue in political science. Students may repeat the course, but not the same topic, for credit.
- 301 Research Methods in Political Science (3:3).** Basic principles of research in political science. Focus on testing of empirical propositions, with particular emphasis on survey research methods and on data analysis and interpretation. No statistical knowledge required. Non-majors interested in taking the course should secure consent of instructor. Prysby.
- 305 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.
- 310 Public Administration (3:3).** Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel, and decision-making. Bernick.
- 312 Environmental Policy (3:3).** The study of the formation and implementation of federal and state environmental policy. Topics include air and water pollution, hazardous waste, resource conservation, wildlife management as well as related issues.
- 313 Environmental Law (3:3).** Development and implementation of legal framework to regulate and to protect the environment. Emphasis on recent statutes and administrative/judicial interpretation. Focus on federal and international law.
- 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.
- 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. Buck.
- 322 American State Politics (3:3).** Comparison of political behavior and institutions among the 50 American states. Bernick.
- 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.
- 327 American Political Parties (3:3).** Party development and organization, campaigns and elections, political machines. Hunt, Prysby.
- 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.
- 329 American Political Movements (3:3).** Examination of recent American political movements. Emphasis on their ideologies, their tactics, and their effect on public policy. Clotfelter.
- 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. Pr. consent of instructor; 200, 327 or 328 recommended. Olson, Clotfelter.
- 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.
- 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.
- 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. Olson.
- 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.
- 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.
- 340 **International Politics (3:3).** Analysis of recent problems in international politics including the superpower rivalry, problems of underdevelopment, and of selected regional conflicts. Pr. 240.
- 341 **International Organization (3:3).** An analysis of the role of the United Nations and other major organizations in the contemporary international system. Pr. any international relations course or consent of instructor.
- 342 **American Foreign Policy (3:3).** Analysis of the decision-making process concerning formulation and execution of American foreign policy. Meyers.
- 343 **Comparative Foreign Policy (3:3).** Comparative analysis of foreign policy, with emphasis on major nation states, particularly the U.S.-Soviet relationship.
- 345 **National Security Policy (3:3).** Development of national security policy and the role of military forces in the United States. Pr. 240. [CSB].
- 346 **Soviet Foreign Policy (3:3).** Analysis of development and implementation of current Soviet foreign policy, with an emphasis on contemporary issues. Crowther.
- 350 **Democratic Political Systems (3:3).** Comparative examination of political institutions and behavior in selected democratic, Communist, and developing nations.
- 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.
- 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. Crowther.
- 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. [NW, CNW].
- 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.
- 401, 402 **Individual Study (1 to 3), (1 to 3).** Reading or research. Available to qualified students upon recommendation of an instructor.
- 493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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.
- 504 Public Sector Computer Applications (3:3).** An overview of computer applications in the public sector, covering both specific applications and broader questions of design, management, and impact of information and decision support systems.
- 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 Strategies; 510h. Global Challenges; 510i. Press and Politics; 510j. Politics of Industrial Policy; 510k. American Foreign Policy; 510m. Comparative Foreign Policies; 510n. Soviet Foreign 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 six 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 non-political 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.
- 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 inter-relating 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.
- 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.

- 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.
- 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 Analysis and Program Evaluation. (3:3).**
- 603 Budgeting and Fiscal Administration (3:3).**
- 610 Public Policy Analysis (3:3).**
- 612 Organizational Behavior (3:3).**
- 613 Local Government 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.**



Students enjoy a recent "Fall Kickoff" event which included rides in hot-air balloons.

DEPARTMENT OF PSYCHOLOGY

(296 Eberhart Building)

Walter Salinger, Professor and Head of Department

Professors DeCasper, DeRosa, Eason (Rosenthal Excellence Fund), Gottlieb, (Excellence Foundation Professor), Hunt, Logan, Lumsden, Marschark, Morrison, Nelson, Shull, Smith (Emeritus), Soderquist, Wells, White; Associate Professors Guttentag, Hicks, Johnston, Keane, Lawrence, Seta; Assistant Professors Kossen, Rabiner, Warner

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.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Psychology

Major Requirements

24-36 semester hours in psychology including: PSY 221 or 223; 310; either 341 or 345; either 326 or 342 or 347; either 450 or 453; 452 or 454; 425 or 449 or 451; 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 377 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.

CONCENTRATION IN PSYCHOLOGY

for Teacher Education Students

A minimum of 24 semester hours to include:

Psychology 221

A minimum of 3 courses at the 300 level

A minimum of 2 courses above the 300 level (not including PSY 433 or 434)

Plus other psychology courses (which can include 433 and 434) to total a minimum of 8 courses or 24 semester hours

PSYCHOLOGY AS A SECOND MAJOR

Psychology courses required are the same as for a Psychology Major. (See College Requirements for Second Majors, page 62).

BIOPSYCHOLOGY AS A SECOND MAJOR

This second major is designed for students interested in behavior and the structure and function of nervous systems. Topics will span molecular, cellular, organ, and organismal levels. Each student seeking to complete this second major must complete the basic requirements and then select additional courses in Biology and Psychology

with the approval of the Biopsychology Second Major Advisory Committee (contact either the Head of the Department of Psychology or the Head of the Department of Biology).

Basic requirements: BIO 277; CHE 114, 114L, MAT 119; and PSY 425, 450, and 453.

Additional requirements: a minimum of nine additional hours in Biology courses and three additional hours in Psychology courses.

Strongly recommended: CHE 351, 352, 354; MAT 191, 292; and PHY 101, 102.

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. *[SB, CSB]*.
- 222 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. Students may not take both 221 and 223 for credit. *[NS, CLS]*. NOTE: PSY 223 cannot be substituted for PSY 221 for Teacher Education curricular requirements.
- 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. *[NS, 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. Student may not receive credit for STA 352, 371, or ECO 250 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. *[SB, CSB]*.
- 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).** 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.

- 341 Abnormal Psychology (3:3).** A description of the various psychological disorders is presented along with the research methods used to study them. Each disorder is approached from a number of perspectives: Biological, psychosocial (psychodynamic, interpersonal, behavioral, cognitive, and humanistic) and sociocultural. Pr. 221 or 223. [SB, CSB].
- 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.
- 345 Introduction to Personality (3:3).** Comparative study of representative theories of personality from the psychodynamic, trait, behavioral, and humanistic perspectives. Pr. 221 or 223. [SB, CSB].
- 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.
- 347 Dynamics of Social Behavior (3:3).** Study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Pr. 221 or 223.
- 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.
- 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 sociobiology 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 Introduction to Clinical Psychology (3:3).** Theories and techniques of current approaches to clinical psychology. Survey of clinical applications, theoretical underpinnings, empirical support, and current controversial issues. Pr. 221 or 223, and 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.

52 Cognitive Psychology (3:2:3). Processes involved in human learning, memory, problem solving, and related performance; examination of typical experimental techniques, results, and current theoretical accounts of these processes. Pr. 221 or 223.

53 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.

54 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 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

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 PSS 540.

503 Mental Deficiency (3:3). Definitions, theories, classifications, etiology, diagnosis, and psychotherapy in area of mental deficiency. Pr. 221 or 223 or 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 Applied Behavioral Psychology(3:3). Principles of behavior and their current

applications to educational and human service settings. Recommended for psychology majors, and graduate and undergraduate students in counseling, speech pathology, social work, physical education, nursing. Pr. 221 or 223 or consent of instructor.

506 Psychology of Aging (3:3). Adult lifespan changes in psychophysiology, cognition, personality, sexuality, social relationships, and mental health. 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.

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).
- 617 Behavior Theory (3:3).
- 620 Theory and Methods of Behavioral Assessment (3:3).
- 621 Theory and Methods of Behavioral Intervention (3:3).
- 622 Theory and Methods of Psychotherapy (3:3).
- 623 Theory and Methods of Personality Assessment (3:3).
- 624 Research Methods in Clinical Psychology (3:3).
- 625 Advanced Animal Behavior (3:3).
- 630 Instrumentation in Psychology (3:3).
- 640 Theory and Methods of Intellectual Assessment (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 Social Bases 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).
- 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. (0).
- 801 Graduate Registration. (0).

THE HISTORY OF THE INSTITUTION

In October 1892, the College began its work with two buildings inadequately equipped, an annual appropriation of \$10,000 for maintenance, a teaching force of fifteen, and a student enrollment of two-hundred and twenty-three . . . Today the Institution has thirteen building; 106 lecture rooms, laboratories, and offices; dormitory accommodations for 515 boarders; a teaching and official force of 67; and, including the Training School, a total enrollment of 1284 students. The value of the plant is \$685,000, and the annual State appropriation is \$95,000.

from the
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Greensboro, N.C.,
1912-13

DEPARTMENT OF RELIGIOUS STUDIES

(200 Foust Building)

Henry Samuel Levison, Professor and Head of Department

Associate Professor Wakeman; Assistant Professor Orzech; Lecturers Headington, Ramsey, Popper, Stanley

The Department of Religious Studies investigates a variety of religious traditions, movements, and expressions that play important roles either historically or in contemporary cultures.

Courses are organized in four concentrations:

1. Traditions
2. Historical Studies
3. Critical and Evaluative Studies
4. Cultural Studies.

The Department teach courses on such traditions as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Historical studies include courses about religions in African, Asian, Middle East, European, and American (especially United States) history. Critical and evaluative studies include courses on religious philosophies, religious ethics, and theologies, as well as political, social, and psychological accounts of religious life. Cultural studies include courses that investigate the role religion plays in politics, economics, social movements, arts, sciences, as well as diverse forms of personal conduct.

Religious Studies Courses Which Meet All-University Liberal Education Requirements (AULER) and College of Arts and Sciences Liberal Education Requirements (CLER)

REL 110, 207, 309, 365	Analytic and Evaluative Studies (AE and CAE)
REL 202, 204, 210, 231	Historical Perspectives on Western Culture (HP)
REL 205, 211, 221, 351	Nonwestern Studies (NW and CNW)

RELIGIOUS STUDIES MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The Religious Studies Major participates in a diversified program in the humanities, studying religious history, imaginative literature, systems of thought, and criticisms of culture, politics, and society. Because religious studies majors engage in multidisciplinary studies in the liberal arts, they are well-qualified to enter any field that profits from disciplines of exposition, analysis, appreciation, criticism, and historical reflection. Upon graduation, Religious Studies majors have gone into teaching, medicine, nursing, law, business, ministry, journalism and communications.

Religious Studies

Members of the Religious Studies Department are available to advise students about career opportunities and to refer them to further information that may be of help.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements

24-36 semester hours in Religious Studies above the 100 level, including one course from each category.

1. Traditions: REL 210, 211, 215, 221, 225, 351, 352.
2. Historical Studies: REL 201, 202, 204, 205, 219, 231, 232, 235, 305, 310.
3. Critical and Evaluative Studies: REL 207, 259, 324, 331, 333, 335, 365
4. Cultural Studies: REL 222, 309, 315, 317, 326, 503

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 a way to focus various disciplines in the humanities on a profoundly significant part of cultures around the world. The minor consists of 18 semester hours including one course each in Traditions, Historical Studies, Critical and Evaluative Studies, and Cultural Studies.

RELIGIOUS STUDIES COURSES (REL)

For Undergraduates

- 110 Introduction to Religious Studies (3:3).** Inquiry into meaning of religion through consideration of forms, patterns, categories, symbols, and practices which characterize religious experience. [AE, CAE].
- 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.
- 202 Introduction to the Hebrew Scriptures (3:3).** Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary context. [HP].
- 203 Experimental Course: Formative Judaism (3:3).**
- 204 Introduction to the New Testament (3:3).** Study of the New Testament texts in their historical, sociological, and literary contexts. [HP].

- 05 Non-Western Religion (3:3).** Comparative study of non-Western religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms. [NW, CNW].
- 07 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. [AE, CAE].
- 10 Christianity (3:3).** Study of classic Christian texts, symbols, rituals, and social movements. [HP].
- 11 Hinduism (3:3).** Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought. [NW].
- 15 Judaism (3:3).** Introductory study of Judaism, its history, texts, life, and thought.
- 19 Religions of China and Japan (3:3).** A study of the religions of China and Japan in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.
- 21 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. [NW, CNW].
- 22 Religion and Death (3:3).** Study of attitudes toward death and dying in various religious cultures, including our own.
- 25 Islam (3:3).** Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures.
- 31 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. [HP].
- 32 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.
- 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 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.
- 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, spiritual needs and new forms of their expression. [AE, CAE].
- 310 Women in Pre-Modern Christianity (3:3).** Study of the role of gender in the creation and maintenance of Christian notions of authority and the avenues through which individual women have exercised leadership in pre-modern Christian cultures.
- 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. [CWL].
- 316 Experimental Course: Religion and Environmental Issues (3:3).** To be offered Fall 1991.
- 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.
- 324 Philosophical Issues in Religion (3:3).** Modes of philosophical reflection, groups of human conceptuality and their relation to the truth of religious claims.
- 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.
- 331 Early American Religious Thought (3:3).** Exploration of American religious thought from the settlement through the National

Religious Studies

- Period (mid-19th century), focusing on the works of Puritans, Rationalists, and Romantics.
- 333 Religion and Psychology (3:3).** Presents classic Western and Asian psychological theories of religion and shows how various religious traditions understand the human psyche.
- 335 Modern American Religious Thought, 1860-Present (3:3).** Narrative history of developments in modern American religious thought from 1860 to present. [WL].
- 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. [NW, CNW].
- 352 Ancient Religions (3).** Exploration of ancient myth and ritual through a study of archaeological and written records from Egypt and Mesopotamia. Emphasis on themes pertinent to an understanding of the Western cultural heritage, such as creation, kingship, sacrifice.
- 365 Mythology and the Religious Imagination (3:3).** An examination of theories of myth in light of intensive readings in Asian, African and Western Mythology, with emphasis upon the role of myth in religion and culture. [AE, CAE].
- 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 a 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.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

- 503 Religious Communities and Institutions (3:3).** Study of role, nature, and function of selected social forms of religious life through cross-cultural comparison or intensive study of one religious tradition. May be repeated once for credit. Pr. permission of instructor.

For Graduates

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

LECTURE AND RECITAL COURSE

1915-16

There will be given every year at the College a series of lectures by men of recognized standing in the literary and scientific world, and recitals by distinguished music artists. A fee of two dollars, collected at the time of registration, gives admission to the entire series of lectures.

from the
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1915-16

DEPARTMENT OF ROMANCE LANGUAGES

(319 McIver Building)

Mark I. Smith-Soto, Professor and Head of Department

Professors Atkinson, Fein, Kish, Lagos, Sánchez-Boudy, Smith; Associate Professors Almeida, Bulgin, Chauvigné, Goode, Koenig, Mitchell, Stinson, Whitaker; Assistant Professors Campo, Rizk, Sotomayor; Instructor Lay; Lecturers Bender, Crutchfield, Dattalo, Garrett, Jones, Levine, McLin, Newsom, Rodriguez, Rubio, Shelburne, Tomlinson

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. Students with one or more years of high school French or Spanish who wish to continue the study of that same language must take the Language Placement Test. Incoming transfer students returning to the study of French or Spanish begun in high school but not previously pursued at the college level must also take the test. Intermediate proficiency is expected for further work in French or Spanish; according to the student's interests, he or she may then begin the study of literature or develop language skills in composition and conversation. Native or near-native speakers must consult with Department Head before signing up for courses in the Department.

The Department's goals are three-fold:

1. To provide practical training in understanding, speaking, reading, and writing a foreign language;
2. To promote those values in the liberal arts tradition that derive particularly from the study of language and literature: increased understanding of language itself as structure and process, and the enlightening encounter with cultures and modes of thought different from one's own.
3. To prepare students interested in becoming French and Spanish teachers by providing a range of courses and experiences in their prospective field.

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, Italy, and Latin America; and French and Spanish honorary societies. Achievement in Romance studies is recognized by five 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 ensure 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

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and area requirements and electives in language, literature, and culture characterize both programs. The majors in Romance Languages begin above the 204 level. The maximum number of hours in the major that will count toward graduation is 36.

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

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

Major Requirements in French

30-36 semester hours above the 204 level, including:

1. 301.
2. 307, 308 (301 is a prerequisite for 307 and 308).
3. Three courses from:
 - a. 309, 409
 - b. 311, 312, 313(including at least one from a. and b.).
4. Two literature courses at the 400- or 500-level (307 or 308 is a prerequisite for any literature course at the 400- or 500-level).
5. Additional courses (6-12 sem. hrs.).

Students seeking **teacher certification** must include Phonetics(411) and Civilization (371a or 571 or 572). Literature courses should be chosen so as to represent a range of periods, movements, and/or genres. Literature courses in English translation may not be used for credit toward the major. Please see additional teacher certification requirements discussed in **Teacher Education** in Chapter 5.

Requirements for the Second Major in French

24 semester hours above the 204 level.

1. 301, 307, 308.
2. Two courses from: 309, 409, or conversation (311 or 312 or 313).
3. One 400-level literature course.
4. Two other courses above 204.

Students seeking teacher certification must include Phonetics (411), Civilization (371a or 571 or 572), Composition (309 or 310 or 409) and Conversation (311 or 312 or 313) in the 24 semester hours. Literature courses in English translation may not be used for credit toward the second major.

Requirements for the Minor in French

15-21 semester hours of courses in French above 203, excluding literature courses in English translation.

Major Requirements in Spanish

30-36 semester hours above the 204 level, including:

1. Two reading courses from: 305, 306, 371.
2. Four language courses (a maximum of six sem. hrs. of 300-level conversation may be counted toward the first 30 hrs. of the major) from: 309, 311, 312, 313, 341, 409.
3. Three literature courses at the 400 level or above (400-level literature courses normally have as a prerequisite 305 and 306, or equivalent; 500-level literature courses normally have as a prerequisite one 400-level course in Hispanic literature or permission of instructor).
4. Additional courses above 204 to fulfill hours in the major. At least one course at the 500 level must be included in the major.

Students seeking **teacher certification** must include Phonetics (450) and Civilization (371 if taken in Spain, or 571, or 572). Please see additional teacher certification requirements discussed in **Teacher Education** in Chapter 5. Literature courses in English translation may not be used for credit toward the major.

Requirements for the Second Major in Spanish

24 semester hours above the 204 level.

1. 305, 306.
2. Three courses from: 309, 311, 312, 313, 314, 341, 409, 450.
3. One 400-level literature course.
4. Two other courses above 204.

Second majors who plan to teach must include composition, conversation, phonetics, and civilization in the 24 sem. hrs. Literature courses in English translation may not be used for credit toward the major.

Requirements for the Minor in Spanish

15-21 semester hours of courses in Spanish above 203, excluding literature courses in English translation.

Related Courses, Double Majors

Suggested: second foreign language and 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 COURSES (FRE)

Courses in English Translation

- 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 313. Offered only as a summer program in France. Pr. two semesters of beginning 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. Pr. 102 or equivalent; 203 prerequisite to 204. [CFL].
- 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. [WL, CWL].
- 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.
- 301 **Advanced French (3:3).** An opportunity to increase proficiency in oral and written language skills while extending knowledge of French literature and contemporary

- French culture. A bridge to advanced work in all areas. Pr. 204 or equivalent, or instructor's permission.
- 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. [WL, CWL].
- 305 **Introduction to French Culture and Civilization (3:3).** Prose selections drawn from books, magazines, and newspapers designed to increase the student's understanding of France and the French: their institutions, achievements, and way of life.
- 307, 308 **Survey of French Literature (3:3; 3:3)** 307: Middle Ages through the eighteenth century. 308: Nineteenth and twentieth centuries. Pr. 301. [WL, CWL].
- 309 **French Composition I (3:3).** Study of grammar and idiom. Formal and informal writing. Pr. 204 or equivalent.
- 311 **French Conversation (3:3).** Training in spoken French. Pr. 204 or equivalent.
- 312 **French Conversation and Culture (3:3).** Training in spoken French in the context of French culture. Pr. 204 or equivalent.
- 313 **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.
- 341, 342 **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.
- 371a, 371b **Culture and Civilization in France (3), (3).** Offered only as a summer program in France. Special emphasis on Paris and one other region of 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.
- 409 **Advanced Written and Spoken French (3:3).** Intensive practice in the written and spoken language. Focus on refinements in

structure, vocabulary development, informal conversation, and formal writing styles. Koenig.

- 11 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. 311. Mitchell.
- 12 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. 307 or 308. Atkinson, Fein.
- 22 French Literature of the Sixteenth Century (3:3).** The Renaissance in France, reflected in prose by Rabelais and Montaigne; in lyric poetry of the Pléiade; and in writings of the French humanists. Pr. 307 or 308. Campo.
- 32 French Literature of the Seventeenth Century (3:3).** The High Classical Period and its antecedents: Molière, Racine, Corneille, La Fontaine, Mme de Lafayette, Descartes, and Pascal. Pr. 307 or 308. Goode.
- 42 French Literature of the Eighteenth Century (3:3).** The Enlightenment and Pre-Romanticism in France: Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Beaumarchais, and Rousseau. Pr. 307 or 308. Rizk.
- 52 French Literature of the Nineteenth Century (3:3).** From Romanticism to Symbolism: foundations of modern French literature in the works of Hugo, Balzac, Stendhal, Flaubert, Baudelaire, Mallarmé, and Rimbaud. Pr. 307 or 308. Bulgin.
- 62 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. 307 or 308. Smith.
- 80 Special Topics in French Literature (3:3).** Readings in literature not covered by other

course offerings at this level. Topics vary. Pr. 307 or 308.

- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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. 307 or 308 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.
- 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. 307 or 308 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. 307 or 308 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. 307 or 308 or permission of instructor.
- 550 Old French Literature (3:3).** Readings in literature of the Old French period (9th-13th centuries). Pr. 307 or 308 or permission of instructor. Atkinson.

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- 552 Middle French Literature (3:3).** Readings in fifteenth-century literature exploring each of the major genres: the nouvelle, farce, and lyric poetry. Pr. 307 or 308 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 Pléiade. Special emphasis on the *Essais* of Montaigne. Pr. 307 or 308 or permission of instructor. Campo.
- 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. 307 or 308 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. 307 or 308 or permission of instructor.
- 590 Topics in Québec Literature (3:3).** Studies in Québec literature through a variety of aspects or genres, each topic focusing on one such aspect or genre. May be repeated for credit when topic varies.

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. (0).**
- 801 Graduate Registration. (0).**

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. [WL, CWL].

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. Pr. 102 or equivalent; 203 prerequisite to 204. [CFL]

- 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. [WL, CWL].
- 305 Introduction to Spanish Literature (3:3).** Reading of representative texts in chronological order, with attention to techniques of literary analysis. Pr. 204 or equivalent. [WL, CWL].
- 306 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. [WL, CWL].

- 309 Intermediate Spanish Composition (3:3).** Intensive study of grammar and idiom. Formal and informal writing. Pr. 204 or equivalent.
- 311, 312 Spanish Conversation (3:3), (3:3).** Intensive and methodical training in spoken Spanish.
- 313 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 Program Abroad. Pr. 204 or permission of instructor.
- 314 Spain Today (3).** An intensive, one month grammar review and practical orientation course for students participating in the UNCG Study Abroad Program in Spain, emphasizing contact with people in public places, exposure to media, and visits to principal cultural centers. Pr. 204 or equivalent.
- 341 Business Spanish (3:3).** Spanish used in the Hispanic business world, with practice in speaking and writing. Readings on economic aspects of Spanish-speaking countries. Pr. 204 or equivalent.
- 371 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.
- 401 Special Topics in Hispanic Literature (3:3).** Directed study and research in literary topics of special interest to the locale of the UNCG Study Abroad Program in a Spanish-speaking country. Pr. one 300-level course in Spanish literature and permission of instructor.
- 409 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. 309 and 311 or equivalent.
- 411 Spanish-American Theatre (3:3).** Comprehensive view of the twentieth-century Spanish-American theatre. Pr. 305 and 306, or equivalent. Almeida, Smith-Soto.
- 421 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. 305 and 306, or equivalent. Sotomayor.
- 424 Nineteenth-Century Spanish Theatre (3:3).** Survey of the Spanish drama from neoclassicism to the late nineteenth century. Includes Moratin, Duque de Rivas, Zorilla, Tamayo y Baus, Echegaray, Peréz Galdós. Pr. 305 and 306, or equivalent. Kish, Sotomayor.
- 426 Spanish-American Poetry (3:3).** Analysis of representative works from Modernism to present. Lectures on social, literary, and cultural backgrounds. Pr. 305 and 306, or equivalent. Lagos, Sánchez-Boudy, Smith-Soto.
- 429 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. 305 and 306, or equivalent. Lagos, Sánchez-Boudy.
- 430 Eighteenth-Century Spanish Literature (3:3).** Literature of the Enlightenment in Spain (fiction, prose, poetry, and drama), with attention to major literary movements. Pr. 305 and 306, or equivalent. Kish.
- 431 The Essay in Latin America (3:3).** Historical evolution, thematic diversification, cultural content, and stylistic traits. Pr. 305 and 306, or permission of instructor. Lagos.
- 433 Spanish Ballads (3:3).** Thematic and stylistic study of the Spanish ballad with attention to origins and developments. Pr. 305 and 306, or equivalent. Kish.
- 434 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. 305 and 306, or equivalent. Whitaker.
- 450 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. 311, 312, or equivalent or permission of instructor. Sotomayor, Stinson.

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493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

497, 498 **Special Topics in Spanish Literature (3:3), (3:3).** Directed study and research in literary topics. Departmental permission required.

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 400-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 400-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 400-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 400-level course in Hispanic literature or permission of instructor. Sánchez-Boudy.

510 **Cervantes, I (3:3).** A study of *Don Quijote* considering its historical context, its various interpretations, and its influences. Pr. one 400-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 400-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 400-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 400-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 Ibáñez. Pr. one 400-level course in Spanish literature or permission of instructor. Sotomayor.

535 **Twentieth-Century Spanish Theatre (3:3).** Study of Spanish dramatists from Echegaray and Benavente to the New Wave of Spanish dramatists. Pr. one 400-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 400-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 400-level course in Spanish literature or permission of instructor. Whitaker.

572 **Spanish-American Civilization (3:3).** Development of Spanish-American culture. Pr. one 400-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. (0).**
- 801 **Graduate Registration. (0).**

ITALIAN COURSES

For Undergraduates

- 101, 102 **Beginning Italian (3:3), (3:3).** Introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory. 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. [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. [WL, CWL].
- 313 **Conversation in Italy (3:3).** An intensive conversation course oriented towards life in modern Italy and emphasizing the language of the media, the public domain and contemporary culture. Offered in UNCC Summer Program in Italy. Pr. 204 or equivalent.

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 SOCIOLOGY

(337 Graham Building)

William E. Knox, Associate Professor and Head of Department

Professors Humphrey, Skipper; Associate Professors Adams, Brown, Knox, Lindsay, Luebke, Markham, Pratto; Assistant Professors Allen, Mitchell; Lecturers Edwards, Johnson, Sekhon

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 a variety of occupations and for advanced study.

Graduate study leading to the Master of Arts degree with a major in sociology is also available. Courses in this program are offered during the regular academic year. 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. Students may a) major in sociology, b) major in both sociology and another major, or c) complete the social studies certification for secondary teachers with a major in sociology. Requirements for these three options are described separately below.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 56-61 for a complete description of the College area requirements and a listing of courses meeting those requirements.

REQUIREMENTS FOR A MAJOR IN SOCIOLOGY

A minimum of 30 semester hours in sociology and a maximum of 36.

Required Courses

SOC 314, 318, 450.

Three courses selected from the following:

SOC 232, 320, 336, 337.

Related Area Requirements

No specific courses required.

Electives

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

REQUIREMENTS FOR STUDENTS COMPLETING TWO MAJORS

A minimum of 24 semester hours in sociology and a maximum of 36.

Required Courses

SOC 314, 318, 450.

Two courses from the following:

SOC 232, 320, 336, 337.

Related Area Requirements

Completion of requirements for another major.

Electives

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

SOCIAL STUDIES CERTIFICATION CONCENTRATION

A minimum of 24 semester hours in sociology and a maximum of 36.

Required Courses

SOC 314, 318, 450.

Two courses from the following:

SOC 232, 320, 336, 337.

Related Areas Requirements

9 hours in history and 6 hours in each of the following disciplines: anthropology, economics, geography, and political science.

Teacher Certification Requirements

(See **Teacher Education** in Chapter 5 for full explanation.)

1. AULER requirements as identified within each major.
2. Speech clearance.
3. HEA 201.
4. Two semester hours in physical education.
5. PSY 221 General Psychology (PSY 223 may not be substituted)
6. CEF 381 The Institution of Education
7. PSS 450 Psychological Foundations of Education
8. PSS 470 Reading Education
9. Student Teaching

10. For 9-12 subject area certification, students must take the appropriate Teaching Practices and Curriculum Course (PSS 451, 452, 453, 457, 459) and PSS 465 Student Teaching and Seminar.

Electives

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

Minor Requirements

15 semester hours in sociology.

SOCIOLOGY COURSES (SOC)

For Undergraduates

- 201 **American Social Problems (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. [SB, CSB].
- 211 **Introduction to Sociology (3:3).** Scientific study of social behavior including factors involved in functioning and development of human society such as culture, identity, social organization, institutions, stratification, social process, and social change. Open to freshmen. [SB, CSB].
- 222 **Sociology of Deviant Behavior (3:3).** Sociological contributions to analysis and treatment of contemporary forms of deviant behavior. Relationship of deviant behavior to social change. Open to freshmen. [SB, CSB].
- 232 **Introduction to Social Psychology: Self in Society (3:3).** Conceptual frameworks of social psychology for selected topics: theories of social psychology, socialization, social perception, acquisition of self, gender, race and ethnicity, social interaction, and attitude and behavior change. May not be taken for credit if student has had SOC 571 or PSY 347. Open to freshmen. Knox. [SB, CSB].
- 242 **Conflict and Change in Southern Africa (3:3).** Focus is on patterns of conflict and change in multi-racial societies; apartheid in South Africa; state-building and development within South Africa and the region; implications for policies of Western Powers. [NW, CNW].
- 300 **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. [NW, CNW].
- 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.
- 312 **Social Environmental Analysis (3:3).** Examination and analysis of human service delivery systems in the context of race, age, sex differences, sexual preferences, and other social cultural differences. Emphasizes the roles of professionals in policy. Pr. 310 and 311. Same as SWK 312. (Spring only).
- 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.
- 315 **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.
- 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.

18 Introduction to Methods and Research (3:3). Topics include the function of theory in research, concept formation, study design, data collection, and analysis strategies. Students design and conduct studies involving participant observation and survey research. Pr. one introductory social science course.

20 Contemporary Social Systems (3:3). Examines the interdependent development of formal organizations, communities, and societies as large scale social systems. Special attention is given to inter-societal relationships and the world system. Application to contemporary social issues is stressed. Pr. 6 hrs. of sociology or consent of instructor.

24 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.

26 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 201, or consent of instructor. Markham.

27 Race and Ethnic Relations (3:3). Interaction between peoples of differing racial, ethnic, and cultural background, with 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.

28 Collective Behavior (3:3). Systematic study of such forms of relatively unstructured social behavior as crowds, fashion and fads, public opinion, propaganda, mass phenomena, as well as social movements. Pr. one course in sociology or consent of instructor. Luebke.

329 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.

331 Public Opinion and Mass Communication (3:3). The structure and functioning of the mass media with special attention to societal and individual effects. Examination of public opinion formation and its consequences and also selected policy issues. Pr. one course in sociology or consent of instructor. Knox.

336 Social Stratification (3:3). Examination of theories of stratification and U.S. and other stratification systems with attention to wealth, prestige, and power inequality, mobility, class consciousness and revolution. Pr. 6 hours of sociology or consent of instructor. Markham.

337 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.

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.

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.

351 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, unionization

- and organizational conflict, and implications of increasing bureaucratization for citizens and society. Pr. 211 or 201, or consent of instructor. Markham.
- 354 Women, Work, and Management (3:3).** Examination of women's participation in the the U.S. labor force and work organizations with special attention to issues for women in management. Pr. Junior standing, SOC 211 or MGT 200 or consent of instructor. Markham. Same as MGT 354.
- 355 Marriage and the Family (3:3).** Analysis of marriage and family with particular attention to change and interrelationships with other institutions. Pratto.
- 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.
- 413 Corrections and Penology (3:3).** Major sociological issues concerning the process of sentencing, incarceration, and rehabilitation of juvenile and adult criminal offenders. Current correctional procedures and alternatives. Pr. 6 hours of sociology or consent of instructor. Humphrey.
- 450 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.
- 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 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 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.
- 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. 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, class, and cultural conflict in developing and developed societies. Attention is given to the impact of ethnicity and class conflict upon societal development and change 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.

- 43 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.
- 52 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. Pratto.
- 53 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.
- 55 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. Pratto. Not offered every year.
- 61 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.
- 62 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).** Reciprocal influences of groups and individuals in socio-cultural context. Major social psychological theories are intensively examined. 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. Pr. 3 hours in sociology and 3 hours in psychology, or consent of instructor.
- 574 Socialization (3:3).** Examination of fundamental theories of socialization and resocialization. Emphasis on studies dealing with the relationships between culture, society, and the individual throughout the life cycle. Pr. 6 hours of sociology or consent of instructor.
- 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. Not offered every year.
- 586 Social Aspects of Aging (3:3).** Structural and social psychological theories of aging. Substantive topics determined by students. Focus on critical review of current research. Pr. 3 hours in sociology or consent of instructor. Adams.
- 595 Law and Society (3:3).** Analysis of social influences on the legal system. Social organization of law, legal and extra-legal considerations, and law as a means of social control and change. Pr. at least one of the following: SOC 324; PSC 316, 318, 529; SWK 575; or permission of instructor.
- 597, 598 Special Problems in Sociology (3), (3).** Opportunity for advanced students to undertake independent study or research

Sociology

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 Special Problems in Sociology (3).
- 698 Social Organization of Health Care (3:3).
- 699 Thesis (3 to 6).
- 800 Graduate Registration. (0).
- 801 Graduate Registration. (0).



The faculty and student body of 1904 gather on the porches of Brick Dormitory for a group photograph. When the school opened its doors in 1892, 223 students had enrolled; by the time this photograph was taken, nearly 500 students were taking courses in the College.

JOSEPH M. BRYAN SCHOOL OF BUSINESS AND ECONOMICS

(401 Bryan Building)

James K. Weeks, Professor and Acting Dean of the School

Donald L. McCrickard, Associate Professor and Acting Associate Dean

The Bryan 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 and Marketing

Division

Business and Marketing Teacher Education

The School's **Advising Center** supplements and complements faculty advising. The Director of Undergraduate Advising with a professional staff coordinates orientation, registration for the School and administers admission and retention of majors in the School.

The School's **Internship and Cooperative Education Program** integrates academic study with career-related work for eligible juniors majoring in the Bryan School. A variety of internship and co-op plans are available to meet students' needs.

Additionally the School supports 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 and occasional papers. **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 Bryan 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 Bryan School of Business and Economics prepare students for careers in business, teaching, and 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 Bryan 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 Bryan School of Business and Economics include ACC 201, 202; ECO 201, 202, 250, 250L; FIN 340; ISM 350, 360; and MGT 312, 320, 330 (331 for Accounting majors), 491.

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 Bryan School of Business and Economics 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. 51 semester hours (at UNCG or in acceptable transfer credit) with a minimum grade point average of 2.7 effective Fall 1991.
2. Completion of the following group of preadmission courses either at UNCG or in acceptable transfer credit.

For students in Bachelor of Science programs:

ACC 201, 202; ECO 201, 202, 250, 250L; MAT 191; PSY 221; SOC 211

For students in Bachelor of Arts program:

ECO 201, 202, 250, 250L; MAT 191

Students may not enroll in more than 15 semester hours within the School beyond the preadmission courses cited above without being admitted to the School. Application for admission to the Bryan School of Business and Economics and to the departments should be made the semester a student is completing the preadmission courses. Applications are available in the School's Advising Center.

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 preadmission course 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 a second bachelor's degree should apply for admission immediately upon enrolling in the University and consult carefully with an advisor regarding requirements for completing the second degree. The Bryan 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 Bryan School of Business and Economics

Majors who have been admitted to the Bryan School of Business and Economics must maintain a cumulative grade point average equal to or greater than the minimum quality point ratio required at the time of their admission to the School. Admitted majors whose cumulative grade point average falls below their admission grade point requirement will be placed on probation the following semester (and summer session) and will be allowed to continue taking coursework within the School during that period. At the end of the probation period, students must have achieved a satisfactory cumulative grade point average (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.

INTERNATIONAL BUSINESS STUDIES

The major in International Business Studies is an interdisciplinary program which meets the requirements of the Bryan School, the College of Arts and Sciences, and the International Studies program. This major provides broad-based study in international business including the common body of business and economics courses plus foreign language training and international studies courses. For additional information please see the description on pages 363-365.

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.

SUGGESTED ACADEMIC WORKLOAD GUIDELINES

The faculty of the Bryan School of Business and Economics recognizes that many Bryan School students hold jobs to support college expenses. The faculty wishes to emphasize that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the faculty of the Bryan School have endorsed the following recommendations:

1. In general, students should plan to devote between 2-3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30-45 hours for completing outside-of-class reading, study, and homework assignments.
2. Students who are employed more than 5-10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities and course work requirements.

SCHOLARSHIPS AND FELLOWSHIPS

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

REQUIREMENTS FOR ADMISSION TO THE STATE NORMAL SCHOOL 1892-93

1. As to scholarship, the applicants, in order to be admitted to the Freshman Class, must be able
 - (a) To analyze any ordinary arithmetical problem;
 - (b) To read any ordinary English page fluently at sight;
 - (c) To express thoughts accurately in writing;
 - (d) to answer fairly well questions on English Grammar, Geography, History of the United States, and History of North Carolina.
2. They should be sixteen years old and in good health,
3. They should send with their applications, which they themselves should write, statements from their last teachers as to scholarship and character.

from the
First Annual Catalogue
of the
State Normal and Industrial School
Greensboro, N.C.,
1892-93

DEPARTMENT OF ACCOUNTING

(418 Bryan Building)

William A. Collins, Professor and Head of Department

Professors Mecimore, Webster (Emeritus), Woelfel; Associate Professor Helms; Assistant Professors Brackney, Cassill, Smith; Lecturers Drake (Vice Chancellor for Business Affairs), Herndon, Ogburn, Price, Turner, Warnock

The primary goal of the department is to provide a program of quality education in accounting at the undergraduate and graduate levels. Graduates of the program should be prepared to enter the accounting profession and to function effectively in a career in professional accounting.

ACCOUNTING MAJOR (Bachelor of Science)

Required

1. Formal admission to the Bryan School of Business and Economics (See section titled "Admission to the School")
2. Formal admission to the Department of Accounting
3. 129 semester hours

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements for this program are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
Required: MAT 191	
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 and one additional writing/composition course selected from the following: ENG 102, ENG 223, ENG 224, ENG 301	
9. Social and Behavioral Sciences (SB)	6
Required: PSY 221; SOC 211	
10. World Literature (WL)	3
11. AULER Electives	6
Required: ECO 201; PSC 200	

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ACC 201, 202, 314, 315, 316, 420, 430, 440, 442, 443; one or two elective courses at or above the 300 level in Accounting (Transfer credit will be given for Accounting courses at the 300 level or above only by examination.)
2. ECO 201, 202, 250, 250L; FIN 340; ISM 230, 309, 350, 360; MGT 312, 320, 331, 491; COM 341
3. One additional course at or above the 300 level within the Bryan 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 Bryan School of Business and Economics.

Note: The Bachelor of Science curriculum is under review. Applicants should contact the Department of Accounting for information on the program requirements.

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. MAT 119 or equivalent and 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. ACC 201 or equivalent and sophomore standing.
- 310 Accounting for Not-for-Profit Organizations (3:3).** Accounting for governmental and other not-for-profit organizations. Pr. 202 or 602, 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 602, 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. Grade of C or better in 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 602, 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 602, 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, 443, ECO 250, 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. Coreq. 316. Pr. 430, 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 Graduates

- 602 Survey of Financial Accounting (3:3).**
- 603 Survey of Managerial Accounting (3:3).**
- 605 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).**
- 641 Operational Auditing (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. (0).**
- 801 Graduate Registration. (0).**

DEPARTMENT OF ECONOMICS

(462 Bryan Building)

David H. Shelton, Professor and Head of Department

Professors Allen, Caldwell, Link, Seaks; Associate Professors Layson, McCrickard (Acting Associate Dean), Neufeld, Snowden; Assistant Professors Leyden, Joan Rodgers¹, John Rodgers, Ruiz-Mier, Simkins; Lecturers Brod, Elliott, Ellis, Lockley, Mackie, Mahla, Nowokowski, Redmond, Schumacker, Shobe, Skipper, Warrack, Weber, Woodbery, Vines

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. A financial economics concentration can also be taken in the applied economics major. Students who prefer a liberal arts approach to the study of economics should pursue the Bachelor of Arts degree. Students who wish to study economics in combination with an introduction to the principal business fields 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 Bryan 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.

A program leading to social studies teacher certification with a major in Economics is also available.

ECONOMICS MAJOR (Bachelor of Arts)

Required

1. Formal admission to the Bryan School of Business and Economics (see section titled Admission to the School).
2. Acceptance by the Department of Economics

¹ On leave, 1990-91.

3. 122 semester hours

All-University Liberal Education Requirements (AULER) (48 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	6
Required: WCV 101 and 102	
5. Mathematics (MT)	3
Required: MAT 191	
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 and one other course from the Reasoning and Discourse Area	
9. Social and Behavioral Sciences (SB)	6
These must be courses taken outside the Bryan School of Business and Economics.	
10. World Literature (WL)	3
11. AULER Electives	6
Two courses from any of the AULER areas above or from a foreign language at any level; these must be courses taken outside the Bryan School of Business and Economics.	

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ECO 201, 202, 250, 250L, 327, 345, 346
2. Economics electives at or above the 200 level of not fewer than 12 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 Bryan School of Business and Economics.

ECONOMICS MAJOR (Bachelor of Science)

Required

1. Formal admission to the Bryan School of Business and Economics (see section titled Admission to the School).
2. Acceptance by the Department of Economics
3. 122 semester hours

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
Required: MAT 191	
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 and one additional writing/composition course selected from: ENG 102, ENG 223, ENG 224, ENG 301	
9. Social and Behavioral Sciences (SB)	6
Required: PSY 221; SOC 211	
10. World Literature (WL)	3
11. AULER Electives	6
Required: ECO 201; PSC 200	

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ECO 201, 202, 250, 250L, 311, 327, 345, 346
2. Economics electives at or above the 200 level of not fewer than 15 or more than 21 semester hours. Advanced courses in other Bryan School departments, if approved by the Economics department, may be substituted for up to 9 semester hours of economics electives.
3. Related areas: ACC 201, 202; COM 341; FIN 340; ISM 309, 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 Bryan School of Business and Economics.

ECONOMICS MINOR

Eighteen semester hours of economics at or above the 200 level are required to complete a minor. A minor in this field may be combined with a major in any discipline. An economics minor is especially appropriate for students whose majors are geography, history, mathematics, political science, sociology or any of the professional areas in the Bryan School of Business and Economics.

DOUBLE MAJOR

Completion of a second major in economics is a good choice for students in the business fields, other social sciences, mathematics, and a number of professional areas other than those in the Bryan School of Business and Economics. The double major can usually be fitted into a normal four-year course of study. In highly structured professional programs, additional hours beyond the minimum required for graduation may be necessary, but the number of these is often not large. Students who double major in economics and another field must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

A specialized second major in economics is also offered. It is available to all students but is especially appropriate for those who expect to teach in the secondary schools. The requirements are the same as those for a regular second major except that, if the courses DEF 381, PSS 450, and PSS 470 are taken, the three courses together may substitute for one three-semester-hour advanced elective course in economics.

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. [SB, CSB].
- 01 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. [SB, CSB].
- 02 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. [SB, CSB].
- 50 Economic and Business Statistics I (3:3).** Introduction to statistical methods with applications in economics and business. Topics include descriptive statistics, probability, statistical inference, correlation, and regression. Emphasis on problem solving with mainframe/micro computer applications. Pr. Math 191 and ECO 201 or permission of instructor. Corequisite, 250L.
- 250L Computer-Based Statistical Analysis Laboratory (1:2).** Introduction to computer methods used for statistical analysis. Emphasis will be on the use of computers for problem solving. Statistical software for mainframe and micro computers is covered. Corequisite, 250.
- 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.
- 311 Managerial Economics (3:3).** Economic issues of the modern business firm. Topics include: nature of the firm and managerial decision-making, demand, market structures, competitive strategies, finance, costs, supply, pricing, R&D, mergers, and advertising. Pr. 201, 250, 250L, and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 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 191 and ECO 201.

323 Public Finance (3:3). The analysis of taxes and expenditures. Topics include: rationale for government (public goods, externalities), expenditure analysis (including income redistribution), tax analysis (including income, sales, and property taxes). Pr. ECO 201 or permission of the instructor and junior standing.

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.

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.

345 Intermediate Microeconomic Theory (3:3). 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 Bryan School of Business and Economics or other program approved by the School.

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 and junior standing.

351 Economic and Business Statistics II (3:3). Continuation of 250. Multiple regression, time series analysis, simple forecasting, basic econometric models, nonparametric methods applied to case studies in business, economics, and accounting. Use of statistical computer programs. Pr. junior standing and admission to the Bryan School of Business and Economics.

360 International Monetary Economics I (3:3). Analysis of balance of payments and 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.

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.

371 Labor Relations and Collective Bargaining (3:3). Economic analysis of unions, collective bargaining, labor relations, and public policy. Topics include wage determination, union membership, bargaining, strikes, union wage effects, nonwage compensation, productivity, and workplace governance structures. Pr. 201 or permission of instructor.

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 and junior standing.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

99 Problems in Economics (3:3). Independent study, research, and 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.

or Advanced Undergraduates and Graduates

05 Economics for Educators (3:3). Principles of economics with application to selected problems such as economic growth, inflation, monetary and fiscal policy, international trade, and monopoly and competition. Designed for preservice and in-service teachers; not open to majors in economics and management. May not count toward a graduate degree in economics or business administration.

10 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.

13 Directed Studies in Economics I (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.

17 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.

8 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.

9 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. 323, 345, or permission of instructor.

530 Urban and Regional Economics (3:3). Application of analytical tools of 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 for regression analysis, exponential smoothing techniques, and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels. Pr. 201, 202, 250 and 250L, or permission of the instructor.

554 Econometrics I (3:3). Empirical study of economic relationships. Basic economic models such as demand equations, consumption functions, supply models are estimated using economic data. The computer is used to implement the least squares computations. Pr. 201, 250, and 250L or permission of the instructor.

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.
- 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 antitrust policies and other methods used by government to regulate markets. Pr. 345 or permission of instructor.

For Graduates

- 600 Quantitative Methods in Business and Economics (3:3).**
- 610 Economic Environment of the Firm (3:3)** Formerly 612.
- 611 Managerial Economics (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**
- 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 I (3:3).**
- 671 Theory of Economic Growth (3:3).**
- 685 Monetary and Fiscal Policy (3:3).**
- 694 Seminar and Research in Economics (3:3).**
- 695 Seminar and Research in Economics I (3:3).**
- 699 Thesis (3).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**



Snow means it's time for fun in the "Quad". Though an infrequent occurrence, Greensboro occasionally receives a blanket of snow.

DEPARTMENT OF FINANCE

(441 Bryan Building)

G. Donald Jud, Professor and Head of Department

Professors Flanigan, Johnson; Associate Professors Balbirer, Wingler; Assistant Professors Simms, Winkler; Lecturers Oglesby, Phillips

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 Bryan School of Business and Economics (see section titled Admission to the School)
2. Acceptance by the Department of Finance
3. 122 semester hours

Concentrations

- Financial Management
- Risk Management and Insurance

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3

Required: MAT 191

Finance

- | | |
|--|---|
| 6. Natural Science (NS) | 6 |
| 7. Non-Western Studies (NW) | 3 |
| 8. Reasoning and Discourse (RD) | 6 |
| Required: ENG 101 and one additional writing/composition course selected from: ENG 102, ENG 223, ENG 224, ENG 301 | |
| 9. Social and Behavioral Sciences (SB) | 6 |
| Required: PSY 221; SOC 211 | |
| 10. World Literature (WL) | 3 |
| 11. AULER Electives | 6 |
| Required: ECO 201; PSC 200 | |

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements For Both Concentrations

1. FIN 340, 341, 342, 370
2. Related areas: ACC 201, 202; ECO 201, 202, 250, 250L, 311, 327; ISM 234, 309, 350, 360; MGT 312, 320, 330, 491; ENG 102; COM 341

Financial Management Concentration

1. FIN 441
2. Three of the following: ACC 314, 420; FIN 310, 411, 444, 449, 471, 473, 499; ECC 351, 553 or 554

Risk Management and Insurance Concentration

1. FIN 471, 472
2. Two of the following: ACC 314, 420; FIN 310, 411, 441, 444, 449, 473, 499

Electives

Electives sufficient to complete 122 total semester hours required for the degree. No more than 72 hours may be taken in the Bryan School of Business and Economics.

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 used to fulfill major requirements with the Bryan School of Business and Economics, but will 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. Pr. 340 and junior standing

340 Business Finance I (3:3). Recognition and analysis of financial problems. Integrate approach to financial management emphasizing basic concepts of valuation, investment, and financial structure. Pr. admission to the Bryan School of Business

- and Economics or other professional program approved by the School. ACC 202; junior standing.
- 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, ISM 234, admission to the Bryan 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, ISM 234, admission to the Bryan 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; corequisite 340.
- 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. admission to the Bryan School of Business and Economics or other professional program approved by the School; 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. admission to the Bryan School of Business and Economics or other professional program approved by the School; corequisite 342.
- 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. admission to the Bryan School of Business and Economics or other professional program approved by the School; 340.
- 445 Advanced Corporate Finance (3:3).** An examination of the interrelationships between major financial policy decisions. Topics include capital structure theory, corporate debt capacity, risk and capital budgeting, dividend policy, corporate restructuring, and mergers and acquisitions. Pr. Admission to the Bryan School of Business and Economics and FIN 341 and 342.
- 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, 370, ISM 234, admission to the Bryan 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. admission to the Bryan School of Business and Economics or other professional program approved by the School; 340, 370.
- 473 Risk Management (3:3).** Identification and evaluation of risk with emphasis on risk treatment. Attention given to risk financing, including cash-flow plans, self-insurance, and captive insurer alternatives. Pr. 340, 370, ISM 234, admission to the Bryan

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).
695 Seminar and Research (3).
699 Thesis (3).
800 Graduate Registration. (0).
801 Graduate Registration. (0).



Registration in 1991 — an extremely responsive registration system allows both students and Registration Assistants instant access to course information via computer terminal, making the process of registration easy and responsive.

DEPARTMENT OF INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

(479 Bryan Building)

Richard A. Ehrhardt, Associate Professor and Head of Department

Professors Grill, Hershey, Weeks (Acting Dean); Associate Professors Eatman, Steele, Taube, White; Adjunct Associate Professors Caple, Cheng, Grandon; Assistant Professors Amoako-Gyampah, Baker, Chapman, Hopkins; Lecturers Budd, Clark, Flake, Kaiser, Kauber, Koh, Lakhavani, Pierce, Thies

Programs offered by the department include study of computer technology and automation applied to information systems, production-manufacturing systems, office systems and management decision making. Career opportunities are excellent for quality graduates of any of the three concentrations. All students in departmental programs gain extensive experience using microcomputers and contemporary applications software.

The department sponsors two professional student organizations, participates in the School's internship program, and assists students with career planning and placement. Students with appropriate academic records are encouraged to seek an internship as advanced juniors or seniors. The programs in Management Information Systems and Office Systems Administration closely follow the national curriculum models of DPMA and OSRA.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT MAJOR (Bachelor of Science)

Required

1. Formal admission to the Bryan School of Business and Economics (see section titled, "Admission to the School")
2. Acceptance by the Department of Information Systems and Operations Management
3. 122 semester hours

Concentrations

- Management Information Systems
- Office Systems Administration
- Operations Management

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3

Information Systems and Operations Management

- | | |
|--|---|
| 4. Historical Perspectives on Western Culture (HP) | 3 |
| 5. Mathematics (MT) | 3 |
| Required: MAT 191 | |
| 6. Natural Science (NS) | 6 |
| 7. Non-Western Studies (NW) | 3 |
| 8. Reasoning and Discourse (RD) | 6 |
| Required: ENG 101 and one additional writing/composition course selected from: ENG 102, ENG 223, ENG 224, ENG 301 | |
| 9. Social and Behavioral Sciences (SB) | 6 |
| Required: PSY 221; SOC 211 | |
| 10. World Literature (WL) | 3 |
| 11. AULER Electives | 6 |
| Required: ECO 201; PSC 200 | |

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements For All Concentrations

1. ISM 230, 234, 309, 345, 350, 351, 360
2. Related areas: ACC 201, 202; COM 341; ECO 201, 202, 250 250L; FIN 340; MGT 312, 320, 330, 491

Management Information Systems Concentration

1. Required: ISM 230, 234, 240, 309, 310, 345, 350, 351, 360, 400, 452, 492
2. One of the following: ISM 320, 361, 362, 461, 498, 499; CSC 340

Office Systems Administration Concentration

1. Required: ISM 230, 234, 240, 309, 320, 345, 350, 351, 360, 420, 472, 492
2. One of the following: ISM 310, 461, 498, 499; MGT 317

Operations Management Concentration

1. Required: ISM 230, 234, 309, 345, 350, 351, 360, 461, 462
2. Two of the following: ACC 430; ECO 311, 312, 319, 351; MGT 421; ISM 240, 310, 320, 463, 492, 498

Electives

Electives sufficient to complete 122 total semester hours required for the degree
Not more than 72 hours may be taken in the Bryan School of Business and Economics

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT COURSES (ISM)

For Undergraduates

- 330 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, and simulation. Pr. MAT 191 and coreq. ECO 250.
- 334 Introduction to Business Information Systems (3:3).** Introduction to computer hardware, software, and program design for business applications; introduction to BASIC programming language. Designed primarily for Bryan School of Business and Economics students. Open to students having credit for CSC 136.
- 340 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. Formerly ISM 300.
- 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. junior standing and 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 240 and admission to Department or other professional program approved by Department.
- 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 and admission to the Bryan School of Business and Economics.
- 345 Management Information Support Systems (3:3).** The role of Information Support Systems within the business firm, including end user computing and the information center. Hands-on experience with, and development of, Decision Support Systems and Expert Systems. Pr. 234 and 350, junior standing, 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. ECO 250 or equivalent, junior standing and admission to the Bryan School of Business and 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, database concepts, information output determination, and feasibility analysis. Pr. admission to Department and Coreq. 360.
- 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. 230 or ECO 311 and admission to the Bryan School of Business and Economics or other professional program approved by Department.
- 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. 240.

Information Systems and Operations Management

- 362 RPG II Programming (3:3).** Analysis of RPG II to prepare and generate business reports. Emphasis on problem solving techniques. Pr. 240 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 database environment. Pr. 310, admission to Department or other professional program approved by Department.
- 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. grade of C or better in 320 and admission to the Department or other professional program approved by Department. (Normally only offered in Spring semester.)
- 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. 351 and 400, and admission to Department or other professional program approved by Department.
- 461 Production Management Controls (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. (Normally offered only in the Fall semester.)
- 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 250. (Normally offered only in the Spring semester.)
- 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 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. 351, grade of C or better in 420 and 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. 351 and senior standing.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 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. consent of instructor, senior standing and approval of written plan of study prior to registration.
- 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*
- 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.

For Graduates

- 601 Management Information Systems (3:3).
- 602 Production and Operations Management (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).
- 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).
- 800 Graduate Registration (0).
- 801 Graduate Registration (0).



Data input 1930's style — a Business Education class in 1933 sharpens its keyboard skills. From 1893 on, business or commercial courses were offered by the Institution, including, in the early years, a course in telegraphy.

DEPARTMENT OF MANAGEMENT AND MARKETING

(366 Bryan Building)

Terry W. Mullins, Associate Professor and Head of Department

Professors Lucas, Miles, Moran (Chancellor of UNCG), Petit; Associate Professors Kane, Land, McEnally, Tullar, Williamson; Assistant Professors Brown, Buttner, Gryskiewicz, Little; Adjunct Assistant Professor Novelli; Lecturers Cash, Hassell, Johnson, Kawashima, McEvoy, Sowers, Summers, Taylor

The Department of Management and Marketing 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:

Human Resources 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 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 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 focuses on the retail environment and the appropriate channel members involved in consumer goods/services. The concentration leads to careers in management in retailing organizations and related business firms dealing with consumer goods and services.

MANAGEMENT/MARKETING MAJOR (Bachelor of Science)

Required:

1. Formal admission to the Bryan School of Business and Economics and the Department of Management and Marketing (see section titled "Admission to the School")
2. 122 semester hours

Concentrations

- Human Resources
- Management
- Marketing
- Merchandising Management

II-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
Required: MAT 191	
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 and one additional writing/composition course selected from: ENG 102, ENG 223, ENG 224, ENG 301	
9. Social and Behavioral Sciences (SB)	6
Required: PSY 221; SOC 211	
10. World Literature (WL)	3
11. AULER Electives	6
Required: ECO 201; PSC 200	

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

For All Students in the Department of Management and Marketing

1. MGT 312, 320, 330, 491
2. Related areas: ACC 201, 202; COM 341; ECO 201, 202, 250, 250L, 311; ENG 102; FIN 340; ISM 309, 350, 360
3. One approved elective in the Bryan School of Business and Economics at the 300 level or above (not including FIN 300).

Students should select one of the concentrations listed below:

Human Resources Concentration

MGT 314; any three of the following: MGT 315, 316, 317, 475; ECO 370

Management Concentration

MGT 375, 390, 470, and one of the following: MGT 314, 475

Marketing Concentration

Any four of the following: MGT 306, 307, 421, 422, 424, 426

Merchandising Management Concentration

MGT 306, 418, 550; One of the following: MGT 307, 408

Electives

Electives sufficient to complete 122 total semester hours required for the degree. No more than 72 hours may be taken in the Bryan School of Business and Economics.

MANAGEMENT AND MARKETING COURSES (MGT)

For Undergraduates

- 200 Management of Organizations (3:3).** An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management practices that can be applied to business, educational, governmental, hospital, and social service organizations. Pr. sophomore standing.
- 306 Introduction to Retailing (3:3).** Introductory course in the fundamentals of store organization, management, and merchandising. Pr. junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 307 Selling and Sales Management (3:3).** Special problems involved in marketing with emphasis on the sales process. Pr. junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 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. (SBS). Pr. junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School; PSY 221 and SOC 211.
- 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 Selection and Assessment in Organizations (3:3).** Basic principles of psychological measurement. Selection theory and utility theory. Various devices used for selection and their common use. Psychometric properties of assessment devices. Uses of assessment devices. Pr. 312, 314, admission to the Bryan School or other professional programs approved by the Department.
- 316 Compensation and Benefits (3:3).** Principles of compensation and benefits. Job analysis and job evaluation. Market surveys and their effects on pay structure. Performance pay and incentives. Benefits services, and the comparable worth issue. Pr. 312, 314, 315, admission to the Bryan School or other professional program approved by the Department.
- 317 Training and Development in Organizations (3:3).** Principles of training and development. Training needs, assessment, training solutions to organization problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Pr. 312, 314, admission to the Bryan School or other professional programs approved by the Department.
- 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 and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 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 admission to the Bryan School of Business and Economics or other professional program approved by the School.

- 31 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.
- 32 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.
- 354 Women, Work, and Management (3:3).** Examination of women's participation in the the U.S. labor force and work organizaitons with special attention to issues for women in management. Pr. Junior standing, SOC 211 or MGT 200 or consent of instructor. Markham. Same as SOC 354.
- 375 Management Process Skills (3:3).** Practical application of management theory. Processes for performing the basic management functions of decision making, planning, organizing, leading, and controlling. Application of the processes to management cases. Pr. admission to the Bryan School or other professional program approved by the Department.
- 390 International Business (3:3).** Environmental issues in international business addressed as driving factors which increasingly bring about transcendence of national boundaries by business enterprises. Growth and structure of multinational business organizations analyzed. Pr. Junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 408 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, junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 418 Advanced Merchandising (3:3).** Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores. Pr.306, junior standing and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 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, or consent of instructor, and admission to Bryan School of Business and 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. ECO 250, 320, and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 424 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. junior standing, admission to the Bryan School of Business and Economics or other professional program approved by the School, 320 or PSY 221 or 223, or consent of instructor.
- 426 International Marketing (3:3).** Practical aspects of marketing goods across national boundaries. Documentary complexities of international marketing emphasized. Pr. 320 and admission to the Bryan School of Business and Economics.
- 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, and admission to the Bryan School of Business and Economics or other professional program approved by the School.

- 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. junior standing, 312 or permission of instructor, and admission to the Bryan School of Business and Economics or other professional program approved by the School. (Normally offered only in Fall Semester.)
- 491 Business Policy and Strategy (3:3).** Capstone case course in top management policy and strategy determination. Students learn to integrate various business functions and to develop skills and judgment in solving problems of the organization as a total system in relation to its environment. Pr. 312, 320, 330, FIN 340, ISM 350, 360; senior standing, and admission to the Bryan School of Business and Economics or other professional program approved by the School.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 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

- 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 the

Bryan School of Business and Economics or other professional program approved by the School.

- 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 Bryan School of Business and Economics or other professional program approved by the School. Same as BME 550.

For Graduates

- 600 Management Processes (3:3).**
- 604 Organizational Behavior and Management (3:3).**
- 605 Seminar in Management Organization Theory (3:3).**
- 608 Organizational Development and Change (3:3).**
- 613 Directed Studies (3).**
- 617 Human Resources Management (3:3).**
- 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).**
- 690 Business and Public Issues (3:3).**
- 693 Business Policy (3:3).**
- 695 Seminar and Research (3).**
- 699 Thesis (3).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

DIVISION OF BUSINESS AND MARKETING TEACHER EDUCATION

(476 Bryan Building)

George P. Grill, Professor (Department of Information Systems and Operations Management) and Director of Division

Professors Lucas (Department of Management and Marketing), Miles (Department of Management and Marketing); Lecturer Eagle

Programs in this division develop, maintain, 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 in 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 has two available concentrations. The **Business Education concentration** qualifies graduates to teach office systems, information systems, accounting systems, administrative support, and business administration courses normally taught at the secondary school level in North Carolina. The **Business Education/Information Processing concentration** qualifies graduates to teach all the business education concentration courses, except shorthand, that are normally taught at the secondary school level in North Carolina.

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 and/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. In addition, the Vance T. Littlejohn Scholarship, Mary Jarrard Beginning Teacher Scholarship, Mina Teague Lineberry Scholarship Endowment, Charles Burchett Allen Scholarship, and James W. Crews Scholarship Endowment are available. Other financial aid sources are listed and explained in Chapter 7.

BUSINESS EDUCATION MAJOR (Bachelor of Science)

Required: 135 semester hours, admission to the Bryan School of Business and Economics (see section titled "Admission to the School"), and admission to teacher education.

Concentrations

- Business Education
- Business Education/Information Processing

All-University Liberal Education Requirements (AULER) (36 hours)

All students in this program must meet AULER requirements. Specific area requirements for BOTH concentrations are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL) or World Literature (WL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT) Required: MAT 191	3
6. Natural Science (NS) Select from: biology, chemistry, geography, or physics	3
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD) Required: ENG 101 or exemption	3
9. Social and Behavioral Sciences (SB) Required: ECO 201; ECO 202	6
11. AULER Electives Required: PSY 221; SOC 211	6

The above reflects waivers approved for this program in the areas of Literature (BL or WL), 3 hours; Natural Science (NS), 3 hours; and Reasoning and Discourse (RD), 3 hours. See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major, Second Major, and Related Area Requirements

Both Concentrations

1. BME 463, 464, 465, 469, 550, 555
2. ACC 201, 202; ECO 201, 202, 250, 250L; FIN 340; ISM 230, 234, 240, 309, 350, 360; MGT 312, 320, 330, 491
3. CEF 381, PSS 450, 470; HEA 201
4. One of the following approved Second Majors:
 - a. Economics: ECO 201, 202, 250, 250L, 311, 327, 345, 346 and two electives in economics at 200-level or higher

- b. Psychology: PSY 221; 310; 326 or 342 or 347; 345; 425 or 449 or 451; 450 or 453; 452 or 454; 515
- c. Sociology: SOC 211, 314, 318, 450
 Any two of the following: SOC 232, 320, 336, 337
 Any two of the following: SOC 331, 351, 533, 552
- 5. Satisfactory speech screening test or completion of requirement based on test
- 6. Physical education activities: 2 semester hours
- 7. Competency in typewriting according to Division standards

Business Education Concentration

- 1. ISM 320
- 2. Competency in shorthand according to Division standards

Business Education/Information Processing Concentration

ISM 320 or 345

Electives

Not more than 81 hours may be taken in the Bryan School of Business and Economics excluding BME 465).

MARKETING EDUCATION MAJOR (Bachelor of Science)

Required: 131 semester hours, admission to the Bryan School of Business and Economics (see section titled Admission to the School), and admission to teacher education.

All-University Liberal Education Requirements (AULER) (36 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL) or World Literature (WL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
Required: MAT 191	
6. Natural Science (NS)	3
Select from: biology, chemistry, geography, or physics	
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	3
Required: ENG 101 or exemption	
9. Social and Behavioral Sciences (SB)	6
Required: ECO 201; ECO 202	
11. AULER Electives	6
Required: PSY 221; SOC 211	

Business and Marketing Teacher Education

The above reflects waivers approved for this program in the areas of Literature (B or WL), 3 hours; Natural Science (NS), 3 hours; and Reasoning and Discourse (RD), 3 hours. See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major, Second Major, and Related Area Requirements

1. BME 463, 465, 469, 555
2. ACC 201, 202; ECO 201, 202, 250, 250L; FIN 340; ISM 230, 309, 350, 360; MGT 306, 307, 312, 320, 330, 491, 550
3. CEF 381, PSS 450, 470; HEA 201
4. One of the following approved Second Majors:
 - a. Economics: ECO 201, 202, 250, 250L, 311, 327, 345, 346 and two electives in economics at 200-level or higher
 - b. Psychology: PSY 221; 310; 326 or 342 or 347; 345; 425 or 449 or 451; 450 or 453; 452 or 454; 515
 - c. Sociology: SOC 211, 314, 318, 450
Any two of the following: SOC 232, 320, 336, 337
Any two of the following: SOC 331, 351, 533, 552
5. Satisfactory speech screening test or completion of requirement based on test
6. Physical education activities: 2 semester hours

Electives

Electives sufficient to complete the total semester hours required for the degree to include at least one course outside the Bryan School of Business and Economics. No more than 78 hours may be taken in the Bryan School of Business and Economics (excluding BME 465).

BUSINESS AND MARKETING EDUCATION COURSES (BME)

For Undergraduates

- 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. Pr. junior standing.
- 463 Business/Marketing Education Instructional Materials and Methods (3:3).** Analysis, planning, and evaluation of instructions in business education and marketing education, including attention to special needs groups. Pr. senior standing.
- 464 Business Education Instructional Materials and Methods (1:1).** Analysis, planning, and evaluation of instruction in business education, with special emphasis on computer education and office education. Pr. senior standing.
- 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; CEF 381, PSS 450, 470.
- 469 Business/Marketing Education Programs: Development, Organization, and Operation (3:3).** Emphasizes historical development and present organizational structure

of business education and marketing education at the district, regional and state levels. Pr. senior standing.

93 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

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

55 Coordination of Cooperative Vocational Education Programs (3). Philosophy, principles, strategies, techniques, and procedures for coordination of cooperative vocational education programs. Emphasis on elements common to all areas of cooperative vocational education. Review and analysis of pertinent research. Pr. junior standing.

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. junior standing and 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. junior standing and 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. junior standing and permission of division director.

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).

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)

A. Edward Uprichard, Professor and Dean of School

Mary W. Olson, Professor and Associate Dean

The School of Education comprises five departments and the Collegium for the Advancement of Schools, Schooling and Education. Within the Collegium are three centers.

Departments

Counseling and Specialized Educational Development (CED)

Curriculum and Educational Foundations (CEF)

Educational Administration, Higher Education, and
Educational Research (EAR)

Library and Information Studies (LIS)

Pedagogical Studies and Supervision (PSS)

The Collegium

Center for Educational Research and Evaluation

Center for Educational Studies and Development

Center for School Accountability

All of these departments are engaged in graduate programs leading to master's, specialist's, and/or doctoral degrees. The Department of Pedagogical Studies and Supervision offers undergraduate degrees as well; its Bachelor of Science programs prepare students for Class "A" certification in North Carolina. Undergraduate 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.

Programs of the School are accredited by the North Carolina State Department of Public Instruction, the Southern Association of Colleges and Schools, and the National Council for Accreditation of Teacher Education.

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 COUNSELING AND SPECIALIZED EDUCATIONAL DEVELOPMENT

Nicholas A. Vacc, Professor and Chair of the Department

*Professors Bardon, Myers, Purkey; Visiting Distinguished Professor Patterson; Associate Professors Borders, Osborne; Assistant Professors Benschhoff, Hinkle, Poidevant
Professor Emeritus Franklin*

The Council for Accreditation of Counseling and Related Education Programs (CACREP), recognized by the Council on Postsecondary Accreditation (COPA) has accredited the following program areas in the Department of Counseling and Specialized Education Development: Community Counseling (M.Ed.), School Counseling (M.Ed.), Student Development in Higher Education (M.Ed.), and the doctoral program in Counselor Education. Graduates are eligible to sit for the National Counselor Examination offered by the National Board for Certified Counselors which is recognized by the National Commission for Health Certifying Agencies.

COUNSELING AND GUIDANCE MAJOR

Programs are offered in Community Counseling to include Family and Mental Health, School Counseling, and Student Personnel in Higher Education. The department offers training at the M.Ed., Ed.S., Ed.D., and Ph.D. levels.

COUNSELING AND SPECIALIZED EDUCATIONAL DEVELOPMENT COURSES (CED)

For Undergraduates

- 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.

For Advanced Undergraduates and Graduates

- 505 Counseling and Guidance of Diverse Populations (3:3).** Examination of substantive and theoretical issues concerning counseling/guidance of diverse 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 (1-3).** Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than 3 hours of this course to any degree program. (Graded on S-U basis.)

Counseling and Specialized Educational Development

- 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 coreq. 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.
- For Graduates*
- 603 **The American College Student (3:3).**
- 610 **Helping Relationships (3:3).**
- 611 **The Counselor as the Scientist Practitioner (3:3).**
- 620 **Counseling Theories and Practice (3:3).**
- 640 **Research Practicum in Counseling and Personnel Services (3:3).**
- 644 **Counseling in Community Settings (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).**
- 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).**
- 653 **Practicum in Counseling (1:1).**
- 656 **Advanced Counseling Theory and Practice (3:3).**
- 657 **Practicum in University Teaching in Counseling (3:3).**
- 669 **Career Development (3:3).**
- 671 **Understanding and Counseling Adolescents (3:3).**
- 673 **Group Applications (3:3).**
- 674 **Career Counseling (3:3).**
- 676 **Organization and Administration of Student Development Services (3:3).**
- 677 **School Certification (3:3).**
- 678 **Professional Orientation (3:3).**
- 680a,b **Internship (3:3), (3:3).**
- 682 **Application of Measurement and Clinical Appraisal Techniques (3:3).**
- 688 **Contemporary Problems Seminar (1 to 3).**
- 690 **Counselors Working with Families (3:3).**
- 692 **Independent Study (1 to 4).**
- 699 **Thesis (3 to 6).**
- 760 **Seminar: Consultation in Human Service Settings (3:3).**
- 775 **Directed Doctoral Research (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. (0).**
- 801 **Graduate Registration. (0).**

DEPARTMENT OF CURRICULUM AND EDUCATIONAL FOUNDATIONS

David E. Purpel, Professor and Chair of the Department

Professors Shapiro, Sharma; Assistant Professors Casey, Mengert

A major component of this department is an undergraduate course, CEF 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)

CURRICULUM AND EDUCATIONAL FOUNDATIONS COURSES (CEF)

For Undergraduates

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.

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.

For Advanced Undergraduates and Graduates

506 Institutes in Education (1-3). Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than 3 hours of this course to any degree program. (Graded on S-U basis.)

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.

581 Teaching in the Urban School (3:3). This course is designed to provide an opportunity for educators to examine research and literature related to the problems of teaching in the urban school. Pr. admission to teacher education or permission of instructor.

For Graduates

604 Moral Dimensions of Education (3:3).

609 Epistemology and Education (3:3).

661 Ethics and Education (3:3).

664 Foundations of Interpretive Inquiry (3).

679 History of Education in the United States (3:3).

686 Curriculum Theory (3:3).

688 Contemporary Problems Seminar (1 to 3).

692 Independent Study (1 to 4).

695 Comparative Education (3:3).

Curriculum and Educational Foundations

- 696 Philosophies in Education (3:3).
- 697 Selected Critical Issues in American Education (3:3).
- 699 Thesis (3 to 6).
- 721 Social and Cultural Change and Education (3:3).

- 775 Directed Doctoral Research (3:3).
- 799 Dissertation (12).
- 800 Graduate Registration. (0).
- 801 Graduate Registration. (0).



Charles Duncan McIver, founder and first president of the institution that is today The University of North Carolina at Greensboro, started his school for young ladies with a student population of 223 and a faculty of 15. One hundred years later the University has a over 11,000 students, a faculty of over 700, and more than 50,000 alumni.

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION, HIGHER
EDUCATION, AND EDUCATIONAL RESEARCH

*Professors Achilles, Bond, Bryson, Brubaker, Forbes, Goldman, Reilly, Jaeger; Visiting Professor Snyder; Associate Professor Busch; Visiting Associate Professor Runkel; Assistant Professor O'Sullivan; Lecturers Kaiser, Lancaster, Starr
Adjunct Associate Professors Ford, Moore, Reichard; Adjuncts Healy, McPherson*

EDUCATIONAL ADMINISTRATION/LEADERSHIP MAJOR

(Master of Education)
(Specialist in Education)
(Doctor of Education)

EDUCATIONAL RESEARCH, MEASUREMENT,
AND EVALUATION MAJOR

(Master of Education)
(Doctor of Education)

EDUCATIONAL ADMINISTRATION, HIGHER EDUCATION,
AND EDUCATIONAL RESEARCH COURSES (EAR)

*For Advanced Undergraduates
and Graduates*

- 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.

- 506 Institutes in Education (1-3).** Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than 3 hours of this course to any degree program. (Graded on S-U basis.)
- 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.
- 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.

Educational Administration and Research

For Graduates

- 600 The Community College (3:3).
601 Higher Education in the United States (3:3).
602 Curriculum in Higher Education (3:3).
606 Administration of Higher Education (3:3).
616 Current Issues in Higher Education (3:3).
621 Academic Advising and Retention in Higher Education (3:3).
623 Enrollment Management (3:3).
641 Designing Educational Programs (3:3).
642 Evaluation of Educational Programs (3:3).
658 Planning of Educational Facilities (3:3).
659 Educational Finance (3:3).
660 The School Principalship (3:3).
662 Power, Politics and Schools (3:3).
663 Educational Administration in Historical Perspective (3:3).
667 Foundations of Educational Measurement Theory (3:3).
668 Survey Research Methods in Education (3:3).
670 Educational Measurement and Evaluation (3:3).
681 Design and Analysis of Educational Experiments (3:3).
683 School Public Relations (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).
699 Thesis (3 to 6).
726 Advanced Topics in Educational Measurement (3:3).
730 Practicum in Educational Research and Evaluation (3).
749 Doctoral Dissertation Seminar (1 to 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).
775 Directed Doctoral Research (1 to 6).
790 Internship in Educational Leadership (6-9; 6-9).
799 Dissertation (12).
800 Graduate Registration (0).
801 Graduate Registration. (0).



The College Orchestra of 1913 represented a strong interest in the musical arts which prevailed from the time the Institution opened its doors. Initially, music courses were required of all students during their first two years at the school.

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

Marilyn L. Miller, Professor, and Chair of Department

Professor Wright; Associate Professor Kovacs; Assistant Professors Carmichael, Locke, Shontz, Smith

This program is accredited by the American Library Association and leads to the Master of Library Science degree and appropriate state-level certification for school media personnel and public librarians.

Courses at the 500 level are offered for advanced undergraduates.

LIBRARY AND INFORMATION STUDIES MAJOR

(Master of Library Science)

LIBRARY AND INFORMATION STUDIES COURSES (LIS)

For Advanced Undergraduates and Graduates

- 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. (Same as HIS 505.)
- 506 Institutes in Librarianship and Educational Technology (1 to 3).** Special institutes to study issues, problems, and new approaches to librarianship and educational technology. (Only one 506 institute may be credited toward the M.L.S. degree.)
- 547 Introduction to Instructional Media (3:3).** Introductory course in educational technology. Develop basic skills in design, production and use of instructional resources. Seniors and graduate students only.
- 548 Sound/Slide Design and Production (1:1:1).** Design and production of sound/slide program for the single and multi-screen. Includes instruction in graphic and photographic slides and sound mixing. Pr. 547 or permission of instructor, to be taken in conjunction with 554, 556.
- 554 Materials for Adolescents (3:3).** Survey of resources and services appropriate for adolescents, study of selection aids and criteria, use of resources, and investigation of reading, listening, viewing interests.
- 556 Materials for Children (3:3).** Survey of resources for early childhood through elementary school levels, study of selection aids and criteria, use of materials and investigation of reading, listening, viewing interests.
- 557 Reference Sources and Methods (3:3).** Selection, evaluation, and use of basic information sources; emphasizing search strategies, question negotiation, and current problems in the provision of information service.
- 581 Selection/Evaluation of Microcomputer Courseware (1:1:1).** Examine and apply criteria for evaluating and selecting different types of instructional software in various disciplines.
- 582 Educational Applications of BASIC (2:2:1).** An introduction to writing instructional programs in BASIC on microcomputers.
- 585 Information Retrieval in Libraries and Education (1:1:1).** Deals with the variety of on-line databases available, with em-

- phasis on educational and library applications.
- 586 **Logo: Logic and Applications (1:1:1).** Use the language and logic of Logo to explore fundamental computing concepts and powerful ideas about learning.
- 590 **Library/Media Center Applications of Microcomputers (1:1:1).** Review of the applications of microcomputers to libraries.
- 591 **School Administrative Applications of Microcomputers (1:1:1).** Introduction to school administrative applications of microcomputers.
- 594 **Educational/Library Applications of Database Management Systems (1:1:1).** Introduction to the library and educational applications of microcomputer-based database management systems with hands-on experience in storing and manipulating information.
- For Graduates*
- 600 **Foundations of Library and Information Studies (3:3).**
- 601 **Practicum (1 to 6).**
- 608 **Independent Study (1 to 4).**
- 610 **Bibliography and Literature of the Social Sciences (3:3).**
- 611 **Bibliography and Literature of the Humanities (3:3).**
- 612 **Bibliography and Literature of Science and Technology (3:3).**
- 614 **Public Documents (3:3).**
- 615 **Collection Management (3:3).**
- 640 **Organizing Library Collections (3:3).**
- 645 **Introduction to Library Automation (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 (3:3).**
- 654 **School Library Media Specialist and the Curriculum (3:3).**
- 655 **The Public Library (3:3).**
- 656 **The Academic Library (3:3).**
- 657 **The Special Library (3:3).**
- 659 **Problems in Library and Information Studies (3:3).**
- 660 **Supervision: School System Library Media Programs (3:3).**
- 672 **Instructional Design (3:3).**
- 680 **Internship in School Library Media Supervision (3-6).**
- 688 **Seminar in Selected Topics (1 to 4)**
- 800 **Graduate Registration. (0).**
- 801 **Graduate Registration. (0).**

THE COMMENCEMENT EXERCISES OF 1912

In the early years of the College, Commencement Exercises took place over a four-day period. In 1912, the Commencement celebration got underway on Saturday, May 18 when the students presented a May Day Fete with "one thousand people taking part". On Sunday, May 19, the Commencement Sermon was delivered to the graduating class. Monday, May 20 was devoted to the Annual Alumnae Meeting which included an address, luncheon and English Tea. That evening all were entertained by the Music Department's graduation concert. Commencement Day finally arrived on Tuesday, May 21 with the annual Commencement Address, and the awarding of copies of the Constitution, Bibles, and diplomas to the graduates.

from the
Twenty-First Annual Catalogue
of the
State Normal and Industrial College
Greensboro, N.C.,
1912-13

DEPARTMENT OF PEDAGOGICAL STUDIES AND SUPERVISION

John E. Readence, Professor and Chair of Department

Professors Bright, Olson, Uprichard, Van Hoose; Associate Professors Irwin, Lee, Mitchell, Powers, Stoodt, Strahan, Vallecorsa; Assistant Professors Cox, de Bettencourt, Miller, Diemeyer, Vacc

Adjunct Professor Adkins

Professor Emeritus Bowles

Majors in this department are prepared to receive North Carolina Class "A" certification for teaching in public schools, grades K-6 and 6-9. The majors in this department include Elementary (K-6) and Middle Grades (6-9) Education.

Admission to the University does not guarantee admission to Teacher Education with a major in the Department of Pedagogical Studies and Supervision. In addition to admission to teacher education (See **Teacher Education** in Chapter 5), a student that seeks admission to the elementary or middle grades education major is expected to achieve:

1. A minimum grade point average (GPA) of 2.75;
2. completion of all courses needed to fulfill the "All University Liberal Education Requirements;" and
3. demonstration of effective written communication skills.

Eligibility to enter student teaching requires maintaining a grade point average of 75 or better after being admitted to the major.

All students majoring in Elementary or Middle Grades Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and this requirement. All students who entered the University in fall 1989 as freshmen are subject to this requirement.

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 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 each student who meets the quantitative criteria for admission to the major as specified above. Interviews and/or other qualitative criteria will be implemented in such instances.

ELEMENTARY EDUCATION MAJOR (Bachelor of Science)

Required: 127-130 semester hours

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytical and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
Required: ART, DCE, or MUS 323	
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 and one other approved RD course	
9. Social and Behavioral Sciences (SB)	6
10. World Literature (WL)	3
11. Electives (from any of the above areas or foreign language)	6

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements (48 semester hours)

PSS 202 and 250 (prerequisite for admission to the major)

1. PSS 320, 346, 350, 420 (First Professional Semester)
2. PSS 440, 543 (Second Professional Semester)
3. PSS 360, 370, 380, 400 (Third Professional Semester)
4. PSS 461

Certification Requirements

1. 6 semester hours of mathematics to include MAT 112 or higher and excluding MAT 301, 302 (will count toward Mathematics requirement)
2. BIO 101 or 103 plus 107, GEO 103 or 211, and CHE 106 and 110 or PHY 305 (will count toward Natural Sciences and Electives requirement)
3. One course in United States history (will count toward Social and Behavioral Sciences requirement)
4. One course in sociology or anthropology or political science; PSY 221 (will count toward Social and Behavioral Sciences requirement)
5. One literature course (will count toward British or American literature requirement)
6. CEF 381, PSS 201 or CDF 302
7. 6 semester hours in the Arts to be chosen from Art, Dance, Music, and Creative Dramatics

- 8. HEA 341
- 9. ESS 341

Second Major Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Elementary Education:

Anthropology	Geography	Physics
Art	German	Political Science
Biology	History	Psychology
Chemistry	Special Programs/Liberal Studies	Religious Studies
Classical Studies	Mathematics	Sociology
Dance	Music	Spanish
English	Philosophy	Speech
French		

MIDDLE GRADES EDUCATION MAJOR (Bachelor of Science)

Required: 126-129 semester hours

All-University Liberal Education Requirements (AULER) (45 semester hours)

Same as for Elementary Education Major. See pages 49-52 for a detailed listing of AULER area requirements and courses meeting those requirements.

Major Requirements (42 semester hours)

PSS 202 and 250 (prerequisite for admission to the major)

- 1. PSS 335, 350, 400, 440, 442, 462, 543,
- 2. Two methods courses to match concentrations (PSS 320, 360, 380, 524, 527)

Certification Requirements

- 1. 6 semester hours of mathematics to include MAT 112 or higher and excluding MAT 301, 302 (will count toward Mathematics requirement)
- 2. BIO 101 or 103 plus 107, GEO 103 or 211, and CHE 106 and 110 or PHY 305 (will count toward Natural Sciences and Electives requirement)
- 3. One course in United States history (will count toward Social and Behavioral Sciences requirement)
- 4. One course in sociology or anthropology or political science; PSY 221 (will count toward Social and Behavioral Sciences requirement)
- 5. One literature course (will count toward British or American literature requirement)
- 6. CEF 381
- 7. HEA 341
- 8. Two ESS courses

Second Major Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Middle Grades Education:

Biology	Geography	Mathematics
Chemistry	History	Physics
English	Special Programs/Liberal Studies	Political Science

Any student choosing a social science as a second major must take HIS 347: North Carolina History; an economics course; and a political science course.

Any student choosing a science as a second major must take a course from each of the other two sciences.

Additional Concentration (15 semester hours)

Students also must complete an additional concentration of 15 semester hours in one of four areas: Communication Skills, Mathematics, Science, or Social Studies. Specific courses will be approved by the student's advisor to fulfill North Carolina Certification requirements.

PEDAGOGICAL STUDIES AND SUPERVISION COURSES (PSS)

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.
- 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 Elementary and Middle Grades Education Majors.
- 203 Experimental Course: Applied Learning Strategies for the Learning Disabled Student (3:3).** Metacognitive skills are taught to college students who have specific learning disabilities. Strategy training will include self-monitoring, predicting, reality testing, and coordinating the processes of studying and learning to specific content courses. Pr. permission of instructor.
- 250 Teaching as a Profession (3:3).** A study of traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from teachers' perspectives; exploration of personal needs and goals in relation to teaching. P 202 and consent of instructor for student planning to be Elementary and Middle Grades Majors.
- 299A, B Seminar for NC Teaching Fellow Introduction to Teaching (1:1).** This course is designed to facilitate first-year Teaching Fellows' understanding of social, ethical, legal, cultural and personal issues associated with public school teaching. May be repeated for credit. Grade: Pass-Fail. P Must be a North Carolina Teaching Fellow.
- 320 Language Arts Education (3:3).** Curriculum and teaching strategies in the Language Arts with emphasis on the interrelatedness of all language processes: reading, writing, listening, and speaking. P admission to Elementary Education.

- 35 Integrated Reading Instruction (3:3).** A study of reading and writing processes, ways to integrate reading and writing instruction in the content areas, ways to promote higher literacy among all of their students. Pr. admission to Middle Grades Education, completion of PSS 250.
- 46 Children's Literature and Instructional Media (3:3).** Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. Pr. admission to Elementary Education.
- 50 Internship I: Inquiry in Teaching and Learning (3:1:6).** Supervised in-school internship and seminar focused on children's ways of knowing. Pr. admission to Elementary or Middle Grades Education.
- 60 Elementary and Middle Grades Social Studies Education (3:3).** An examination of student competencies in K-8 social studies and teaching. Emphases include development of the social studies; curricular principles and components; and teaching strategies. Pr. admission to Elementary or Middle Grades Education.
- 70 Science Education in the Elementary School (3:3).** Curriculum and teaching techniques in science for undergraduate prospective elementary school teachers (K-6) with emphasis on problem solving and critical thinking abilities. Pr. CHE 106, GEO 103, PHY 305, or equivalents.
- 80 Mathematics Education (3:3).** Provides for the development of knowledge and skills necessary to prepare students to teach mathematics in elementary/middle school classrooms. Pr. successful completion of two courses in mathematics (MAT 112 or higher). Acceptance into Elementary/Middle Grades Education.
- 99A, B, C, D Seminar for NC Teaching Fellows: Becoming a Teacher (1:1).** This course is designed to facilitate second and third year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching. May be repeated for credit. Grade: Pass-Fail. Pr. Sophomore/Junior NC Teaching Fellow.
- 400 Internship II: Inquiry in Teaching and Learning (3:1:6).** Supervised in-school internship and seminar focused on the role of the teacher-researcher. Pr. 350.
- 420 Reading Education (3:3).** Curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction. Pr. admission to Elementary Education.
- 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.
- 440 Multicultural Education (3:3).** Philosophical and sociocultural perspectives on pluralism and diversity. Emphases include interdependent individual, cultural, and institutional behaviors related to race, religion, class, cultural/ethnic heritage, and gender. Pr. admission to Teacher Education; PSS 202.
- 442 Teaching and Learning in the Middle Grades (3:3).** Students will explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate issues identified in internship experiences. Pr. completion of 250 and 340.
- 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.
- 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.

- 450 Psychological Foundations of Education (3:3).** Designed to develop and demonstrate application of knowledge and understanding of the processes and methods of learning and teaching in respective school settings. Includes study of learner's 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.
- 452 Teaching Practices and Curriculum in Foreign Languages (3:3).** Designed to acquaint second language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials.
- 453 Teaching Practices and Curriculum in Social Studies (3:3).** Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. Required of student teachers in social studies.
- 457 Teaching Practices and Curriculum in Mathematics (3:3).** Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. Required of student teachers in mathematics.
- 459 Teaching Practices and Curriculum in Science (3:3).** Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics, and earth-science and the changing approaches to teaching these subjects. Required of student teachers in science.
- 461 Student Teaching and Seminar: Elementary Grades (12).** Supervised student teaching in an elementary setting (grades K-6) 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. department chair approval.
- 462 Student Teaching and Seminar: Middle Grades (12).** Supervised student teaching in a middle grades setting (grades 6-9) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Pr. department chair approval.
- 465 Student Teaching and Seminar: Secondary School (9).** Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar. Pr. admission to Student Teaching.
- 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 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 499A Seminar for NC Teaching Fellows Transition into Teaching (1:1).** This course is designed to facilitate fourth-year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching. May be repeated for credit. Grade Pass-Fail. Pr. Senior NC Teaching Fellow

**or Advanced Undergraduates
and Graduates**

- 06 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.
- 17 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.
- 18 Mathematics in the Elementary School (3:3).** Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations.
- 19 Science in the Elementary and Middle Schools (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.
- 20 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.
- 21 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 diagnosing learning problems, especially in the language arts area. Emphasis placed on assessment and treatment 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.
- 527 Teaching Second Languages: Elementary/Middle Schools (3:3).** Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials development and evaluation. Organizing effective second language programs in the elementary and middle schools. Pr. admission to teacher

education program 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.
- 543 Teaching Exceptional Children in Mainstream Classrooms (3:3).** Intended for educators teaching exceptional children in regular class settings and for others concerned with mainstreaming efforts. Examines educational needs and appropriate instructional accommodations for such children. Pr. CEF 381, or permission of instructor.
- 544 Issues in Teaching Exceptional Children (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. 540 or consent of instructor.
- 545 Secondary Programming for Learning Disabled Adolescents (3:3).** Intended for educators, principals, counselors, and administrators interested in the development and design of secondary programs for the mildly handicapped adolescent.
- 550 The Interaction of Classroom Management and Instruction (3:3).** Competencies in motivating and increasing student learning through the development of positive interpersonal relationships in the classroom, effective classroom organization and instruction, and altering unproductive student behavior. Pr. Senior or graduate status or permission of instructor.
- 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.

For Graduates

- 601 Procedures in Education of Preschool Handicapped (3:3).**
- 605 Developmental Psycholinguistics (3:3).**
- 607 Adult Learning and College Teaching (3:3).**
- 608 Seminar in Early Childhood Education (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 Theories of Reading and Writing Processes (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).**

- 33 Trends in Teaching Practices and Curriculum in Secondary School Foreign Languages (3:3).
- 34 Seminar in Middle Grades Education (3:3).
- 35 Reading in the Secondary School (3:3).
- 37 Trends in Teaching Practices and Curriculum in Secondary School English (3:3).
- 38a,b Seminar in Secondary Education (3:3), (3:3).
- 39 Global Education in the Curriculum (3:3).
- 40 Writing Instruction in the Elementary and Middle Grades (3:3).
- 41 Assessment in Special Education (4:3:3).
- 44 Supervised Practicum in Curriculum and Teaching (3 to 6).
- 45 Advanced Seminar in Exceptional Individuals (3:3).
- 46 Problems in Program Development, Evaluation, and Research for Exceptional Children (3:3).
- 47a Introduction to Consultation in Education (3:3).
- 49c,d Practicum in Special Education: Cross-Categorical (3:3), (3:3).
- 654 Teaching Models and the Analysis of Instruction (3:3).
- 655 Supervision of Instruction (3).
- 665 Diagnosis and Corrective Teaching in Mathematics (3:3).
- 670 Research in Mathematics Education (3:3).
- 680 Clinical Experience in Teaching (9).
- 685 Supervision: Theory and Concepts (3:3).
- 688 Contemporary Problems Seminar (1 to 3).
- 692 Independent Study (1 to 4).
- 698 Human Development (3:3).
- 699 Thesis (3 to 6).
- 749a Internship: Provision of Special Education Services (3:3).
- 749b Internship: Supervision of Special Education Services (3:3).
- 759 College Teaching Practicum in Special Education (3:3).
- 775 Directed Doctoral Research (3:3).
- 799 Dissertation (12).
- 800 Graduate Registration. (0).
- 801 Graduate Registration. (0).

FREE TUITION

The only students who can have free tuition at The Normal and Industrial College are those 'who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors.' Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of The Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said institution, if I can secure employment and my health permits, to teach in the public or private schools of the state for at least two years after I leave the institution. If I fail to teach as herein stated from any fault of mine. . . I agree to pay the institution full tuition for the time I attended."

from the
Fifth Annual Catalogue
of the
State Normal and Industrial College
Greensboro, N.C.,
1896-97

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

(401 Health and Human Performance Building)

Richard A. Swanson, Professor and Dean of School

Sarah M. Robinson, Associate Professor and Assistant Dean

In the School of Health and Human Performance academic programs are offered through the Department of Dance, the Department of Exercise and Sport Science, the Department of Leisure Studies, and the Department of Public Health Education. 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 Exercise and Sport Science 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, leads to North Carolina certification for teaching in public schools. A dance minor and master's degree studies are also available.

The **Department of Exercise and Sport Science** offers majors in Physical Education leading to the Bachelor of Science degree. One of two concentrations may be selected: Teacher Education or Exercise Science and Sport Studies. 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, and the doctoral degree are offered.

In the **Department of Leisure Studies**, a major student may choose one of three areas of concentration, Leisure Services Management, Therapeutic Recreation, or Travel, Tourism, and Commercial Recreation. These concentrations lead to the Bachelor of Science degree. A Leisure Studies minor is also available. A Master of Public Affairs with a concentration in Leisure Studies is offered through the Department of Political Science. The undergraduate program is fully accredited by the NRPA/AALR Council on Accreditation.

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.

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

(323 Health and Human Performance Building)

John Gamble, Professor and Head of Department

Professor Cheney; Associate Professors Deloria, Stinson; Assistant Professors Rivers, Van Dyke; Lecturers Hunt, Vulpi; Technical Director/Lecturer Summers

DANCE MAJOR (Bachelor of Fine Arts)

Required: 128 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 are central in the curriculum, providing a basis for graduate study and for careers related to dance.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Dance Major are indicated below:

Semester Hours

1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	9
Required: DCE 201, 202, and one non-dance elective	
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101, and one other course	
9. Social and Behavioral Sciences (SB)	6
10. World Literature (WL)	3

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

71 semester hours in dance:

- Twenty-four semester hours of dance technique and theory in modern dance (16 s.h.) and ballet (6 s.h.) and jazz or ethnic (2 s.h.) selected from: DCE 211, 212, 213, 214, 215, 216, 311, 312, 313, 314, 316, 413, 414, 424, 524.
- Grade of B or higher in DCE 424 or DCE 524.
- Grade of C or higher in all courses with the DCE prefix.
- DCE 100, 217, 251, 340, 341, 351, 450, 452, 464, 470, 551.
- Two semester hours in dance performance selected from DCE 250 and DCE 343.
- Four semester hours in dance production, DCE 255 twice and DCE 355 twice.

Dance

- Electives with DCE prefix sufficient to complete 71 semester hours in dance.

Free Electives

12 semester hours

Electives

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

DANCE EDUCATION MAJOR (Bachelor of Science)

Required: 128 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 observation, participation, and laboratory experiences with a variety of age groups are included. The Dance Education major is designed to lead to North Carolina certification for teaching in public schools.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Dance Education Major are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	9
Required: DCE 201, 202, and one other non-dance course	
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101, and one other course	
9. Social and Behavioral Sciences (SB)	6
Required: PSY 221, and one other course	
10. World Literature (WL)	3

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

64 semester hours in dance in addition to DCE 201 and 202:

- Seventeen semester hours of dance technique and theory in modern dance (11 s.h.), ballet (5 s.h.), and jazz or ethnic (1 s.h.) selected from: DCE 211, 212, 213, 214, 215, 216, 311, 312, 313, 314, 316, 413, 414, 424, 524.
- Grade of B or higher in DCE 311, 312, 424, or 524.
- Grade of C or higher in all courses with DCE prefix
- DCE 100, 217, 251, 340, 341, 342, 345, 351, 446, 447, 461, 462, 463, 470.

5. One semester hour in dance performance selected from DCE 250, 343 or 452.
6. Four semester hours in dance production, DCE 255 twice and DCE 355 twice.
7. Electives with DCE prefix sufficient to complete 64 hours in dance.

Certification Requirements

Eleven semester hours

1. Completion of University Teacher Education requirements (see pages 374-378). Note: Physical Education is not required of Dance Majors.
2. CEF 381; FNS 213; HEA 201, 310, or 338; PSS 450 and 470.

Free Electives

8 semester hours

Electives

Electives sufficient to complete 128 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.

CONCENTRATION IN DANCE

A 24-hour cohesive course of study for students majoring in education who need a second major or concentration in a basic academic discipline.

Six hours must be chosen from **each** of the following four areas:

1. Historical/Cultural Content, to be selected from: DCE 200, 201, 202, 323, 522, 523
2. Dance Technique, to be selected from: DCE 111, 113, 116, 211, 213, 215, 216, 311, 313, 316, 424, with at least 3 hours taken above the 100 level

Dance

3. Creative Study and Performance, to be selected from: DCE 100, 217, 250, 251, 343, 351
4. Special Areas Dance Electives, to be selected from any DCE course above the 100 level. Suggested: DCE 255, 340, 342, 345, 355, 446, or additional courses from areas listed above

For further information on program details, contact the Dance Department (334-5570).

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. Fall semester. [FA, CFA].
- 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 (1:0:3).** Introduction to the movement techniques of modern dance. Placement by audition. May be repeated for credit.
- 112 Modern Dance (1:0:3).** Continuation of 111. May be repeated for credit.
- 113 Ballet (1:0:3).** Introduction to the study of classical ballet techniques. Placement by audition. May be repeated for credit.
- 114 Ballet (1:0:3).** Continuation of 113. May be repeated for credit.
- 116 Beginning Jazz Dance (1:0:3).** 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. [FA, 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). Fall semester. [FA, 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. Spring semester. [FA, CFA].
- 211 Modern Dance (1:0:3).** Technique course designed to increase skill in modern dance. Pr. two semesters of modern dance. May be repeated for credit.
- 212 Modern Dance (1:0:3).** Continuation of 211. May be repeated for credit.
- 213 Ballet (1:0:3).** Technique course designed to increase skill in classical ballet. Pr. two semesters of ballet. May be repeated for credit.
- 214 Ballet (1:0:3).** Continuation of 213. May be repeated for credit.
- 215 Ethnic Dance/Character Dance (1:0:3).** 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 (1:0:3).** Guided exploration in the elements of dance for the creative development of

- personal movement repertoire, spontaneous group interaction, and choreographic skills. Pr. two semesters of college-level dance or equivalent. May be repeated for credit.
- 250 Dance Performance Practicum (1:0:3).** Rehearsal and performance of choreography created by faculty, students, and/or guest artists. Open by audition or invitation. May be repeated for credit.
- 251 Choreography I: Craft (1:1:2).** Study of the elements of time, space, and design as they are artistically significant in dance. Pr. 217.
- 255 Dance Production Practicum I (1:0:3).** Experience in introductory level backstage work for dance performances. May be repeated for credit.
- 300 Historical Dance, 1450-1900 (3:3:1).** Study of social dancing in Europe and America from 1450 to 1900. Historical and cultural background, theory, and practical experience in music, dance, and deportment. Pr. one of the following: 100, 106, 114, 202; MUS 331 or 332; COM 190, 251, 252.
- 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. May be repeated for credit.
- 312 Modern Dance (1:3).** Continuation of 311. 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. May be repeated for credit.
- 314 Ballet (1:3).** Continuation of 313. 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. Pr. two of the following: 313, 314, or permission of instructor. May be repeated once for credit.
- 316 Advanced Jazz Dance (1:0:3).** Continuation of 216 for further development of skill, style, and understanding of the jazz form of dance. Pr. 216 or permission of instructor. May be repeated once for credit.
- 323 The Arts as Human Experience (3:3).** An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. Same as ART 323, COM 323, MUS 323. [FA, CFA].
- 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. Spring semester.
- 341 Accompaniment for Dance (2:1:2).** 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. Spring semester.
- 342 Teaching Social, Folk, and Country Dance (2:1:2).** 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. Fall semester.
- 343 Dance Repertory (1:0:3).** Creation and performance of a new or reconstructed work by faculty or guest artist. Pr. 211 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. Fall semester.
- 349 Movement for the Stage (2:1:2).** Examination and application of theories of movement and metakinetic process. Emphasis on development of movement roles within various styles of theatre. Pr. 103 or 203 or equivalent and COM 251, or consent of instructor.
- 350 Dance Production (3:2:2).** Theoretical and practical experiences offered to foster the acquisition of sufficient skills, knowledges,

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- and sensitivities in order to project the choreographer's intent through visual and auditory techniques in a dance production. Pr. 255. Fall semester.
- 351 Choreography II: Process (2:1:2).** 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. Fall semester.
- 355 Dance Production Practicum II (1:0:3).** Experience in advanced level stage practices for dance performances. May be repeated for credit. Pr. 1 credit of 255.
- 411 Modern Dance (1:3).** Advanced work in the skills and techniques of modern dance. Pr. 311 and 312 or permission of instructor. May be repeated for credit.
- 412 Modern Dance (1:3).** Continuation of 411. Pr. permission of instructor. May be repeated for credit.
- 413 Ballet (1:3).** Advanced work in the skills and techniques of classical ballet. Pr. 313 and 314 or permission of instructor. May be repeated for credit.
- 414 Ballet (1:3).** Continuation of 413. May be repeated for credit.
- 424 Contemporary Dance: Theory and Technique (3:1:6).** Theory and practice of advanced modern dance technique and its relationship to the artistic and professional field. Pr. advanced ability in dance technique.
- 446 Perspectives on Dance Education (3:3).** Theoretical foundations in dance education and their implications for curriculum and teaching. Pr. 345. Spring semester.
- 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. Fall semester.
- 450 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.
- 452 Dance Touring Practicum (6:0:18).** Practical experience in performing as a member of a touring dance company giving concerts in a variety of locations including public schools. Pr. enrollment by audition only.
- 461, 462 Student Teaching in Dance Education (4), (5).** 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 (3:3).** 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 advisor and instructor. Pr. demonstrated competency for independent work and consent of academic advisor 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. Pr. consent of instructor. May be taken twice for credit.

93 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

22 Anthropological Bases of Dance (3:3). Dances of primitive and developed cultures. Folk, court dances, and ballet as expressions of social forms and cultures.

23 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.

24 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. Pr. advanced level of dance technique. May be repeated for credit. Spring semester.

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. Fall semester.

551 Choreography III: Group Forms (3:2:2). Study of and experience in developing choreographic materials for long dances for different size groups with emphasis on

the exploration of formal values and their integration with artistic intention. Pr. advanced ability in dance technique.

560 The Dancer's Body (3:3). Exploration of selected approaches to body awareness, integration, release, and their implications for dance technique and performance. Pr. two semesters of dance technique and equivalent of 340, or permission of instructor. Spring semester.

For Graduates

600 Graduate Forum in Dance (0).

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).

687 Practicum in Dance Performance (3).

695 Independent Study (1 to 3).

698 Field Project in Dance (6).

699 Thesis (3 to 6).

800 Graduate Registration. (0).

801 Graduate Registration. (0).

DEPARTMENT OF EXERCISE AND SPORT SCIENCE

(250 Health and Human Performance Building)

Shirl J. Hoffman, Professor and Head of Department

Professors Barrett, Gill, Gould, Martinek, Swanson; Associate Professors Goldfarb, Harris, Karper, Robinson, Umstead, Williams; Assistant Professors Crews, Hopewell, Hudson, Morgan, Veal; Lecturers Avery, Hill, Richards, Wieser

PHYSICAL EDUCATION MAJOR (Bachelor of Science)

Required: Exercise Science and Sport Studies Concentration — 122-123 semester hours;

Teacher Education Concentration — 125-128 semester hours

CONCENTRATIONS

The **Exercise Science and Sport Studies** concentration is designed for students preparing for fitness leadership as a career and those preparing for graduate programs related to exercise physiology. A 6 semester-hour internship, designed to provide practical experience in community settings appropriate for each student's career goals, is required.

The **Physical Education Teacher Education** concentration leads to certification for teaching in North Carolina and most other states. The certification program prepares a student to teach grades K-12. 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.

All-University Liberal Education Requirements (AULER) (46-49 semester hours)

• for the Exercise and Sport Studies concentration

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytical and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
Required: STA 108	
6. Natural Science (NS)	6 - 8
Required: BIO 101 or 103 plus BIO 107 lab; BIO 102 or 103 plus BIO 108 lab	
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 and one other approved RD course	

- | | |
|--|-------|
| 9. Social and Behavioral Sciences (SB) | 6 |
| Required: PSY 221 and one other SB course | |
| 10. World Literature (WL) | 3 |
| 11. Additional AULER courses | 7 - 9 |
| Required: CHE 103 or 111; CHE 104 or 114; CHE 110 | |

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

**All-University Liberal Education Requirements (AULER)
(45 semester hours minimum)**

• for the **Physical Education Teacher Education concentration**
Specific AULER area requirements for Physical Education Teacher Education VARY according to the "Second Major" chosen. **Students MUST consult with the ESS Undergraduate Program Coordinator for choices and requirements.** Some AULER waivers apply to this concentration.

Major Requirements

All Physical Education majors take the following 32 semester hours of **Core Courses**:

1. ESS 280, 285, 288, 330, 351, 375, 376, 388
2. ESS 207, 208, 299, 310
3. Four additional hours of activity courses as follows:
for Exercise Science and Sport Studies concentration, include 205; for Teacher Education concentration, include 213, 214, 215, and 216

Exercise Science and Sport Studies Concentration:

1. Additional ESS courses: 568, 569, 570, 595
2. Related areas: *BIO 101/103 and 107, *BIO 102/104 and 108, *CHE 103 or 111, *CHE 104 or 114, *CHE 110, *COM 105 or 341, *STA 108, HEA 338 or 236 or ARC Certification in First Aid and CPR, HEA elective, FNS elective
* Students should take these courses as part of the fulfillment of AULER.)

Teacher Education Concentration:

1. Additional ESS courses: 217, 354, 381, 454, 461-462, 464
2. Related areas: HEA 236 or 338 (or ARC Certification in First Aid and CPR)
3. Teacher Certification Requirements: HEA 201, CEF 381, PSS 450, 470, and satisfactory speech screening test
4. Students who have not been admitted to the Teacher Education Program may not enroll in ESS 354, 454, 461, 462, 464.

Additional information about **Teacher Education** may be found in Chapter 5.

Second Major Requirement for Teacher Education Concentration

All students majoring in Physical Education Teacher Education are required to complete another approved major or a second major or a concentration consisting of a

minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and this requirement. All students who entered the University in Fall 1989 or later as freshmen are subject to this requirement.

Electives

Sufficient to complete total semester hours required for degree.

Note: Transfer Students — Students who enter the UNCG Physical Education major as transfers in the junior year should expect to take at least an extra semester of work unless they enter with a strong background of science (BIO 103, 104, 107, 108, 271, 277) and physical education activities. For those students seeking Teacher Certification who are also required to complete a "Second Major", the time commitment may be further extended.

COACHING MINOR

May be chosen by any degree-seeking UNCG student. Minimum of 15 semester hours, approved by the Department, including ESS 390, 477, 388; HEA 236 or 338 or American Red Cross First Aid and Certification (n.c.).

EXERCISE AND SPORT SCIENCE COURSES (ESS)

For Undergraduates

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

- 101 Beginning Volleyball (1:0:3).** Introduction to basic techniques, knowledges, and strategies of volleyball.
- 102 Team Handball (1:0:3).** Olympic sport activity which uses basketball playing skills in a soccer format.
- 103 Basketball/Softball (1:0:3).** Introduction to basic techniques, knowledges, and strategies of basketball and slow pitch softball.
- 104 Soccer/Basketball (1:0:3).** Introduction to basic techniques, knowledges, and strategies of soccer and basketball.
- 119 Personalized Physical Education (1:0:3).** 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, knowledge, 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.
- 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.
- 207 Selected Physical Activities I - Core Program (1:0:3).** Survey of selected physical activities with special emphasis on personal performance experience. ESS majors only.
- 208 Selected Physical Activities II - Core Program (1:0:3).** Continued experience in selected physical activities, with special emphasis on personal performance. ESS majors only.
- 213 Sports Performance & Analysis I (1:3).** Skill development and analysis of soccer

- and basketball skills. Learning and application of physical education content in a developmental model.
- 214 Sports Performance & Analysis II (1:3).** Skill development and analysis of tennis and volleyball skills. Learning and application of physical education content in a developmental model.
- 215 Children's Physical Education I: Educational Gymnastics (1:3).** Performance and analysis of gymnastic skills appropriate for children. Pr. For ESS majors; open to elementary education majors with permission of instructor.
- 216 Children's Physical Education II: Educational Games (1:3).** Performance and analysis of game skills and offensive/defensive strategies appropriate for children. Pr. For ESS majors; open to elementary education majors with permission of instructor.
- 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.
- 230 Psychological Skills for Optimal Performance (3:2:2).** Overview of sport psychology principles applied to sport and exercise activities. Includes experience in psychological skills training.
- 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, freestyle 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.
- 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.
- 255 Water Safety Education (1:0:3).** Focuses on personal and community water safety; prevention of water accidents; water emergency responses; and stroke refinement. Includes the American Red Cross Introduction to Health Services Education

- (IHSE). Pr. 254 or approval of instructor, swim continuously for 5 minutes using front crawl, sidestroke, elementary backstroke, and breaststroke.
- 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, knowledge, 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 (3:2:2).** Development of knowledge and skill to teach and to certify others in the American Red Cross Programs of swimming and elementary rescue skills. Pr. 17 yrs. old; PED 255 and 256 or equivalent or Introduction to Health Services Education; and, either Lifeguard Training or Emergency Water Safety Certificate.
- 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.
- 262 Safety Training for Swim Coaches (1:0:3).** Identify any potential aquatic facility safety hazards, recognize and rescue swimmers in distress and/or drowning situation, improve competitive skills and observe for specific medical conditions pertaining to competitive swimming. Pr. competitive swimming, swimming coach experience, 254 or equivalent.
- 263 Skin and SCUBA Diving (2:1:2).** Skills, knowledge, 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 Advanced SCUBA Diving (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.

- 277 Advanced Golf (1:0:3).** Advanced physical and mental skills will be learned, practiced and implemented. Approximately one-third of the course will include playing at a local golf course. Pr. 127, 227, or consent of instructor. (Fee, approximately \$20.00)
- 280 Research and Evaluation in Physical Education and Sport (3:2:2).** Surveys the scope of literature and sources of knowledge in physical education and sport science. Measurement, evaluation, and research methods applied to selected problems of professional practice. Pr. sophomore standing.
- 285 Motor Development (3:3).** Lifespan analysis of motor skill development as a function of chronological age.
- 288 Motor Learning and Control (3:3).** Analysis of mechanisms and environmental variables influencing the acquisition and control of skilled motor behavior at all ages. Introductory research techniques and experiences collecting data on human motor performance. Pr. 285 recommended.
- 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.
- 299 Physical Conditioning - Core Program (1:0:3).** Principles and components of health-related and performance-related conditioning. Emphasis on the design, implementation, and evaluation of a personal conditioning program. Students may not take both 120 and 299 for credit. ESS majors only
- 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.
- 310 Process of Skill Acquisition (1:0:3).** Development of basic skills and strategies in two novel activities. Emphasis on the integration of theoretical knowledge with applied experience in skill acquisition. Pr. at least four of the following: 280, 285, 288, 330, 351, 375, 376, 388. ESS majors only.
- 330 Sociocultural Analyses of Sports and Exercise (3:3).** Analyses of sports and exercise in sociocultural contexts. Topics include professional sports, intercollegiate sports, youth sports, violence in sports, gender and sports, ethnicity and sports, and media and sports.
- 341 Teaching Elementary School Physical Education I (3:3).** Introduction to teaching physical education in grades K-6. Designed especially for the preservice classroom teacher. May include some field experiences. Pr. junior or senior standing or permission of instructor.
- 351 History and Philosophy of Sport and Physical Education (3:3).** Study of significant people, events and institutions affecting the development of sport and exercise in North America. Analysis of major philosophic issues relating to sport and exercise.
- 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 Curriculum and Teaching: Children's Physical Education (3:1:6).** Planning and organizing for teaching and observation of movement in children's physical education. Special emphasis will be on philosophy, curriculum development, and selection of appropriate content for elementary students. Pr. Prior admission into teacher education.
- 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.
- 375 Physiology of Sport and Physical Activity (3:2:3).** Study of the factors affecting physiological function of the body as related to physical performance. Laboratory physiological evaluation experience in-

cluded. Pr. BIO 271 and 277 or permission of the instructor.

476 Biomechanics of Sport and Physical Activity (3:2:3). Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills. Pr. BIO 271 or consent of instructor.

481 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.

483 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.

488 Psychology of Sport and Exercise (3:3). An examination of the psychological theories and research related to sport and exercise behavior. Pr. PSY 221.

490 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.

454 Curriculum and Teaching: Secondary School Physical Education (3:1:6). Planning and organizing for teaching and observation of movement in secondary school physical education. Emphasis on the analysis of the teaching process, curriculum development, and selection of appropriate content. Pr. Prior admission into teacher education.

***461-462 Student Teaching and Seminar in Physical Education ((6)-(6)).** Techniques of teaching physical education under supervision. Full-time teaching in schools. Weekly seminars. Admission by application only. Pr. Program requirements leading to student teaching.

***464 Administration of Physical Education and Athletics (3:3).** Administrative considerations of conducting modern physical education and/or athletic programs in secondary schools and colleges. Pr. senior standing.

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 advisor, instructor, and undergraduate program coordinator. Pr. demonstrated competency for independent work and consent of academic adviser, instructor, and undergraduate program coordinator.

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 coach 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 students seeking coaching minor. Pr. HEA 236/338, demonstrated knowledge/skill in sport selected.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

520 Exercise Psychology (3:3). An examination of the effects of exercise on various factors (e.g., stress, mood) and the effects of psychological variables (e.g., biofeedback, motivation) on exercise. Pr. one sport psychology course and one exercise physiology course or permission of instructor.

530 Play, Games, and Sport (3:3). Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

**Block courses in professional semester for teacher education majors.*

- 531 Issues in Competitive Sports for Children and Youth (3:3).** In-depth examination of significant issues related to competitive sports in the lives of today's children and youth. Special attention given to studying the roles and responsibilities of the adults involved. Pr. Permission of instructor.
- 532 Women in Sport and Physical Activity (3:3).** Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological and socio-cultural perspectives. Pr. Junior standing or higher in Exercise and Sport Science or Women's Studies, or permission of instructor.
- 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. Permission of instructor required. Pr. 575 and 568 or instructor's approval.
- 545 Psychology of Coaching (3:3).** Overview of sport psychology principles applied to the teaching and coaching of sport activities. Pr. PSY 221 or permission 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); PSS 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.
- 568 Health/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 health/fitness instructor. Emphasizes health-related physical fitness. Pr. BIO 271, 277, or permission of instructor; ESS 375, 575 recommended; CPR certification completed or in progress.
- 569 Exercise Instruction (3:3)** An instructional development course. Application of principles of content selection, effective presentation, and evaluation to practice in exercise settings for participants at various developmental levels. Pr. 375 or 575, or permission of instructor.
- 570 Development and Implementation of Fitness Programs (3:3).** Preparation in planning, designing, developing, organizing, programming, implementing, directing, and evaluating fitness programs. Pr. 568 or permission of instructor.
- 571 Physical Education for Individuals with Special Needs (Advanced) (3:3).** Advanced study of physical education for mentally and physically disabled persons. Clinical experience is provided. Pr. 381 or permission of instructor.
- 575 Physiology of Exercise (3:3).** An in-depth study of the physiological basis of human physical performance with emphasis on the acute response and chronic adaptations of the body to exercise. Pr. 375, 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.
- 579 Exercise and Older Adults (3:3).** Basic principles underlying exercise/aging. The

delivery of exercise information and the conduct of exercise programs for older adults. Pr. junior admission only by permission of instructor.

- 589 Experimental Course: Metabolic Aspects of Exercise (3:3).** Study of metabolism during sport and exercise, sport supplements as ergogenic aids, nutrients' effects on performance, and factors contributing to body composition alterations during training. Pr. ESS 375, junior standing or higher in Exercise and Sports Science or Food, Nutrition, and Food Service Management, or permission of instructor.
- 595 Exercise Science/Fitness Internship (6:2:16).** A supervised field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance. Pr. 375, 568, 569 and/or permission of instructor.

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).**
- 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).**
- 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3:3).**
- 661 Movement Theory (3:3).**
- 663 Supervision of Physical Education (3:3).**
- 672 Measurement Theory Applied to Physical Education (3:3).**
- 675 Applied Human Work Physiology (3:3).**
- 676 Problems Seminar (3:3).**
- 677 Muscular Aspects of Exercise Physiology (3:3).**
- 678 Cardiovascular Aspects of Exercise Physiology (3:3).**
- 679 Exercise and Older Adults: Advanced (3:3).**
- 694 Internship in Sport and Physical Education (3 or 6).**
- 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 (3 to 6).**
- 699 Thesis (6).**
- 700 Special Topics in Physical Education (3).**
- 701 Research Topics in Exercise and Sport (3:3).**
- 713 Research in Physical Education III: Advanced Seminar (3:3).**
- 744 Seminar: Research in Applied Sport Psychology (3:3).**
- 745 Seminar: Social Psychology and Sport (3:3).**
- 754 Applied Sport Psychology Issues and Practice (3:3).**
- 760 Practicum in Applied Sport Psychology (1-3).**
- 799 Dissertation (12).**
- 800 Graduate Registration. (0).**
- 801 Graduate Registration. (0).**

DEPARTMENT OF LEISURE STUDIES

(420-J Health and Human Performance Building)

Stephen C. Anderson, Professor and Head of Department

Professor Sellers; Associate Professor Mann; Assistant Professors Andereck, Caldwell

LEISURE STUDIES MAJOR (Bachelor of Science)

Required: 122 semester hours

The Leisure Studies major prepares students to pursue graduate study or to assume career opportunities in leisure services management, therapeutic recreation, commercial resort developments, and other aspects of the travel and tourism industry. The Department is committed to offering an academically challenging program of undergraduate education coupled with a solid foundation of a liberal arts education. The program is accredited by the National Recreation and Park Association's Council on Accreditation.

Concentrations

- Leisure Services Management
- Therapeutic Recreation
- Travel, Tourism, and Commercial Recreation

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for each concentration are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
Required: STA 108	
6. Natural Science (NS)	6 (or 8)
Therapeutic Recreation concentration must complete:	
BIO 103 and 107; BIO 104 and 108 (6 hour sequence)	
or BIO 101 and 107; BIO 102 and 108 (8 hour sequence)	
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101, and ENG 102 or 301	
9. Social and Behavioral Sciences (SB)	6
Leisure Services Management concentration:	
SOC 211 and one other course from SB area	

Therapeutic Recreation concentration:

Any two courses from SB area

Travel, Tourism, and Commercial Recreation concentration:

ECO 201 and one other course from SB area

- | | |
|---|---|
| 10. World Literature (WL) | 3 |
| 11. AULER Electives | 6 |
| COM 105, 231, or 341; and one other course from any area listed above | |

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

For all three concentrations:

1. LES 111, 212, 213, 314, 315, 416, 417, 418, 511
2. For both LES 315 and 417 an overall GPA of 2.0 is required prior to registration for the courses.

Leisure Services Management Concentration

1. LES 222, 241, 323, 324, 408, 526
2. Related areas:
 Select two of the following: PSC 210, 223, 310, 324, 515, 516, or 520
 Select one of the following: GEO 205, 301, 302, or 502
 Select one of the following: SOC 222, 331, 343, or 543
 Select one of the following: MGT 200, 312, 320, or 330

Therapeutic Recreation Concentration

1. LES 231, 332, 533
2. Related areas: BIO 271, 277; ESS 381; PSY 341
3. Select two of the following: BIO 379; CDF 302; CED 310; COM 135; GRO 301; HEA 369; PSY 450

Travel, Tourism, and Commercial Recreation Concentration

1. LES 221, 222, 324, 425, 526
2. Related areas: MGT 200, 320, 424
 Select one of the following: MGT 307, 312, MGT/PSY 314, 330, 421
 Select one of the following: ACC 201; ECO 202, 336; FIN 340; ISM 234
 Select one of the following: GEO 105, 205, 302, GEO/LES 401

Electives

Sufficient to complete 122 total semester hours required for degree.

LEISURE STUDIES MINOR

This minor complements a number of majors, including biology, business administration, child development, geography, history, exercise and sport science, political science, public health education, psychology and social work. Fifteen semester hours are

required, including LES 101 or 111, 212, or 213, 416 or equivalent, and 6-9 hours from department concentration courses. LES 314 may be counted as a therapeutic recreation concentration course.

Students interested in the minor should register with the Department of Leisure Studies, 420-J HEHP Building.

LEISURE STUDIES COURSES (LES)

For Undergraduates

- 101 Leisure in Modern Society (3:3).** Survey of philosophical dimensions of leisure; exploration of leisure service delivery systems; evolution of leisure life-styles and need for educating for leisure-oriented living. For students not majoring in Leisure Studies. May not take both 101 and 111.
- 111 Leisure Studies (3:3).** Survey of historical and philosophical foundations of leisure studies; examination of agencies providing leisure services, professional organizations and career opportunities. May not take both 111 and 101.
- 202 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.
- 203 Leisure Services Planning Laboratory (2:1:2).** Basic concepts and principles of leisure services planning are applied to produce design solutions to various planning problems in leisure service settings. Pr. 222.
- 212 Leadership in Leisure Services (3:2:2).** Analysis of techniques, principles, and practices of leadership in leisure services; basic processes of activity leadership in conjunction with development of skills and knowledge in activity areas.
- 213 Leisure Services Programming (3:3).** General principles of leisure services programming; intensive study of program areas available to participants; analysis of methods and techniques of program design, organization, implementation, and evaluation. Pr. 212 or consent of instructor.
- 221 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.
- 222 Leisure Services Planning (3:2:2).** Examination of the basic procedures involved in the planning process; basic considerations in leisure services planning; analysis of the methods and techniques of site evaluation and design.
- 231 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.
- 241 Introduction to Leisure Services (3:3).** History and development of leisure services; examination of public agencies providing leisure services. Emphasis on types of programs and services offered in relationship to the leisure market.
- 304 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.
- 314 Special Recreation (3:3).** Examination of structure and functions of various organizations and agencies providing special recreation. Analysis of various approaches and techniques of promoting special recreation.

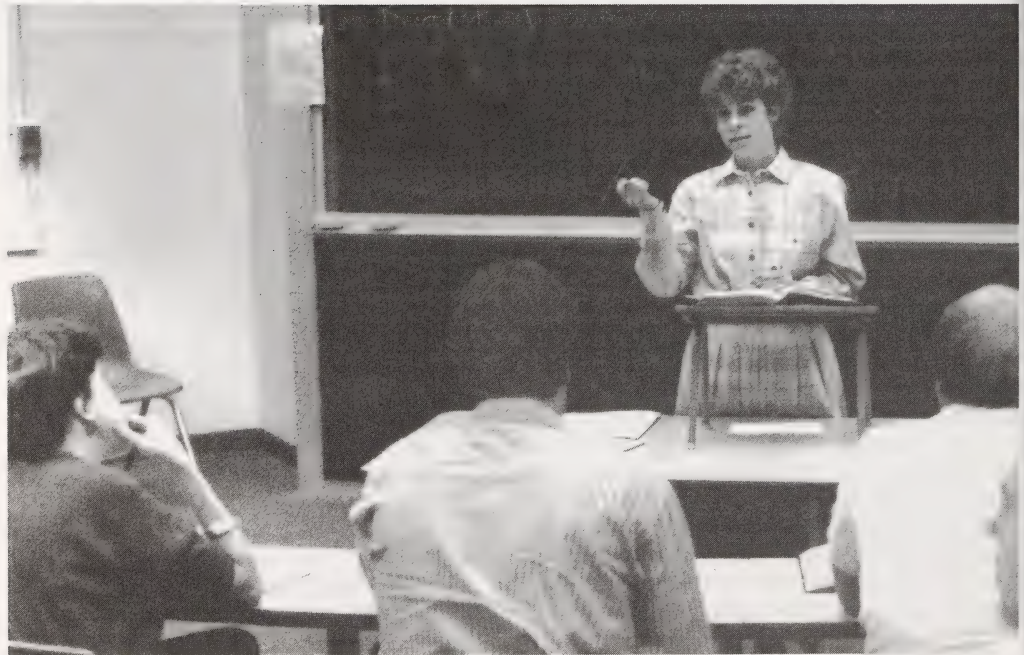
- 315 Practicum in Leisure Services (3 to 6).** Directed practicum experience in a leisure services agency under supervision of a faculty advisor and an agency supervisor. Opportunities provide for student to develop knowledge, values, and beginning practice skills appropriate for entry-level practice in leisure services agencies. May be repeated once for credit for maximum of six semester hours. Pr. overall 2.0 GPA achieved prior to registration; completion of 111, 212, 213, and permission of LES Department Head required.
- 323 Maintenance and Operations in Leisure Services (3:2:2).** Principles and practices of maintenance management; operational policies and procedures in leisure services agencies. Pr. 111, 222 or permission of instructor.
- 324 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.
- 332 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. 111, 231, or consent of instructor.
- 401 Development of Tourism (3:3).** Geographic distribution of tourist development with an emphasis on the spatial dimension of origin-destination flows, industrial structure, demand, and supply. Tourism planning and agents of tourism development are stressed. Same as GEO 401.
- 405 Problems Seminar (3:3).** Specific course title identified by subscript, e.g., Problems Seminar: Leisure and Aging. Nature of problems themselves and their impact on society studied. May be repeated once for credit. Pr. course work in appropriate content area and/or consent of instructor.
- 406 Leisure Resources Policy (3:3).** Concepts, principles, and practices in leisure resources policy; methods and techniques of determining land and facility policy; quantitative and qualitative resource evaluation. Pr. 111.
- 407 Leisure Services Communication (3:3).** Communication process as it relates to leisure services agencies. Emphasis on communication skills and interpretive techniques. Evaluation of information media and problem resolution. Pr. 111.
- 408 Financing Leisure Services (3:3).** Basic principles, procedures, and methods of financing leisure services. Emphasis given to new approaches to financing. Pr. 416 or consent of instructor.
- 416 Leisure Services Administration (3:3).** Study of principles and practices of administration. Basic procedures in leisure services administration, with particular emphasis on finance and budgeting; personnel policies and practices; publicity and public relations; and planning, evaluation, and research. Pr. 111 or consent of instructor.
- 417 Internship in Leisure Services (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. Internship consists of a full-time placement for total of 400 clock hours. Pr. senior standing, and 2.0 GPA achieved prior to registration; 18 semester hours in LES and permission from LES Department Head required.
- 418 Research in Leisure Studies (3:3).** Analysis of research methods in leisure studies will include problem identification, literature review, data collection methods and analysis, and proposal writing. Pr. 111, STA 108 or consent of instructor.
- 425 Resort Management (3:3).** Examination of the resort industry. Considers development and operations, with an emphasis on the management of resort properties. Pr. 111.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

*For Advanced Undergraduates
and Graduates*

- 511 **Advanced Concepts in Leisure Studies (3:3).** Theories, concepts and current research which influence the study of leisure behavior and the delivery of leisure services. Pr. Senior standing in Leisure Studies, graduate standing, or permission of the instructor.
- 519 **Directed Research (3:3).** Identification and investigation of research questions in leisure studies. Opportunity for students to conduct research with direction from scholars in the field. Pr. 418 or permission of department head.
- 526 **Leisure Services and Tourism Management (3:3).** Study of concepts, principles,

and practices of leisure services and tourism management. Examination of organizational structure and functions of leisure services and tourism agencies. Emphasis given to need for long-range management policies. Pr. 416 or consent of instructor.

- 533 **Trends and Issues in Therapeutic Recreation (3:3).** Study of trends and issues in therapeutic recreation; examination of leisure education using individual/group processes and selected facilitation techniques; interdisciplinary team practice; supervisory functions, and assessment procedures. Pr. 315, 332, or consent of instructor.



The faculty at UNCG represents the best in teaching and research.

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DEPARTMENT OF PUBLIC HEALTH EDUCATION

(437 Health and Human Performance Building)

Harvey W. Gruchow, Professor and Head of Department

Professor Howell; Associate Professors Bibeau, King, Lawrance, McLeroy, Mullen,; Assistant Professor E. Smith; Lecturers Carr, Essick, McCann

Adjunct Assistant Professor Palmer

Increasing national interest in health and health promotion attracts students to the undergraduate degree program in Public Health Education, with concentrations available in Community Health Education and School Health Education. Both concentrations provide field experiences in public and private agencies as a part of the professional studies program. Graduates have found career paths open to them in community health departments, schools, and various health and human services agencies. The student who wishes to declare a Health Education major should consult with the Department Admissions Coordinator, to be assigned an advisor and receive information about required course schedules and sequences.

HEALTH EDUCATION MAJOR (Bachelor of Science)

Required: Community Health Education Concentration — 124 semester hours
School Health Education Concentration — 128 semester hours

Concentrations

- **Community Health Education**

Students in this concentration are prepared to design and implement health promotion programs in the community. Graduates have found careers in national, state, and local health agencies, health and human services organizations, and business and industry.

- **School Health Education**

Students in this concentration are prepared for teaching grades K-12 in public and private schools, and school-related positions with selected community agencies. Admission into the UNCG Teacher Education program is required.

Second Major Requirement

All students majoring in Health Education (School concentration) are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and this requirement. All students who entered the University in Fall 1989 or later as freshmen are subject to this requirement.

Admission to the Professional Program

1. Completion of at least 12 semester hours at UNCG
2. At least 2.2 grade point average upon completion of 60 credit hours.

Public Health Education

Admission to Senior Practicum Course (HEA 428)

1. Admission to the Professional Program
2. Completion of all early field experience requirements
3. At least 2.2 grade point average
4. At least 2.5 grade point average in all Health courses

Admission to Student Teaching Courses (HEA 461, 462)

1. Admission to Teacher Education Program
2. Completion of all Teacher Education requirements
3. Minimum 2.5 grade point average (overall)
4. Minimum 2.5 grade point average in all Health courses

COMMUNITY HEALTH EDUCATION CONCENTRATION (124 semester hours)

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
Required: BIO 103/107* and BIO 104/108*	
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101, and one other course	
9. Social and Behavioral Sciences (SB)	6
Required: PSY 221, SOC 211	
10. World Literature (WL)	3
11. AULER Electives	6
Required: COM 341 and one additional course from any AULER area	

* Students electing to take BIO 101/107 and 102/108 (4 semester hours each) may count BIO 107-108 toward AULER "Additional Courses".

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Health Education Requirements (43 semester hours)

HEA 201, 310, 315, 320, 327, 340, 345, 360, 369, 380, 405, 425, 428, 467

Related Area Requirements (13 semester hours)

1. BIO 277, SOC 232 or PSY 347
2. Two of the following from different departments: BIO 280; HEA 347; PSC 210, 223; PSY elective

Free Electives (23 semester hours)

Sufficient to complete total semester hours required for degree and concentration chosen.

SCHOOL HEALTH EDUCATION CONCENTRATION (128 semester hours)**Health Education Requirements (34 semester hours)**

HEA 201, 320, 327, 338, 341, 342, 345, 360, 369, 380, 425, 467

Student Teaching Requirements (12 semester hours)

HEA 461, 462, 463, 464

Certification Requirements (10-11 semester hours)

CEF 381; PSS 450, and 470 or 517; ESS - 2 semester hours.

Speech Screening

Satisfactory speech screening test or completion of requirement based on test.

Liberal Education, Second Major, and Related Area Requirements***For the Biology Second Major:*****All-University Liberal Education Requirements (AULER) (45 semester hours)**

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
Required: BIO 101* and BIO 102* (see below for required labs)	
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101, and one other course	
9. Social and Behavioral Sciences (SB)	6
Required: PSY 221, SOC 211	
10. World Literature (WL)	3
11. AULER Electives	6
Required: FNS 213, COM 341	

* AULER courses included in "Second Major"

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (12 semester hours)

1. BIO 107**, BIO 108**, BIO 277**
2. Two of the following from different departments: HEA 310, 347; PSC 210, 223; CDF 212; SOC 232; PSY 347

** Contribute to "Second Major" requirement

Additional "Second Major" Requirements (15 semester hours)

1. BIO 271, 280, 301, and 330
2. One of the following: BIO 353, 355, 372, 570, 592

For the History Second Major:

All-University Liberal Education Requirements (AULER) (45 semester hours)

Same as for Biology Second Major with exceptions noted below:

	Semester Hours
For Analytic and Evaluative Studies (AE) Required: HIS 311*	3
For Historical Perspectives on Western Culture (HP) Required: HIS 103*	3

* AULER courses included in "Second Major"

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (9 semester hours)

1. BIO 107, BIO 108, BIO 277
2. Two of the following from different departments: HEA 310, 347; PSC 210, 223; CDF 212; SOC 232; PSY 347

Additional "Second Major" Requirements (18 semester hours)

1. Two of the following: HIS 233, 251, 252, 350, 351, 353, 354, 355, 356, 357, 359, 363, 364, 365, 367, 369, 373, 374, 377, 378, 391, 392
2. Two of the following: HIS 203, 204, 209, 215, 216, 217, 218, 239, 240, 307, 308, 320, 349, 361, 370, 381, 384, 385, 386
3. Six hours of HIS courses at the 500 level

NOTE: The History Department divides its undergraduate offerings into three groups: Western Europe, United States, and the remainder of the world. A student must take at least 6 semester hours from each of these three groups.

For the Psychology Second Major:

All-University Liberal Education Requirements (AULER) (45 semester hours)

Same as for Biology Second Major with exception noted below:

	Semester Hours
For Social and Behavioral Sciences (SB) Required: PSY 221* or 223* and PSY 341* or 345*	6

* AULER courses included in "Second Major"

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (9 semester hours)

BIO 107, BIO 108, BIO 277, PSY 310**

** Contributes to "Second Major" requirement

Additional "Second Major" Requirements (15 semester hours)

1. PSY 326 or 342 or 347
2. PSY 450 or 453
3. PSY 452 or 454
4. PSY 425 or 449 or 451
5. PSY 515

For the Sociology Second Major:

All-University Liberal Education Requirements (AULER) (45 semester hours)

Same as for Biology Second Major with exception noted below:

Semester Hours

For Social and Behavioral Sciences (SB) 6

Required: SOC 211, 232*

* AULER courses included in "Second Major"

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (9 semester hours)

1. BIO 107, BIO 108, BIO 277
2. One of the following: HEA 310, 347; PSC 210, 223; CDF 212; PSY 221, 347

Additional "Second Major" Requirements (18 semester hours)

1. SOC 314, 318, 320, 450 and 339 or 361
2. One of the following: SOC 320, 336, 337

MINOR IN HEALTH STUDIES

1. HEA 201; FNS 213; ESS 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 grade point average
4. Completion of at least 12 semester hours at UNCG and a minimum grade point average of 2.2 at time of registration for the minor

NOTE: Not 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 First Aid 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.

- 315 Epidemiology and Disease Processes (3:3).** Study of the distribution and determinants of disease occurrence with emphasis on application to health education. Pr. Sophomore standing, HEA 201 or permission of instructor. (Formerly HEA 515)
- 320 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

Public Health Education

- and youth. Pr. 327 or 334 or permission of instructor. (Formerly HEA 520)
- 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 psycho-social 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. sophomore standing.
- 338 Safety and First Aid (3:3).** Study of factors essential to safety in home, school, and community, with emphasis on First Aid and emergency care knowledge and skills. Cardiopulmonary Resuscitation (CPR) included. 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. Community Health Education Major 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. Pr. Health Education Major or acceptance into Teacher Education Program.
- 342 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. School Health Education Major, or permission of instructor. (Formerly HEA 460)
- 345 Field Experiences in Health Education (2:1:3).** Observing and assisting in health education programs in selected agencies and schools. Development of observational and teaching skills. Health education majors only. Pr. 340 or 342, 380 and admission to professional program.
- 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).** Study of psychosocial, biological, cultural, and developmental research aspects of human sexuality emphasizing methods of sexuality research, relationships, gender issues, intimacy, sexual response, reproduction, exploitation, and dysfunctions. [SB, CSB].
- 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. sophomore standing.
- 380 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. sophomore standing, HEA 201, or permission of instructor. (Formerly HEA 480)
- 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. 327, 340, and 380.
- 425 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. admission to professional program, or permission of instructor. (Formerly HEA 525)
- 428 Community Health Field Work (3 to 6).** Experience in community health agency using techniques and practices of health educators 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. Pr. 340, 345; admission to professional program; overall 2.2 GPA; GPA of 2.5 in HEA.
- 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.
- 461, 462 Student Teaching in Health Education (4), (4).** Full-time teaching of health in schools and/or appropriate teaching centers in state. Weekly seminar for evaluation and planning. Pr. admission to Teacher Education Program; completion of all prerequisite teacher certification requirements; overall 2.5 GPA and GPA of 2.5 in HEA.
- 463 Seminar in School Health Education (2:2).** Consideration and evaluation of student teaching experiences and identification of opportunities for future professional growth. Coreq. 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. Coreq. 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.
- 467 Teaching Methods in Health (3:3).** Philosophy and practice of health education with emphasis on problem-centered teaching methodologies and instructional materials. Pr. admission to professional program.
- 475 Independent Study (1 to 3).** Intensive work in an area of special interest in health 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.

For Advanced Undergraduates and Graduates

- 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. 320, 380, 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.

Public Health Education

589 **Experimental Course: Proposal Writing for Health and Human Services (3:3).** To be offered during Summer 1991.

For Graduates

- 600 **Contemporary Problems in Health (3:3).**
- 601 **Principles of Health Promotion and Disease Prevention (3:3).**
- 602 **Epidemiology (3:3).**
- 603 **Community Health (3:3).**
- 605 **Program Planning in Community Health Education (3:3).**
- 606 **Workshops in Health Education (1 to 3).**

- 620 **School Health Programs (3:3).**
- 625 **Health Program Evaluation (3:3).**
- 635 **Health Education in the Community and School (3:3).**
- 650 **Field Experience in Community Health Education (3).**
- 676 **Problems Seminar (3).**
- 695 **Independent Study (1 to 3).**
- 697 **Community Health Field Project (3).**
- 698 **School Health Field Project (3).**
- 699 **Thesis (3).**
- 800 **Graduate Registration. (0).**
- 801 **Graduate Registration. (0).**



Research in health and other human performance activities is now carried out in new facilities which were completed in 1989.

SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

(101 Park Building)

Jacqueline H. Voss, Professor and Dean of School

Edward A. Powers, Professor and Associate Dean

Sarah M. Shoffner, Assistant Professor and Assistant to the Dean

Cheryl S. Sarratt, Assistant to the Dean

Programs within the School of Human Environmental Sciences prepare students for careers in the field of applied human sciences. Our science-based teaching and research programs focus on human beings in multiple environmental contexts.

Each student in the School receives a broad-based liberal education along with the core of courses required for their particular major. The uniqueness of our programs lies in their ability to integrate and utilize basic principles from many disciplines in preparing professionals who apply these principles to solve human problems and to meet social needs.

The strong research efforts within the School serve to enhance and support highly challenging undergraduate programs. The six majors offered are:

Child Development and Family Relations

Clothing and Textiles

Food, Nutrition, and Food Service Management

Home Economics Education

Interior Design

Social Work

Special facilities of the School of Human Environmental Sciences include three Child Care Education Centers, the Governor Morehead School for the Visually Impaired, the Historic Costume and Textile Collection, the Family Research Center, and the Environmental Research Facility.

DEPARTMENT OF CHILD DEVELOPMENT AND FAMILY RELATIONS

(including HOME ECONOMICS IN EDUCATION
AND BUSINESS)

(C5 Park Building)

Dale Farran, Professor and Chair of Department

Excellence Fund Professor Rodman; Professors Clawson, Dilworth-Anderson, Johnson, Kivett, Lange, Powers, Smith, Voss, Watson; Associate Professors MacKinnon, Morgan; Assistant Professors Cassidy, DeBaryshe, Dollahite, Shoffner, Tudge; Visiting Assistant Professor Anderson; Adjunct Faculty Brown, Canaday, Volling, White

The Department of Child Development and Family Relations offers undergraduate programs leading to the Bachelor of Science Degree with two majors, Child Development and Home Economics Education. The programs include study of the development of individuals and families throughout the life span, seeking to improve their well-being through the creation, use, and dissemination of knowledge. Programs of study in the department are multidisciplinary, requiring a synthesis of knowledge from the social and behavioral sciences, and from the field of education. The goal of the Child Development and Family Relations Department is to provide the best opportunity in North Carolina for undergraduates to prepare for careers in child, adolescent, adult, aging and family care services; in business and community consumer interest services for families; teaching at the preschool and secondary levels, and in cooperative extension and state agencies.

The **Child Development major** offers students the choice of four options. The option of Research Foundations in Child Development and Family Relations prepares students primarily for graduate studies. The option of Applications in Child and Adolescent Development in the Family prepares students for careers in community agencies that serve children, adolescents, and their families. The option of Applications in Adult Development and Aging in the Family prepares students for careers in community agencies that serve adults, the elderly, and their families. The option of Developmental Foundations in Preschool Education prepares students for careers in child care centers and agencies, private kindergartens, and hospitals.

The **Home Economics Education major** offers students the choice of two concentrations. The Business and Community Services concentration prepares students for family and consumer interest related careers in business, industry, and governmental agencies such as the Agricultural Extension Service. The Teacher Education concentration is preparation for certification as a home economics teacher in North Carolina. (Admission to the teacher education program is suspended at the freshman and sophomore levels until 1992).

The internship program within the Department as well as student organizations provide students with opportunities for professional experiences in the career field of their choice. The Department also administers the Child Care Education Programs at three sites with an enrollment of 80 children in all-day care; the Curry Mainstream Preschool is operated in conjunction with the Governor Morehead School for the Blind. All serve as laboratories for the study of children and their families. The Family Research Center conducts research and policy studies that are aimed at improving life for children and families.

CHILD DEVELOPMENT MAJOR (Bachelor of Science)

Required: 122-136 semester hours

All-University Liberal Education Requirements (AULER) (45 semester hours)

For All Options

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
Required: BIO 105 and FNS 213	
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 for 3 of the 6 credits	
9. Social and Behavioral Sciences (SB)	6
Required: PSY 221 and one other course	
10. World Literature (WL)	3
11. AULER Electives (from any area listed above or foreign language)	6

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

Core Courses for All Options

CDF 212, 346; HEB 210, 410

CDF 410 may be substituted for HEB 410

ADMISSION TO THE CHILD DEVELOPMENT MAJOR

Any student may declare Child Development as a major upon entering the university. Declaring Child Development as a major does not assure admission to the program. A student must be formally admitted to the Department of Child Development and Family Relations to register for advanced courses and complete work for the degree.

Criteria for Admission:

1. Completion of the following group of foundation courses: CDF 211, 212, and 302 or 303
2. Completion of all prerequisites for upper division courses
3. 51 semester hours (junior standing) with a minimum overall GPA of 2.2
4. Transfer students with 51 semester hours may apply for admission after completing 12 semester hours at UNCG and must meet the department requirements of the current catalog at the time of their admission to the program.

Students will not be permitted to register for upper division courses in the department (CDF 412, 452, 500, 512, 522, 532, 542, 552, 560, 582) unless they have been formally admitted to the major (or in the case of non-majors, have the permission of the instructor).

Admission forms are available in the department office in Park Building. Admission should normally be sought during the second semester of the sophomore year.

Students who appear to be following one of the department's curricula but who have not applied for admission may be prohibited from taking additional course work within the department.

Criteria for Continuing in the Child Development Major

Students who have been admitted to the Child Development major must maintain a cumulative grade point average of 2.2. Admitted majors whose cumulative GPA falls below 2.2 will be placed on probation the following semester and will be allowed to take course work in the department during that period. At the end of the probation period, the student must have achieved a cumulative GPA of 2.2 to continue to take course work in the department. Students who fail to achieve this grade point average will be dropped from the program.

Option I: Research Foundations in Child Development and Family Relations

1. CDF 211, 212, 302, 303, 346, 410, 411, 512, 552
2. CDF 401, 412, 452, 475, 500
3. FNS 213, STA 108, plus 3 additional credits in statistics

Option II: Applications in Child and Adolescent Development in the Family

1. CDF 211, 212, 302, 303, 346, 410, 411, 552, 405 or 446 or 545
2. CDF 412, 452, 500, 522, 542, 560, 582
3. FNS 213, SWK 215, SWK 584

Option III: Applications in Adult Development and Aging in the Family

1. CDF 211, 212, 303, 346, 410, 405 or 446 or 545, 502, 512, 562
2. CDF 412, 500, 582
3. FNS 213; 3 semester credits from SOC 586 or PSY 506; 6 semester credits from SWK 570, and either SWK 550, 530, or 580; 3 semester credits from FNS 313, or HEA 334

Option IV: Developmental Foundations in Preschool Education

1. CDF 211, 212, 302, 346, 410, 411, 552
2. CDF 452, 522, 532, 542, 560, 582
3. COM 596, CEF 381, FNS 213, HEA 341, MAT 301, MUS 361 or ART 363*

Electives

Electives sufficient to complete total semester hours required for degree. No more than one third may be human environmental sciences courses.

CHILD DEVELOPMENT MINOR

Completion of 18 hours in CDF courses: CDF 211, 212, 302 or 303, and 412 or 452; 6 additional hours from CDF 410, 411, 512, 522, 532, 552.

**HOME ECONOMICS EDUCATION MAJOR
(Bachelor of Science)**

Required: 122-128 semester hours

Concentrations

Home Economics in Business and Community Services

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).

**All-University Liberal Education Requirements (AULER) (45 semester hours)
For Home Economics in Business and Community Services Concentration**

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
Required: FNS 213 and one other course	
7. Non-Western Studies (NW)	3

Child Development and Family Relations

8. Reasoning and Discourse (RD)	6
Required: ENG 101 and COM 105 or 341	
9. Social and Behavioral Sciences (SB)	6
Required: ECO 201 and SOC 211	
10. World Literature (WL)	3
11. AULER Electives	6
Required: ECO 202 and PSY 221	

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

All-University Liberal Education Requirements (AULER) (46 semester hours) For Teacher Education Concentration

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	7
Required: BIO 105, and CHE 106 and 110L	
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 and ENG 102, 223 or 224	
9. Social and Behavioral Sciences (SB)	6
Required: ECO 101 or 201 and SOC 201 or 211	
10. World Literature (WL)	3
11. AULER Electives (from any of the above areas or foreign language)	6

See pages 49-52 for a detailed listing of courses meeting AULER area requirements

Major or Related Area Requirements

Core Courses for Both Concentrations

CDF 212, 346; HEB 210, 410

Home Economics in Business and Community Services Concentration

1. HEB 377, 500 (3 semester hours), 557, 567; CDF 405, 526, 545
2. CDF 211 or 302 or 303; CTX 100 or 121 or 211; HID 205 or 355
3. Related areas: COM 106; ENG 102 or 327; ISM 309; MGT 200, 320

Teacher Education Concentration

CDF 211, 446 or 545 or 526, 502; CTX 100, 211; FNS 103, 213, 303 or 309; HEB 267, 357, 507, 508; HID 205

Additional Requirements for Teacher Certification

1. Speech clearance.
2. Two semester hours in physical education.

3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. CEF 381 The Institution of Education
5. PSS 450 Psychological Foundations of Education
6. PSS 470 Reading Education
7. Block semester: HEB 467, 478

Electives

Six to eleven semester hours or sufficient to complete 128 semester hours required for degree.

**CHILD DEVELOPMENT
AND FAMILY RELATIONS COURSES (CDF)**

For Undergraduates

- 211 Life Span Development in the Human Environment (3:3).** Development of human beings prenatally through death. Emphasis on environmental interactions across the life span. This is a foundation course for Child Development majors.
- 212 Developmental Patterns of the Family (3:3).** Developmental characteristics, behavior, and interpersonal relations among family members in various stages of family life cycle. *[SB, CSB]*.
- 302 Infant and Child Development in the Family (3:3).** Examination of contemporary theories, methods and research findings in the study of development from conception through middle childhood. The role of the family, peers, and school will be emphasized. Pr. 211, 212, or consent of instructor. *[SB, CSB]*.
- 303 Adolescent Development in the Family (3:3).** Examination of theories, methods, and research findings in the study of development from pre-adolescence through post-adolescence. Ecological perspectives associated with the role of family, peer group, and school on individual development. Pr. 211, 212.
- 346 Consumer Decision Making (3:3).** Introduction to rational decision-making in relation to consumer purchases, financial services, and economic changes. Study of consumer protection, consumer fraud, and consumer rights and responsibilities. Pr. junior standing, 212, or HEB 210, or consent of instructor.
- 401 Special Problems in Child Development and Family Relations (1 to 4).** Individual study. Conference hours to be arranged.
- 405 Family Resource Management (3:2:3).** Management of human, economics, and environmental resources, Examination of managerial behaviors of individuals and families including: valuing, goal setting, problem solving, and decision-making, planning and implementation. Pr. 346.
- 410 Families: Individual and Cultural Variations (3:3).** The study of variant family forms, (single parent families, stepparent, and extended families), cultural family backgrounds, (nation of origin, religious orientation, ethnicity), and social stratification and its effects on family relationships. Pr. 211, 212, 302 or 303.
- 411 Children: Individual and Cultural Variations (3:3).** The study of children and child-family relationships that vary both as a function of differing cultural influences (both across and within cultures) and as a result of atypical development. Pr. 211, 212, 302 or 303.
- 412 Family Observation and Assessment (3:3).** Examination of fundamentals of observing and assessing family functioning. Review of self-report measures and observational techniques for assessing family functioning. Experience in administration, data reduction, and reporting will be included. Pr. 211, 212, 302 or 303. Formal admission to Child Development major or permission of instructor required.

Child Development and Family Relations

- 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. 211, 212, 302 or 303.
- 446 Family Economics (3:3).** Economic principles applied to family formation, market and non-market work, household consumption, production, investment activity, and leisure. Discussion of human capital, fertility and economic well-being. Pr. 346.
- 452 Child Observation and Assessment (3:3).** Theoretical, practical, ethical issues in the observation and assessment of children. Laboratory assignments cover direct observation, questionnaires and standardized testing. Applications for research, education, diagnosis, program evaluation will be discussed. Pr. 211, 212, 302 or 303. Formal admission to Child Development major or permission of instructor required.
- 475 Research Methods in Child Development and Family Relations (3:3).** An introductory examination of human development (child and family) research methods designed to provide an understanding of scientific inquiry, methodology, measurement, test construction, scaling, and statistical terms and techniques. Pr. STA 108, CDF 211, 212, 302 or 303. Formal admission to Child Development major or permission of instructor required.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 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. 211, 212, 302 or 303. Formal admission to Child Development major or permission of instructor required.
- 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. Pr. 211, 212.
- 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 Current Family Theory and Research (3:3).** Topical issues concerning family function: e.g., single parenting, teen pregnancy, alternative family forms, ethnic and racial minorities, and parent care. Provides broad background in research/theories. Writing and editing emphasized. Pr. 211, 212, 302, or 303; admission restricted to degree candidates or by permission of instructor. Formal admission to Child Development major or permission of instructor required.
- 522 Theories and Principles of Parenting (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. 211, 212, 302 or 303, 410 or 411; admission restricted to degree candidates or by permission of instructor. Formal admission to Child Development major or permission of instructor required.
- 525 Work and Family Linkages (3:2:2).** Principles of work simplification and their application to specific situations of work in and out of the home, and to how it influences family relations. Pr. 346 or equivalent. Not offered every year.
- 526 The Consumer in a Market Economy (3:3).** Consumer issues connected with the market economy. Emphasis on joint interest of consumer, industry, and government. Areas covered include marketing structure and functions, consumer rights and responsibilities, technology of consumption, and environmental issues. Pr. 346, ECO 201 or equivalent.
- 527 Problems in Child Development and Family Relations (2 to 6).** In-depth study of new areas in child and family studies

- such as: children and technology; multi-cultural families; developmental consequences of child maltreatment. Pr. 211, 212.
- 532 Foundations of Preschool Education (3:3).** Philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities. Pr. 211, 212, 302, and 410. Formal admission to Child Development major or permission of instructor required.
- 542 Methods of Preschool Instruction (3:3).** Principles and components of preschool activities with emphasis on developmental appropriateness in creative materials and guidances of experiences. Laboratory experience required. Pr. 211, 212, 302, and 410. Formal admission to Child Development major or permission of instructor required.
- 545 Family Finance (3:3).** Use of financial resources as situations, needs, and preferences of families differ or change. Pr. 346, 446 or 3 hours in economics.
- 552 Current Developmental Theory and Research (3:3).** Seminar designed to examine current issues in development. Emphasis placed on current research literature, theories, and applications across the lifespan. Writing and editing are emphasized. Pr. 211, 212, 302 or 303. Formal admission to Child Development major or permission of instructor required.
- 560 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. 211, 212, 302, 532, 542. Formal admission to Child Development major or permission of instructor required. (Formerly 462)
- 562 Family Gerontology (3:2:3).** Study of the older family members and their relationships with other family members in regard to their physical, social, and environmental situations, life adjustment, and sources of assistance. Observation and participation included. Pr. 211, 212, and consent of instructor.
- 567 Teaching Family Life (3:2:3).** Principles, methods, materials for teaching family life. Observation and participation required. Pr. 211, 212, 303, 410, 512.
- 572 Teaching Child Development (3:2:3).** Principles, methods, materials for teaching child development. Observation and participation required. Pr. 211, 212, 302, 452, 522, 552.
- 582 Administration of Dependent Care Programs (3:3).** Major areas of planning and administering dependent care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with families. Pr. 211, 212, 302 or 303, 532 or equivalent. Formal admission to Child Development major or permission of instructor required.
- 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. (0).
- 801 Graduate Registration. (0).

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. Required 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 concurrent enrollment in 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 individuals and families and their environment. Multidisciplinary approach to decision making and problem solving. For seniors only.
- 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 2.50 grade point average.
- 478 **Planning and Evaluating the Consumer and Homemaking Program (3:2:3).** Emphasis on time management, planning, instructional, behavior management, human relations, and professional growth skills for effective teaching in home economics. Pr. 357.
- 493 **Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

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 and a 2.0 grade point average. This applies to students entering the major during and after 1988-89.

- 07 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.
- 08 Occupational Home Economics (3:2:3).** Emphasis on legislation, scope, organization, implementation, and evaluation of laboratory and cooperative occupational home economics programs. Home economics related work experience required. 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 Human Environmental Sciences (3:3).** Application of communication skill, demonstration techniques, and design principles in presenting information related to human environmental sciences. Use of computers to facilitate presentation of information. Pr. COM 112 or 341, HEB 567, and 18 semester hours human environmental sciences subject matter content or permission of instructor.
- 567 Application of Microcomputers in Home Economics (3:3).** Application of word processing, data base management, and filing system software in each area of human environmental sciences in educational, business, and home settings. Impact of technology on individuals and families. Pr. basic understanding of computers or consent 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).**
- 637 Supervision in Human Environmental Sciences (3:3).**
- 640 Design and Philosophy of Research in Human Environmental Sciences (3:3).**
- 657 Evaluation in Human Environmental Sciences (3:3).**
- 668 Group Work Techniques and Interpersonal Relations (3:3).**
- 670 Minor Research (2 to 6).**
- 677 Curriculum in Home Economics (3:3).**
- 699 Thesis (3 to 6).**
- 740 Human Environmental Sciences in Higher Education (3:3).**
- 799 Dissertation (1 to 12).**
- 800 Graduate Registration. (0).**
- 801 Graduate Registration. (0).**

DEPARTMENT OF CLOTHING AND TEXTILES

(323 Stone Building)

Betty L. Feather, Professor and Chair of Department

Professors Kim, Oakland; Assistant Professors Cassill, Cowan, Sinnott; Lecturers Gibson, Luisi, Manley; Adjunct Professor Emeritus Hurwitz

CLOTHING AND TEXTILES MAJOR (Bachelor of Science)

Required: 125 semester hours

CONCENTRATIONS

- **Textile Products Marketing**
Designed to prepare students for careers in textile products marketing such as apparel manufacturing, distribution, and retailing.
- **Textile Products Design**
Designed to prepare students for careers in apparel and other textile products design and production.

All-University Liberal Education Requirements (AULER) (46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE) Required: ATY 213	3
2. British or American Literature (BL) Required: ENG 211, 212, 251, 252, 331, or 375	3
3. Fine Arts (FA) Required: ART 106	3
4. Historical Perspectives on Western Culture (HP) Required: WCV 101	3
5. Mathematics (MT) Required: MAT 119	3
6. Natural Science (NS) Required: CHE 103, 104, 110	7
7. Non-Western Studies (NW) Required: ATY 100	3
8. Reasoning and Discourse (RD) Required: ENG 101 and COM 105	6
9. Social and Behavioral Sciences (SB) Required: ECO 201 and SOC 211 or 232	6
10. World Literature (WL) Required: ENG 201 or 202	3

11. AULER Electives

6

Required: PSY 221 and PSC 240

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Major and Related Area Requirements

HES Core Courses For All Concentrations

CDF 212, 346; HEB 210, 410; CTX 481 may be substituted for HEB 410

CTX Core Courses For All Concentrations

CTX 121, 211, 231, 311, ART 140

Textile Products Marketing

1. CTX 251, 261, 321, 361, 362, 371, 461, 462, 531, 561
2. Related Areas: MGT 200, 320, 390 or 426 or CTX 532; ACC 201; ISM 234, 309; STA 108

Textile Products Design

1. CTX 100 or competency, 241, 251, 321, 341, 342, 371, 441, 461, 462, 531, 545
2. Three semester hours from the Following: CTX 513, 551, or 553.
3. Related Areas: ART 120 and one from ART 271, 347, or 372; ISM 234, 309; STA 108.

Electives

Electives sufficient to complete total semester hours required for degree.

Requirements for Continuing in the Major or Transferring into the Major

1. Students may declare the Clothing and Textiles major as freshmen.
2. Criteria for continuing as a Clothing and Textile major:
 - a. The attainment of a minimum grade point average of 2.2 upon completion of 60 semester hours either at UNCG or in acceptable transfer credit.
 - b. Maintenance of a minimum 2.2 grade point average beyond 60 semester hours. (Note: students whose grade point average falls below this level will be placed on probation for the following semester and will be allowed to continue taking CTX course work during that period. At the end of the probation period, students must have achieved a minimum 2.2 grade point average in order to continue taking Clothing and Textile courses.)
 - c. Completion of a majority of AULER requirements during the first 60 semester hours.
 - d. Completion of the following foundation courses within the first 60 semester hours either at UNCG or in acceptable transfer credit: CTX 121, 211, 231.
3. To qualify for internship, CTX 462, students must have a minimum grade point average of 2.5
4. To transfer from another department into Clothing and Textiles, students must have a minimum grade point average of 2.2.

CLOTHING AND TEXTILES MINOR

Majors in art, history, any major in the Bryan School of Business and Economics chemistry, or allied fields may elect a minor in Clothing and Textiles by completing 15 semester hours, one course of which must be at the 500 level. There are two areas in the CTX Department from which a student can develop a minor: Textile Products Marketing or Textile Products Design. Required courses (6 hours) for the minor are CTX 211 and 231; remaining courses can be selected from the following concentrations:

Textile Products Marketing: CTX 251, 261, 321, 361, 371, 531, 532, 561, 562

Textile Products Design: CTX 241, 341, 342, 371, 551, 571, 572, 573

CLOTHING AND TEXTILES COURSES (CTX)

For Undergraduates

- 100 Apparel Construction Processes I (3:1:6).** An introduction to the concepts of shaping, reinforcing, joining, and detailing textile materials in a variety of apparel forms. A remedial course to help students reach the level of proficiency in construction skills necessary for further study in apparel design. Textile Products Design students are required to successfully pass CTX 100 or a competency examination prior to their sophomore year. Summer only. (Formerly CTX 101.)
- 111 Textiles for Interior Furnishings (3:3).** Textile fiber, yarn and fabric properties, dyes and finishes relating to quality of interior furnishings. Performance evaluation based on industry standards, end-use requirements and the use environment. Fall.
- 121 Culture, Human Behavior, and Dress (3:3).** Interaction of clothing and textiles with the individual and society: sociological and psychological implications in the contemporary world. Fall, Spring.
- 211 Introduction to 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. Pr. CHE 103, 104, 110L. Spring. (Formerly CTX 241.)
- 231 Textile Products: Production, Distribution and Consumption (3:3).** Overview of the fiber-textile-apparel complex from raw material through consumption; includes scope and structure of the industries, auxiliary enterprises, and career possibilities. Pr. 121 and ECO 201. Fall.
- 241 Design Principles Applied to Textile Products (3:3).** Application of numerous artistic media to solve client-centered apparel problems. Pr. 211, 231, ART 140. (Formerly CTX 311.)
- 251 Principles of Apparel Evaluation (3:3).** An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships. Pr. 211, 231. Fall.
- 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. Fall.
- 311 Textile Product Performance (3:2:3).** Study of the properties of textile fibers, yarns, and finished fabrics using standard methods of textile evaluation and basic statistics. Pr. 211, MAT 119, STA 108. Fall, Spring.
- 321 Social Psychology of Dress (3:3).** Social and cognitive processes related to the meanings people assign to clothing cues when perceiving one another. Focus on appearance-related stereotypes: age, gender, physical attractiveness, status, and ethnicity. Pr. 121, ATY 100, 213, SOC 211 or 232, PSY 221. (Formerly CTX 351.)
- 341 Apparel Design Techniques (3:1:5).** Development of apparel designs by flat pattern techniques; theory and pattern grad-

- ing. Pr. 100, 211, 231, 241. Fall. (Formerly CTX 301.)
- 442 Advanced Applications of Flat Pattern Drafting Techniques (3:2:3).** Flat pattern drafting techniques in development of slopers, master patterns, and original designs as well as theory and practical application of pattern grading and fit. Pr. 341. Spring. (Formerly CTX 511.)
- 461 Textile Products Buying and Merchandising I (3:3).** Investigation of the role and responsibilities of buyers and managers in retail operations. Fundamentals of merchandise mathematics and buying. Pr. CTX 231, 261, MAT 119 or permission of instructor. Fall.
- 362 Visual Merchandising and Promotion (3:3).** Application of visual merchandising to textile and nontextile products and services, through design principles and physical manipulation. Pr. WCV 101, ART 140. Spring. (Formerly CTX 371.)
- 371 Survey of Historic Costume (3:3).** Survey of historic costume from prehistory to present, with emphasis on social, economic, and political events with emphasis on social, economic, and political events as well as various cultures that have influenced modern dress. Pr. WCV 101, ART 106 or permission of instructor. Fall.
- 401 Special Problems in Clothing and Textiles (1 to 4).** Individual study. Conference hours to be arranged.
- 441 Computer-Aided Design for Apparel (3:1:6).** A survey of apparel design techniques utilizing computers to facilitate the design process. Emphasis is placed on developing original designs, patterns, and markers. Pr. 100, 241, 341. Fall, Spring.
- 461 Textile Products Industry Analyses (3:3).** Analyses of trends and current developments influencing the textile and apparel industry. Examination of process, content, requirements, and options for self-directed learning opportunities in clothing and textiles. Pr. 12 hours in CTX, 211, 251. Spring. (Formerly CTX 470.)
- 462 Internship: Textile Products Design and Marketing (3:3).** Relevant internship experiences for clothing and textiles majors in off-campus organizations; approved plan required prior to internship. Pr. 18 hours in CTX; 461. May not be taken concurrently with CTX 461. (Formerly CTX 471.)
- 481 Contemporary Professional Issues in Textile Products (3:3).** Study of contemporary issues related to clothing and textiles in their social, economic and political context. Application of current research to these issues and examination of future directions for the profession. Pr. Senior CTX majors. Spring.
- 482 Special Problems in Textile Products Design or Marketing (1 to 4).** Individual study. Conference hours to be arranged. (Formerly CTX 401.)
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- For Advanced Undergraduates and Graduates*
- 500 Supervised Professional Experience (1-4:0:3-12).** Internship with selected commercial or industrial organizations, public or private agencies in accordance with the major course of study. Summer, Fall.
- 511 Textile Technology (3:2:3).** Advanced study of chemical properties of fibers in relation to methods of processing fabrics and factors influencing serviceability. Pr. 211, 311, or approved equivalent, and basic courses in chemistry and physics. Alternate Falls. (Formerly CTX 524.)
- 512 Advanced Textiles for Interiors (3:3).** Factors related to raw materials, design, technology, performance, and comparative cost of textiles used in interiors. Pr. 111 or 211 or approved equivalent. Alternate Springs. (Formerly CTX 534.)
- 513 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. 211, 311. Alternate Springs. (Formerly CTX 541.)
- 521 Clothing for People with Special Needs (3:3).** Social-psychological factors that affect the design, manufacture, and distribution of clothing products that enhance physically challenged individuals' quality of life. Pr. SOC 211 or 232, PSY 211, CTX 321 or permission of instructor.

Clothing and Textiles

- 531 Economics of the Textile and Apparel Complex (3:3).** Economics and social aspects of production, distribution and utilization of apparel and textiles. Pr. 231, 321, or graduate standing or permission of instructor. Fall. (Formerly CTX 561.)
- 532 International Economics of Textile Products (3:3).** Examines theories, concepts and problems related to international trade of textile products. Studies of the impact of international production and trade of textile products on domestic and foreign economies. Pr. 531.
- 545 Experimental Product Design (3:1:5).** The interrelationship of factors involved in creative textile product design for the mass market; use of draping, advanced flat pattern techniques and computer applications, cost analysis, and production methods. Pr. 211, 241, 341, 342, 441, or permission of instructor. Spring. (Formerly CTX 571.)
- 551 Sizing Systems in the Apparel Industry (3:3).** Investigation of basic sizing systems used in the production of ready-to-wear clothing and accessory items in the ladies', men's, and children's wear markets. Speciality sizes are explored. Pr. 231. Alternate Springs. (Formerly CTX 544.)
- 553 Human Comfort and Textile Products (3:3).** Study of balance between the individual, clothing, and the environment, with emphasis on effects of fabric and clothing structure on comfort. Pr. 211, 311, PHY 305 or equivalent. (Formerly CTX 544.)
- 561 Apparel Marketing (3:3).** An intensive analysis of marketing principles applied to the apparel industry. Pr. 231, MGT 320. Fall. (Formerly CTX 531.)
- 562 Apparel Consumer Behavior (3:3).** Study of environmental, individual, and psychological influences on behavior of consumers in the apparel consumption process. Pr. 321, 561, MGT 320 or permission of instructor. (Formerly CTX 584.)
- 571 History of Costume to 1850 (3:3).** History of western dress, clothing, and fashion from prehistory to 1850, with special emphasis on societal and cultural influence and the role of women as reflected in dress. Pr. WCV 101, ART 106. (Formerly CTX 504.)
- 572 The Age of Couture (3:3).** History of clothing and fashion from 1850 to the present, with special emphasis on the major designers and their influence. Pr. 571. (Formerly CTX 505.)
- 573 History of Textiles (3:3).** Historical background and characteristics of decorative textiles through fifty centuries. Pr. 111 or 211. Formerly CTX 514.
- 582 Problems in Textile Products Design and Marketing (2 to 6).** Individual study. (Formerly CTX 527.)
- For Graduates*
- 611 Advanced Textiles (3:3).** (Formerly CTX 621.)
- 612 Textile Finishes Influencing Product Performance (3:3).** (Formerly CTX 641.)
- 621 Social-Psychological Theories Related to Dress (3:3).** (Formerly CTX 661.)
- 641 Advanced Experimental Product Design (3:1:6).**
- 661 International Textile Products Marketing (3:3).**
- 662 Textile Products Consumer Research (3:3).**
- 671 Textile Conservation (3:3).** (Formerly CTX 691.)
- 681 Directed-Individual Study in Clothing and Textiles (1 to 6).** (Formerly CTX 681.)
- 682 Graduate Seminar (1:1).** (Formerly CTX 611.)
- 683 Problems in Textile Products Design (1 to 3).** (Formerly CTX 631A.)
- 684 Problems in Textile Products Marketing (1 to 3).** (Formerly CTX 631.)
- 685 Minor Research (2 to 6).** (Formerly CTX 670.)
- 686 Readings in Textile Products Design (1 to 3).** (Formerly CTX 694A.)
- 687 Readings in Textile Products Marketing (1 to 3).** (Formerly CTX 694B.)
- 688 Readings in Textiles (1 to 3).**
- 689 Seminar in Textile Products Design and Marketing (3:3).** (Formerly CTX 671.)
- 699 Thesis (3 to 6).**
- 799 Dissertation (1 to 12).**
- 800 Graduate Registration. (0).**
- 801 Graduate Registration. (0).**

DEPARTMENT OF FOOD, NUTRITION, AND FOOD SERVICE MANAGEMENT

(A4 Park Building)

Helen A. Shaw, Professor, Chair of Department

Professors Failla, Magee; Associate Professor Bazzarre; Assistant Professors Dickey, Loo, McIntosh; Instructor Green; Adjunct Professors Johnson, Longenecker; Adjunct Assistant Professors Dunn, Lackey, McClelland, Tope; Adjunct Clinical Instructors Bittikofer, Black, Bolton, Bronner, Brossi-Alphin, Hogan, Kennon, Lindeman, Ordon, Schofield, Zuzik-Nielsen

FOOD AND NUTRITION MAJOR (Bachelor of Science)

Required: 122 semester hours

CONCENTRATIONS

- Restaurant and Food Service Management (does not meet the educational requirements for ADA)
- Dietetics Areas (ADA Plan V)

Students electing this concentration will meet minimum academic requirements for membership in the American Dietetic Association and will meet academic requirements for a dietetic internship or pre-professional practice program.

All-University Liberal Education Requirements (AULER) (45 semester hours)

For Both Concentrations

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
Required: see following information	
6. Natural Science (NS)	6
Required: BIO 103 and 107; BIO 104 and 108	
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 for 3 of the 6 credits	
9. Social and Behavioral Sciences (SB)	6
Required: SOC 201 or 211, and PSY 221	
10. World Literature (WL)	3
11. AULER Electives	6
Required: see following information	

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Specific AULER Course Requirements for Restaurant and Food Service Management Concentration

Mathematics (MT): MAT 112 or 119

AULER electives, to be taken from the Social and Behavioral Sciences (SB) Area: ECO 201, 202

Specific AULER Course Requirements for Dietetics Concentration

Mathematics (MT): STA 108

AULER Electives, to be taken from the Natural Science (NS) Area: CHE 103, 104

Major and Related Area Requirements

Core Courses for Both Concentrations

CDF 212, 346; HEB 210; FNS 402

Restaurant and Food Service Management Concentration

1. FNS 103, 213, 309, 313, 519, 532, 539, 549, 559
2. Related areas: ACC 201, 202; BIO 280; COM 206 or 207; ECO 370 or MGT 475; ISM 234, 309; MGT 200, 517;

Dietetics Concentration

1. FNS 103, 213, 302, 303, 309, 313, 503, 519, 523, 531 or BIO 535, FNS 532, 573, 593
2. Related areas: BIO 277, 280; CHE 110, 205; ISM 234; MGT 200

Electives

Electives sufficient to complete total semester hours required for degree. Approximately one-third of electives may be selected from departments in Human Environmental Sciences.

FOOD AND NUTRITION MINOR

Completion of 17-18 hours as follows:

Food Service Management Minor: FNS 103, 213, 309, 519, 532, 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. [NS, CPS].

302 Nutrition Science, Education and Application Processes (3:3). Study of communication of nutrition science through nutri-

tion 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 Procurement and Production (4:2:6). Procurement and production of quantity foods with an emphasis on menu planning, pre-preparation, service, sanitation, delivery systems, select, use and care of quantity food equipment. Pr. 103.

313 Nutrition Throughout the Life Cycle (3:2:3). Principles of nutrition applied to meet the nutrient needs at different stages of the life cycle. Forces governing food availability, acceptability, nutritive quality and safety are stressed in the preparation of nutritional plans for individuals and groups. Pr. 213 or approval of instructor.

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 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

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 200.

520 Quantity Food Purchasing (3:3). Purchasing procedures, quantity buying guides, food storage, and methods of cost control. Pr. or concurrent enrollment in 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).

539 Marketing for Dietitians and Food Service Management (3:3). Basic marketing principles with a focus on application to food service and dietetics where competition is requiring a more strategic approach to the promotion of ideas, concepts and products. Pr. 519.

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 needs of pregnant and lactating women, and infants; methods of evaluating nutritional status of these groups; effects of nutrition on pregnancy outcome and infant development. Pr. 213 or equivalent.
- 549 Supervised Experience in Food Service Management (3:1:6).** Directed experiences in managerial problems of institutional food service. Pr. 309, 519.
- 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.
- 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).**
- 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).**
- 630 Fundamentals of Laboratory Research in Food, Nutrition, Food Service Management (3:3).**
- 633 The Mineral Nutrients (3:3).**
- 643 Nutrition and Aging (3:3).**
- 649 Nutrition and Physical Performance (3:3).**
- 653 Problems in Food and Nutrition (2 to 4).**
- 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. (0).**
- 801 Graduate Registration. (0).**

DEPARTMENT OF HOUSING AND INTERIOR DESIGN

(239 Stone Building)

Novem Mason, Professor and Chair of Department

Associate Professors J.R. Leimenstoll, Jan G. McArthur; Assistant Professors Lambeth, Standley; Lecturers Forsyth, J. Leimenstoll, Ziff; Adjunct Assistant Professors Hammett, Herman

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 design studios focus on the development of scale and proportioning systems within the context of interior spaces. Communication skills are stressed.

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 grade point average in completed course work. Students who already hold a bachelor's degree in another field may be eligible for the Acceleration Option after completing two years of studio course requirements.

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

Housing and Interior Design

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
Required: ART 105 or 106	
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 for 3 of the 6 credits	
9. Social and Behavioral Sciences (SB)	6
10. World Literature (WL)	3
11. AULER Electives (from any area listed above or foreign language)	6

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

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

Support courses: HID 111, 112, 211, 212, 221, 222, 311, 331, 332, 431, 451; CTX 241

Sixteen semester hours from among the following: HID 252, 432, 452, 453, 501, 502, 527, 531

Electives

Seventeen semester hours of electives, twelve of which may be taken in one focused area of study that supports a special Interior Design interest.

HOUSING AND INTERIOR DESIGN COURSES (HID)

For Undergraduates

101, 102 Basic Environmental Design I, II (3:0:6), (3:0:6). Investigation of space design at small scale while exploring properties of basic materials. Development of conceptual thinking. 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 (4:8), (4:8). Design investigations of spaces as articulated by the interaction of individual and place. Introduction to light and color with ongoing study of materials. Emphasis placed on cognitive understanding of design process. Pr. 102.

- 05 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.
- 11, 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 (4:8).** Design investigations of increasingly complex spaces as articulated by the interaction of individual and place. Ongoing emphasis on light, color, materials and structure as aspects of space design. Pr. 202, 212.
- 302 Interior Design II (4:8).** Design investigations of spaces of increasing scale and complexity as articulated by the interaction of individual and place. Special emphasis on social and behavioral aspects of interior design and the responsibilities of the designer to society. Pr. 301.
- 311 Computer-Aided Design for Interior Architecture (3:3:0).** Introduction to computer-aided design technology, historical context, and professional use in interior design. Student use of CAD equipment and production of design drawings. Required of all majors. Pr. 102, 112.
- 331 Social and Behavioral Aspects of Interior Design (3:3).** Introduction to literature and methods of environmental design research as it applies to interior environments. Pr. 201.
- 332 Materials and Structures of Interior Architecture (3:3).** Investigation of building materials, structural elements, environmental controls, mechanical systems and other components of interior architecture. Emphasis placed on historical precedents and contemporary applications. Pr. 101, 102, 201.
- 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 (4:8).** Design investigations of multi-function environments incorporating understanding of light, color, materials, structure and technology. Pr. 301, 302.
- 412 Interior Design IV (4:8).** Design explorations encompassing the full range of interior design scale and complexity. Emphasis on individual competence with respect to design process. Pr. 411.
- 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. Pr. 101, 102, 301.
- 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.

Housing and Interior Design

- 452 Internship in Interior Design (4 to 6).** Design-relevant internship experiences in off-campus organizations. Approved learning plan required prior to beginning experience; enrollment in 453 in semester following. May be taken twice for total of 10 semester hours credit. Pr. 252 and consent of instructor.
- 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 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 499 Studio Problems in Interior Design (4 to 6).** 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 accepted 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.

- 527 Problems in 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 Design (2:2).** Study of environmental lighting.
- 536 History of Decorative Arts (3:3).** Study of stylistic and cultural developments in the decorative arts with special concentration on America.

For Graduates

- 601 Directed Individual Study in 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. (0).**
- 801 Graduate Registration. (0).**

from THE DEPARTMENT OF RURAL LIFE

The College dairy herd, together with the new barn and silo, offer opportunities for such first-hand information as a teacher in the rural school . . . should have. Practical experience in raising farm poultry is gained by the operation of the small poultry plant at the College.

from the
Twenty-Fifth Annual Catalogue
of the
State Normal and Industrial College
Greensboro, N.C.,
1916-17

DEPARTMENT OF SOCIAL WORK

(451 Graham Building)

Robert J. Wineburg, Associate Professor and Chair of Department

Professor Scullion; Associate Professor Stephens; Lecturers C. Moore, W. Moore, Rey

SOCIAL WORK MAJOR (Bachelor of Science)

Required: 122 semester hours.

The purpose of the Social Work major is to prepare students for entry level practice in social work and human services. This is a professional program of study which is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, and communities.

Accreditation

The program is accredited by the Council on Social Work Education for a seven year period ending in June, 1990.

Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the department Admissions Coordinator. Admissions to the major is based upon:

1. Satisfactory completion of SWK 215
2. A favorable recommendation from the Admissions Coordinator

Admission to Field Instruction

1. Prior admission to the Social Work Major
2. Completion of 84 hours with a 2.0 grade point average
3. Satisfactory completion of all early field experience requirements
4. Completion of SWK 215, 310, 311, 312, 325, and 351, and all related area requirements
5. An application process 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. Some agencies require students to provide proof of liability and malpractice insurance. Insurance information is available in the departmental office.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3

Social Work

- | | |
|--|---|
| 3. Fine Arts (FA) | 3 |
| 4. Historical Perspectives on Western Culture (HP) | 3 |
| 5. Mathematics (MT) | 3 |
| 6. Natural Science (NS) | 6 |
| Required: BIO 105 and one other NS course | |
| 7. Non-Western Studies (NW) | 3 |
| 8. Reasoning and Discourse (RD) | 6 |
| Required: ENG 101 for 3 of the 6 credits | |
| 9. Social and Behavioral Sciences (SB) | 6 |
| 10. World Literature (WL) | 3 |
| 11. AULER Electives | 6 |

All Social Work majors must establish foreign language proficiency at the elementary level (0-6 semester hours); any remaining elective hours may be taken from any of the areas specified above.

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

1. Admission to Field Instruction. SWK 215, 310, 311, 312, 325, 351.
2. Practice sequence. SWK 411, 412, 413, 414, 415, and 416.
3. Six hours in social work at the 500-level.

Related Area Requirements:

1. BIO 105
2. ECO 101
3. PSC 200
4. ATY 212
5. HEA 369 (Note: prerequisite HEA 201 not required for Social Work majors)
6. PSY 221 or 223.
7. STA 108 (students may substitute PSY 310, ECO 250, or SOC 314 with advisor's approval)
8. SOC 211

Electives

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

SOCIAL WORK MINOR

The Social Work minor requires 15 hours of Social Work courses. The courses are SWK 215, 310, 311, 312. In addition, one course must be selected from the 500-level Social Work courses.

Certification in School Social Work

Students intending to become certified for school social work by the Department of Public Instruction need to complete the certification program which has been developed with the School of Education. In addition to completing the social work major, the student must be admitted to the Teacher Education Program and successfully complete

the following courses: CEF 381, CED 540, or 544; SWK 584. The field instruction (SWK 413 and 415) must be taken in a school social work setting. Certification for school social work is granted by the North Carolina Department of Public Instruction. Students interested in School Social Work Certification should contact the advisor for School Social Work Certification in the Department of Social Work.

Electives

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

SOCIAL WORK COURSES (SWK)

for Undergraduates

- 15 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.
- 10 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. Supervised volunteer experience required. Same as SOC 310. (Fall only)
- 11 Human Behavior and Social Environment (3:3).** Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. Same as SOC 311. [SB, CSB] (Fall only).
- 12 Social Environmental Analysis (3:3).** Examination and analysis of human service delivery systems in the context of race, age, sex differences, sexual preferences, and other social and cultural differences. Emphasizes the roles of professionals in policy. Pr. 310 and 311. Same as SOC 312. (Spring only).
- 25 Research in Social Work Practice (3:3).** Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions and creation of new social work knowledge. Pr. STA 108 or SOC 314 or equivalent statistics course.
- 51 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. Must be taken concurrently with SWK 413 and 415. (Fall only).
- 412 Social Work Methods II (3:3).** Focus on development of social work practice skills emphasizing delivery of social services. Pr. 411. Must be taken concurrently with SWK 414 and 416. (Spring only).
- 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. Must be taken concurrently with SWK 411 and 415. (Fall only).
- 414 Field Instruction II (4:0:16).** Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. Pr. 413. Must be taken concurrently with SWK 412 and 416. (Spring only).
- 415 Field Instruction Seminar I (1:1).** Critical review and analysis of application of social work theory in practice setting. Pr. admission to the practice sequence. Must be taken concurrently with SWK 411 and 413.
- 416 Field Instruction Seminar II (1:1).** Continues critical review and analysis of social work theory in practice setting. Pr. 415. Must be taken concurrently with SWK 412 and 414.

Social Work

451 Special Problems in Social Work (1 to 3). Intensive independent 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. 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. 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. permission of instructor.

551 Special Problems in Social Work (1 to 3). Intensive, independent 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. permission 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. permission of instructor.

575 Social Work and the Law (3:3). Focus on the professional and ethical responsibilities, knowledge base of the law which is required for social work practice, and legal issues for the profession. Pr. permission of instructor.

580 Long Term Care Policies for Elderly (3:3). Consideration of financing, organization and delivery of health and human services to those who are elderly and disabled or limited in capabilities for a relatively long period. Pr. permission of instructor.

584 Social Services for Children (3:3). Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques and skills for effective treatment. Pr. permission 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. permission 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 permission of instructor.

SCHOOL OF MUSIC

(107 Brown Music Building)

Arthur R. Tollefson, Professor and Dean of School

Professors Bass, Cox, Garlington, Hill, Kiorpes, Lynam, McCrickard, McIver, Sherbon; Associate Professors H. Apfelstadt, Beck, G. Carroll, DiPiazza, Egekvist, Eskey, Estes, Gutter, Hunkins, Kohlenberg, Locke, McCarty, McClaren, McWilliams, Masarie, Marsh, Miodan, Sink, Stewart, K. Williams; Assistant Professors Anderson, M. Apfelstadt, Burke, J. Carroll, Huang, LeFevre-Milholin, Payne, Salmon, Walker, Whittaker; Lecturers Gaudrow, Cline, Lewis, Mazzatenta, Poindexter, White; Adjunct Associate Professor Wursten

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, 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, voice, composition or advanced conducting 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 normally grants one credit. Music majors assigned instruction in performance studies must simultaneously carry a minimum of two three-credit music courses.

Students who are not music majors or minors may enroll for performance study subject to the availability of space. 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 non-major students will be assigned to MUS 152-452 (1-2 credits).

Performance Activities. B.M. students will participate in one or more large ensembles in their area each semester according to their degree requirements. Any student enrolled for two or more credits of performance studies must also enroll in a large ensemble. 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. Holloway 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.

Student Information Manual

Additional policies and regulations are found in the Student Information Manual. This manual is made available to all music students after entrance requirements are met. Adherence to the contents of this publication are the responsibility of the student.

Music in General Studies

Courses in introductory music appreciation, Afro-American music, non-western 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).

GENERAL MUSIC MAJOR (Bachelor of Arts)

Required: 122 semester hours.

- MUS 090 (4 semesters)
- MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. See pages 49-52 for a detailed listing of AULER area requirements and courses meeting those requirements.

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 through MUS 134 or proficiency
 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 090 (4 semesters)

MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. See pages 49-52 for a detailed listing of AULER area requirements and courses meeting those requirements.

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 (must achieve 351 level)
4. Class Piano: 4 semester hours through MUS 134 or proficiency
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; **three 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)

A concentration in music composition (proficiency in at least one performance area required for acceptance).

Required: 128 semester hours.

MUS 090 (7 semesters)

MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must meet AULER requirements.

For All Three Majors:

	Semester Hours
1. British or American Literature (BL)	3
2. Historical Perspectives on Western Culture (HP)	3
3. Mathematics (MT)	3

- | | |
|--|---|
| 4. Natural Science (NS) | 6 |
| 5. Non-Western Studies (NW) | 3 |
| 6. Reasoning and Discourse (RD) | 6 |
| 7. Social and Behavioral Sciences (SB) | 6 |
| 8. World Literature (WL) | 3 |
| 9. Electives (from any of the above areas or foreign language) | 6 |

The above reflects waivers approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core courses for all three majors

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. 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. History: MUS 331, 332, 333
4. Large Ensemble: 8 semester hours (4 for keyboard majors)
5. Conducting: 1 semester hour
6. History/Literature and Theory: 9 semester hours (two areas must be represented)
7.
 - a. Guitar Students
 - Class Piano: 2 semester hours through MUS 134 **or** proficiency
 - Small Ensemble: 2 semester hours
 - Music Electives: 9 semester hours
 - b. Harpsichord Students
 - MUS 384: 2 semester hours
 - Collegium Musicum: 2 semester hours
 - Piano: 4 semester hours
 - Keyboard Harmony: 2 semester hours
 - MUS 530: 3 semester hours
 - Music Electives: 4 semester hours
 - c. Orchestral Instrument Students
 - Class Piano: 2 semester hours through MUS 134 **or** proficiency
 - Small Ensemble: 2 semester hours
 - Pedagogy (string, woodwind, brass, or percussion): 3 semester hours
 - Music Electives: 6 semester hours

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- d. Organ Students
 - MUS 384: 4 semester hours
 - Small Ensemble: 2 semester hours
 - Keyboard Harmony: 2 semester hours
 - Music Electives: 9 semester hours
- e. Piano Students
 - MUS 384: 4 semester hours
 - Small Ensemble: 2 semester hours
 - Pedagogy: 3 semester hours
 - Keyboard Harmony: 2 semester hours
 - Music Electives: 6 semester hours
- f. Voice Students
 - Class Piano: 2 semester hours through MUS 134 **or** proficiency
 - Diction: 4 semester hours
 - Music Electives: 7 semester hours
 - FRE 101, 102 **and** GER 101-102

PERFORMANCE MAJOR: JAZZ STUDIES (INSTRUMENTAL)

1. Major area Performance Studies: 12 semester hours (beyond core requirement) culminating in senior recital demonstrating classical and jazz skills (at least 3 at 451 level)
2. Secondary Performance Studies: 2 semester hours
3. History: MUS 331 or 334; 332, 333
4. Class Piano (not required of keyboard principals): 2 semester hours through MUS 134 **or** proficiency
5. MUS 395: 8 semester hours
6. MUS 321, 322, 358, 372, 558, 560
7. Music Electives: 5 semester hours

COMPOSITION MAJOR

1. Composition: 2 semester hours (beyond Performance Studies core requirement) culminating in senior recital (at least 3 at 451 level)
2. Principal Performance Area: 8 semester hours (through 351 level)
3. History: MUS 331 or 334; 332, 333
4. Class Piano: 2 semester hours through MUS 134 **or** proficiency
5. Large Ensemble **or** 20th-Century Players: 8 semester hours
6. Small Ensemble: 2 semester hours
7. MUS 203, 350, 372, 472, 507, 509, 566
8. Music Electives: 6 semester hours

GENERAL MUSIC EDUCATION MAJOR (Choral) (Bachelor of Music)

INSTRUMENTAL MUSIC EDUCATION MAJOR (Bachelor of Music)

Required: 132 semester hours

MUS 090 (7 semesters)

MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must meet AULER requirements.

For Both Majors:

Semester Hours

- | | |
|--|---|
| 1. British or American Literature (BL) | 3 |
| 2. Historical Perspectives on Western Culture (HP) | 3 |
| 3. Mathematics (MT) | 3 |
| 4. Natural Science (NS) | 6 |
| 5. Non-Western Studies (NW) | 3 |
| 6. Reasoning and Discourse (RD) | 6 |
| 7. Social and Behavioral Sciences (SB) | 6 |
| 8. World Literature (WL) | 3 |
| 9. Electives (from any of the above areas or foreign language) | 6 |

The above reflects waivers approved for these programs in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core Courses

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331 or 334; 332, 333
3. Performance Studies: 12 semester hours (at least 2 at 351) culminating in a half recital during a semester enrolled at the 351 level. Keyboard students may fulfill the recital requirements by accompanying a half recital or chamber recital.
4. Large Ensemble: 7 semester hours

GENERAL MUSIC EDUCATION (CHORAL) MAJOR

1. MUS 208, 319, 367a, 419, 464
2. a. Guitar Students
 - Class Piano: 2 semester hours through MUS 134 or proficiency
 - Secondary Piano: 2 semester hours
 - Class Voice: 2 semester hours

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- Diction: 2 semester hours
- Music Elective: 1 semester hour
- b. Keyboard Students
 - Class Voice: 2 semester hours
 - Secondary Voice: 2 semester hours
 - Diction: 2 semester hours
 - Music Electives: 3 semester hours
- c. Voice Students
 - Class Piano: 2 semester hours through MUS 134 **or** proficiency
 - Secondary Piano: 2 semester hours
 - 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, 467, 472
2. Music Elective: 1 semester hour
3. a. Guitar students
 - Class Piano: 2 semester hours through MUS 134 **or** proficiency
 - MUS 263, 264, 265, 266
 - Two of the following: MUS 363, 364, 365, 366
- b. Instrumental students
 - Class Piano: 2 semester hours through MUS 134 **or** proficiency
 - 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
 - MUS 263, 264, 265, 266
 - Two of the following: MUS 363, 364, 365, 366

Teacher Certification Requirements

(See **Teacher Education** in Chapter 5 for full explanation.)

1. AULER requirements as identified within each major to include 3 semester hours of mathematics, 3 semester hours of science, and 6 semester hours of social studies other than the major [select one course from two of the following: anthropology, sociology, economics, geography (excluding GEO 103), political science, history].
2. Speech clearance.
3. HEA 201.
4. 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.
5. PSY 221 General Psychology (PSY 223 may not be substituted)

6. CEF 381 The Institution of Education
7. PSS 450 Psychological Foundations of Education
8. PSS 470 Reading Education
9. MUS 465 Student Teaching and 466 Student Teaching Seminar

MUSIC MINOR

Required: 21 semester hours in School of Music

1. Theory: MUS 101, 102, 105, 106
2. History: MUS 331 or 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

Some courses may not be available every year. Please inquire at School of Music for schedule.

090 Convocation (0:1). Weekly presentations by students, faculty and guests. See Student Information Manual.

091 Recital Attendance (0). Music Majors are required to attend an approved number of performances each semester. See Student Information Manual.

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.

125, 225 Class Voice (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. 125, first level; 225, second level. *

130 Class Guitar (1:0:2). Group instruction in functional guitar for beginning guitar stu-

dents. 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.*

151-551 Performance Studies (.5-3:.5-2). Instruction on principal or major instrument or in voice. Audition required. Enrollment for 2-3 credits requires coregistration in a large ensemble.

152-552 Performance Studies (.5-2:.5-1). Instruction for non-majors or on secondary instrument or in voice.

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.

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- 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 repertoire, 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. [FA, CFA]. *
- 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. [FA, CFA]. *
- 243 Popular Music in America (3:3).** Survey of popular musical styles and performers in America from the Gilded Age to the present. *
- 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 performance, 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.
- 300 Recital (0).** Presentation of a varied program of music. Co. 351.
- 301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:3).** 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.
- 302, 303 Keyboard Harmony I, II (1:0:2), (1:0:2).** A keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of

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melodies, and figured bass realization. Pr. 101, 102, 105, 106; keyboard performance majors, admission to 251 level.

- 19 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).
- 21, 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.
- 23 The Arts as Human Experience (3:3).** An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. Same as ART 323, COM 323, DCE 323. [FA, CFA].*
- 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 semester: from 1800 to the present.
- 334 History of Western Music IV (3:3).** Fourth semester: a survey of the history of music in America, psalmody and hymnody, popular song, musical theatre, the jazz tradition, classical composition; contributions of Native Americans and Black Americans. Pr. 101, 102, 105, 106, 332, 333, or consent of instructor.
- 342 Music Appreciation: Twentieth Century (3:3).** Nontechnical study of musical styles, forms, and techniques of twentieth century. Designed for junior and senior non-music majors. Not open to music majors. *
- 343 Music of the Non-Western World (3:3).** Musical culture of non-Western world, with emphasis on determinants of musical tradition. [NW, CNW]. *
- 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. *
- 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 (2:2:1).** Elementary school music program and its place in curriculum. Emphasis on music fundamentals, materials, teaching techniques, and interrelationship of the arts. Required for elementary education majors. Pr. Junior standing or permission of instructor.
- 363 String Methods Laboratory II (1:0:2).** Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at intermediate level. Pr. 263 (exception: string principals) 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 principals) 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 principals) or consent of instructor.

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- 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 principals) 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. 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, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries. Membership by audition. May be repeated for credit.
- 393 University Wind Ensemble (1:0:4).** Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras. Membership by audition. May be repeated for credit.
- 394 University Concert Band (1:0:3).** Performance of literature from all eras, including contemporary works for this medium. 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 Wind, Jazz Ensemble, 20th-Century Players, Percussion Ensemble, Opera Chorus (spring semester), Show Choir. May be repeated for credit.
- 400 Recital (0).** Presentation of a varied program of music. Co. 451.
- 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.

- 64 Choral/General Music in Secondary Schools (2:2).** Survey of choral/general music in secondary schools. Includes evaluation of materials, organization, and contemporary methodology. Pr. admission to professional semester in music education. Block registration.
- 65 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.
- 66 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.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).
- 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. Course available to music majors only.

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. 600 level courses are not available for undergraduate students unless qualified for dual registration.
- 500 Organ Pedagogy (3:3).** A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature. Pr. junior, senior, or graduate keyboard major or principal.
- 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 piano students. Pr. keyboard 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 teaching experience. Pr. keyboard principal or major or consent of instructor.
- 503 String Instrument Pedagogy (3:3).** 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 performance 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 performance level or consent of instructor.
- 506 Percussion Instrument Pedagogy (3:3).** Survey of various philosophies, methods, and materials utilized in the teaching and

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- performing of percussion instruments. Pr. 351 performance 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 styles from Monteverdi to the present; analytical study of selected major works. Pr. 331, 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 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. keyboard 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. keyboard majors or principals at junior senior, or graduate level or consent of instructor. Offered in alternate years.
- 521 History of Art Song (3:3).** Detailed study of art songs representative of various styles and periods from 1650 to the present. Emphasis on musical and poetic considerations and stylistic development of the major composers of the Lied and melodie. 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.
- 523 Woodwind Chamber Literature (3:3).** A survey of woodwind ensemble repertoire from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. Pr. 300 level in woodwind or horn performance studies or consent of instructor. 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*. Not offered every year.
- 528 Choral Music since 1750 (3:3).** Study of significant genres and major composers of choral music since 1750; detailed examina-

*Open to all University students.

- tion of selected masterworks. Pr. 332, 333 or consent of instructor*. Not offered every year.
- 29 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.
- 30 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.
- 534 Music Since 1945 (3:3).** Study of creative trends and issues in music and related media in Europe and the United States since World War II. Pr. 333 or consent of instructor. Not offered every year.
- 535 Percussion Literature (3:3).** Survey of percussion literature from the medieval era to the present emphasizing the role of percussion in various musical settings. Pr. Upper division undergraduate and graduate percussion majors. Not offered every year.
- 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 String and Keyboard Chamber Literature (3:3).** Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. Pr. Upper division undergraduate or graduate standing in performance studies or consent of the 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 conducting skills including baton technique, score reading, rehearsal techniques, score analysis, repertoire, programming, and interpretation. 539a: Instrumental; 539b: Choral/Instrumental. Pr. 472 or 419; consent of instructor required.
- 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 and an examination and comparison of concepts and approaches past and present. Pr. senior or graduate standing as a voice major or principal 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.

*Open to all University students.

School of Music

- 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 it applies to existing musical organizations and classes in public schools.
- 545 Teaching Elementary Music: Theory and Practice (3:3).** Emphasis on strategies and materials for developing children's musicianship and problem-solving skills. Consideration of the application of current child development and learning theories in teaching elementary general music. Pr. Music teaching experience in elementary school OR the equivalent of MUS 465a.
- 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. Not offered every year.
- 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.
- 559 Jazz Pedagogy (3:3).** Principles of jazz interpretation, improvisation, and arranging. Procedures for organizing and administering jazz programs. Survey of jazz study materials. Pr. Undergraduates: 202, 206. Graduates: admission into any UNCC graduate program in music or consent of instructor. 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. Not offered every year.
- 563 Band Arranging (3:3).** Arranging, editing, and rescoring for concert and marching bands for performance at various levels. Not offered every year.
- 566 Orchestration (3:3).** Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments. Not offered every year.
- 567 Choral Arranging (3:3).** Advanced study of techniques and procedures required in arranging and in creative writing for voice. Not offered every year.
- 568 Organ Literature (3:3).** Survey of organ literature from sixteenth century to present. Not offered every year.
- 570 Piano Technique, A Pedagogical Survey (3:3).** A chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present. Pr. 300 level or above in piano performance studies, or consent of the instructor. Not offered every year.
- 571 String Solo Literature (3:3).** Survey of literature for the violin, viola, cello, and bass from the seventeenth century to the present. Emphasis on historical perspectives, score analysis, aspects of performance practice, and performance of representative compositions. Pr. upper division and graduate string students, or consent of instructor. Not offered every year.
- 572 Woodwind Solo Literature (3:3).** Survey of solo woodwind literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. Pr. 300 level or above in woodwind performance studies or consent of instructor. Not offered every year.
- 573 Brass Solo Literature (3:3).** Survey of brass solo literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. Pr. 300 level or above in brass performance studies or consent of instructor. Not offered every year.

*Open to all University students.

- 574 Twentieth-Century Vocal Techniques (2:2).** Performance practices in twentieth-century vocal music, including an overview of the literature, learning and rehearsal procedures, and information about contemporary notation. Pr. 301, 331, 332, 333 or consent of instructor. Not offered every year.
- 575 Opera Workshop (3:3:3).** Techniques for the singing actor; study of technical problems of musical theatre. May be repeated for credit. Graduate students may count only three semester hours of credit toward degree requirements.
- 578 Orff in the Music Classroom (3:3).** Practical experiences in the Orff-Schulwerk method 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).** Activities and study involving specific experiences related to 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. May be repeated one time for credit if topic differs. Grade: Satisfactory/Unsatisfactory, S/U.
- 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 Behavior (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).**
- 616 Techniques of New Music for Piano (3:3).**
- 618 Psychology of Music (3:3).**
- 619 Acoustics of Music (3:3).**
- 620 Seminar in Piano (3:3).**
- 621 Seminar in Vocal Literature (3:3).**
- 622 Seminar in Choral Literature (3:3).**
- 628 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 (3 to 6).**
- 702 Musicological Research for Performers (3:3).**
- 750 Doctoral Seminar (3:1:4).**
- 797 Directed Study in Music (1 to 12).**
- 799 Dissertation (1 to 12).**
- 800 Graduate Registration. (0).**
- 801 Graduate Registration. (0).**

SCHOOL OF NURSING

(112 Moore Building)

Lynne G. Goodykoontz, Professor and Acting Dean

Virginia B. Karb, Associate Professor and Assistant Dean

Maija L. Selby, Associate Professor and Director of Research

Professors Bartol, Chamings; Associate Professors Hargett, Newbern, Reed, Small; Assistant Professors Allred, Anderson, Armenaki, H. Brown, Courts, Dick, E. Kohlenberg, Krowchuk, R. Parrish, Richardson, R. Saunders, R. Taylor, Werstlein; Visiting Assistant Professors Biggs, J. Jones, Kennedy, Leonard, Lutz; Instructors Barba, Tranbarger; Lecturers Beeson, Cowen, Deans-Hums, Eakes, Hancock, Lehman, McNeal, Moon, Nadel, Nifong, Sandoval, Schoenstein, VonCannon, Watters

Adjunct Faculty: *Adjunct Associate Professors Evans, Schrull; Adjunct Assistant Professors Adams, Barham, Barlow, Barnette, Beach, Bokun, Boschen, Bradshaw, Carpenter, Crowe, Day, Dickson, Donley, Erickson, Fonville, Franklin, Gilbert, Goodwin, Hawthorne, Hays, Herrin, Higginson, Horton, Jaekle, Jarrett-Pulliam, Jung, Kerr, Kirkpatrick, Kiser, Knight, Lawrence, Lease, Lundrigan, McMahan, Miller, Millsaps, Moorefield, Morris, Payne, Perdue, Peters, H. Saunders, Sherer, Shore, B. Smith, F. Smith, Stamper, Stewart, Stock, Styres, Suggs, S. Taylor, Tomlin, Winchester, Wolfe; Adjunct Instructors D. Longenecker, Moser, Reese, Sappenfield, N. White*

Adjunct Faculty for the Anesthesia Program: *Alford, Baumann, Berman, Bernheim, Bogard, Bowton, N. Bruton-Maree, Butterworth, Dewan, Eisenach, Floyd, Fontrier, Foreman, Gravlee, Harwood, Heyneker, Hood, F. James, Johnston, Kelly, King, Lewis, Mandell, S. Maree, McKinley, Mims, Murray, Olympio, Palmer, Pauca, Petree, Petrozza, Prough, Rauck, Robertie, Rogers, Roy, Royster, Scuderi, Speight, G. Thompson, M. Thompson, Tolmie, Turner, Weeks, Zaloga*

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, humanities, and basic nursing. 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, administration, and clinical practice. 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 approved by the North Carolina Board of Nursing and accredited by 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

The faculty believes that people, existing as individuals, families, groups, and communities, are holistic, complex biological, psychological, social, cultural, and spiritual beings. Each person is unique and possesses inherent dignity, worth, and the right to self-determination. While human responses are individualized, many can be generalized and predicted. Throughout the life span, people have potential for growth and development.

A person dynamically interacts with the environment, and each is affected by the other. The environment is the sum total of all those conditions and circumstances that have an impact on the existence of an individual. The environment constantly changes and influences a person's health.

Health is a relative state of being which is characterized by wellness, illness, disease, or dysfunction. Any view of health must consider both developmental and environmental influences. A person uses both internal and external resources to achieve the desired level of health. Nursing is one of the external resources available.

Nurses use knowledge and skill in working with people to promote, maintain, and restore the balance between them and their environment, and when necessary, to support a dignified death. Professional nursing has both theoretical and practice components. Nursing's body of knowledge incorporates biological, behavioral, and humanistic principles. The practice component is characterized by critical thinking, scientific inquiry, and effective interpersonal and psychomotor skills. Nurses function independently and interdependently in a variety of roles and are ethically and legally accountable for the quality of nursing care they provide.

The faculty believes that professional nursing education, built upon a foundation of liberal arts and the biological and social sciences, guides the learner to attain competencies required to practice professional nursing. Baccalaureate education prepares nurses to function as generalists, while education at the master's level prepares nurses as specialists in nursing practice. Nursing education respects the uniqueness of the learner and encourages commitment, accountability, leadership, self-awareness, and continued professional development.

Admission

Students must be formally admitted to the School of Nursing which is an upper division major. Only students who have formal, written acceptance into the School will be permitted to register in advanced nursing courses and complete work for the major. Admission should normally be sought during the first semester of the sophomore year. Applications are obtained from the Advising Center in the School of Nursing.

Criteria for Admission:

1. Overall grade point average above 2.0
2. A grade of "C" or better in each of the following courses: BIO 271, 277, 280; CDF 211; NUR 210, 220; PSY 221; SOC 355 or CDF 212
3. No more than two of the above prerequisite courses may be repeated to attain a grade of "C" or better. Prerequisite courses may be repeated only one time.

Students may not enroll in nursing courses beyond the foundation level courses cited above without being admitted to the School. Application for admission is possible while students are still completing the prerequisite courses, but unconditional admission cannot be granted until admission criteria have been successfully completed.

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

RN's interested in completing the BSN degree need to meet the University's requirements for admission. A registered nurse who brings advanced placement may build a minor 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 30 semester hours of credit for selected courses by special examination. Applications for special examinations are available in the Advising Center of the School of Nursing. Registered nurse students must make a "C" or better in NUR 370 and 371 and a passing rate for each special examination to progress into the 400-level nursing courses. Registered nurse students must provide evidence of graduation from a basic nursing program prior to enrolling in NUR 370 and 371, and current licensure prior to enrolling in 400-level courses. The length of time required to complete the program varies with each individual.

Criteria for Progression in the Major

1. A student must earn a grade of "C" or better in all required nursing courses at the 300-level before proceeding to the 400-level courses, and must earn a grade of "C" or better in all required 400-level courses in order to graduate. An overall grade point average of 2.0 or better is required to graduate.
2. Only one nursing course may be repeated in the nursing major. A nursing course may be repeated only once to attain a grade of "C" or better.

Appeal Procedure Related to Progression Policies

Students who fail to meet the progression policies because of extenuating circumstances may petition the Admission and Progression Committee for consideration of their eligibility to continue in the major. Responsibility for initiating the appeal process and presenting evidence of extenuating circumstances lies with the student.

General Information

1. Nursing majors are required to purchase uniforms - estimated cost is \$150. Uniforms are required for clinical activities in the 300- and 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.
2. Before beginning the junior and senior years, students are required to furnish the School of Nursing with evidence that they have secured liability insurance covering their actions as students while having clinical activity/practicum

experiences. Students may obtain coverage through the School of Nursing's group policy at a cost of approximately \$15 per academic year. Insurance obtained through the School's group policy does not cover students for part-time work or work during vacations.

3. Students enrolled in 300- and 400-level courses with a clinical component are responsible for their own transportation to and from the agencies used for clinical activities/practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.
4. Achievement tests will be administered during the junior and senior years. Students are responsible for the cost of the examinations, approximately \$50 per year.
5. Students admitted to the major must provide evidence of the following on the first day of class:
 - a. a tuberculin skin test (or chest x-ray if skin test is positive) -annual requirement.
 - b. a tetanus toxoid immunization - every ten years.
 - c. Rubella and Measles evidence as required by the University.
 - d. History of Mumps or Mumps immunization.
 - e. Chicken Pox history. Some agencies require a titre for students with negative history.
6. Students admitted to the major must provide evidence (annual requirement) that they are certified to perform cardiopulmonary resuscitation (CPR).
7. RN students admitted to the major must provide evidence of current licensure in North Carolina.
8. Substitutions for prerequisite courses may be made with prior approval from the School of Nursing.
9. Qualified students are encouraged to take Honors courses in the arts and sciences.
10. All students are encouraged to take either Advanced Placement Exams, Biology Department exemption exams, or CLEP exams for BIO 101, 102, 107, 108 which are prerequisites for BIO 271, 277, and 280.
11. All students are encouraged to take the CHE 103 exemption exam offered by the Chemistry Department. The exam determines if a student should take CHE 103 and 110 (fall semester) or take CHE 104 and 110 (spring semester).
12. Placement in a student's first 100-level mathematics (MAT, CSC, or STA) course is determined by a required placement exam.

Scholarships

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

NURSING MAJOR (Bachelor of Science in Nursing)

REQUIREMENTS

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Nursing Major are indicated below:

	Semester Hours
1. Analytic and Evaluative Studies (AE) Required: PHI 119*	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT) Required: STA 108	3
6. Natural Science (NS) Required: BIO 103 and 107; BIO 104 and 108	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD) Required: ENG 101 for 3 of the 6 credits	6
9. Social and Behavioral Sciences (SB) Required: PSY 221; SOC 211	6
10. World Literature (WL)	3
11. AULER Electives Required: FNS 213; CHE 103 or 104	6

*PHI 220 may be substituted as a support course, but it does not meet the Analytic and Evaluative Studies Area requirement.

See pages 49-52 for a detailed listing of courses meeting AULER area requirements.

Major and Related Area Requirements

1. NUR 210, 220, 310, 320, 340, 360, 380, 410, 420, 430, 440
2. BIO 271, 277, 280; CDF 211; CHE 110; SOC 355 or CDF 212.

Electives

Electives must be sufficient to complete 122 total semester hours required for degree.

NOTE: Requirements listed above, with the exceptions of PHI 119, STA 108, FNS 213, and electives, should be completed prior to enrolling in 300-level or 400-level nursing courses. Because of the time commitments involved with the 300- and 400-level nursing courses, and the difficulties in scheduling non-nursing courses concurrently with nursing courses, students should try to have most course requirements completed prior to entering the upper division major.

Course Requirements for Special Student Populations

Licensed practical Nurse students seeking a BSN: same as for the BSN program outlined above, with the following exception

May earn credit (6 s.h.) for the following courses by examination: NUR 210 and 380.

Registered Nurse Students seeking a BSN:

1. Satisfactory completion of NUR 370 and 371.
2. May earn credit (30 s.h.) for the following courses by examination: NUR 210, 220, 310, 320, 340, 360, and 380.
3. Satisfactory completion of NUR 470, 471, 472, one NUR elective, and one other elective.
4. Completion of the AULER requirements (see p. xx of Bulletin).
5. Completion of sufficient electives to earn a minimum of 122 semester hours.
6. Completion of other University requirements for the degree.

Student pursuing the BSN as a second degree:

1. Satisfactory completion of courses in anatomy and physiology, NUR 210, and NUR 220 prior to entering the upper division major. Second degree students must also apply for admission to the upper division major.
2. Completion of other University requirements for the degree.
3. Satisfactory completion of the required 300- and 400-level courses (NUR 310, 320, 340, 360, 380, 410, 420, 430, 440).

NURSING COURSES (NUR)

For Undergraduates

210 Concepts in Nursing (4:3:3). Introduction to basic concepts in nursing. Laboratory activities encourage self-awareness and include exercises in values clarification and communication patterns, with practice of basic nursing skills. Pr. sophomore standing. (Replaces 211).

220 Nursing Assessment of Well Individuals (4:3:3). Introduction to basic nursing assessment of well individuals over the life span. Laboratory activities encourage development of skills in interviewing, physical examination, and documentation of information. Pr. sophomore standing. Pr. or concurrent enrollment in BIO 271 and 277.

***310 Nursing Care of Individuals with Psychosocial Problems (5:3:6).** Nursing

care of individuals who have mental health or psychosocial problems. Clinical activities in selected mental health settings. Pr. NUR 210, 220.

***320 Nursing Care of Adults: Common Physiological Problems (5:3:6).** Nursing care of adults who have common physiological problems. Clinical activities in medical or surgical units within acute care settings. Pr. NUR 210, 220.

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. (Not offered every semester.) (Elective credit for nursing majors.)

***340 Nursing Care of the Developing Family (5:3:6).** Nursing care of growing children

*** Note:** Students are individually responsible for their own transportation to and from the agencies used for practicum experiences.

in maturing family. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for children. Pr. NUR 210, 220.

***360 Nursing Care of the Emerging Family (5:3:6).** Nursing care of families experiencing birth of an infant. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for parents and newborns. Pr. NUR 210, 220.

370 Concepts of Professional Nursing (3:3:0). Study of basic concepts in professional nursing.

371 Nursing Health Assessment (2:1:3). Study of the assessment of individuals over the life span. Laboratory activities promote the development of nursing assessment skills.

380 Nursing Skills (2:1:3). Introduction and practice of nursing skills necessary for care of clients in clinical settings. Pr. 210 and 220.

405 Pharmacology in Nursing (3:3). Study of major drug groups and their action, use, side effects, and nursing care considerations. Emphasis on nursing care and teaching, built upon physiology and basic pharmacology. Pr. admission to the School of Nursing or permission of instructor.

***410 Nursing Care of the Community of Older Adults (6:3:9).** Nursing care of older adults: theories of aging, physiological/ psychological functioning, impact of developmental changes, illness, and dysfunction. Clinical activities in agencies where care is provided for older adults. Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.

***420 Nursing Care in the Community (6:3:9).** Nursing care of individuals, families, and groups within the community setting. Exploration of environmental characteristics and resources. Clinical activities in community health agencies. Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.

***430 Nursing in Complex Organizations (6:3:9).** Nursing care of groups in complex acute-care settings. Emphasis on nurse's

role in research, team membership, and professional growth. Clinical activities encourage development of basic leadership and organizational skills. Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.

***440 Nursing Practicum (6:1:15).** A concentrated five-week practicum in a clinical area of the student's choice. Students simulate role of the employed graduate under the guidance of a selected nursing preceptor. Pr. NUR 410, 420; pr. or concurrent enrollment in NUR 430. (May not be offered every semester.)

***470 Community Health Nursing Concepts and Care (5:3:6).** Nursing care of individuals, families, and groups within the community settings. Focus on implementation of community health nursing services. Clinical activities in a variety of community health agencies. Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current North Carolina licensure as a Registered Nurse.

***471 Nursing Care of the Older Adult (5:3:6).** Nursing care of older adults considering theories of aging, developmental, physiological/psychological functioning, common health problems, and resources. Clinical experiences in a wide variety of agencies involving older adults. Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current North Carolina licensure as a Registered Nurse.

472 Nursing Research and Leadership (3:3). Professional nurse's role in applying principles of research, leadership, and management in health care organizations. Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current North Carolina licensure as a Registered Nurse.

492 Independent Study (1-3:1-3). Guided readings in nursing as an individual project designed with a focus on the nursing profession and/or nursing practice. Approval must be granted by a nursing faculty member prior to registration. Course offering is dependent on faculty availability.

*** Note:** Students are individually responsible for their own transportation to and from the agencies used for practicum experiences.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

For Advanced Undergraduates and Graduates

505 Computer Applications in Nursing (3:2:3).

An introduction to computer applications in nursing. Practical experience with microcomputers and generic software applicable to patient care and nursing management. Lab assignments will vary to meet specific learning needs. Pr. Basic understanding of microcomputers or permission of instructor.

540 Budget Development and Analysis of Nursing Services (3:3). An introduction to the principles of fiscal management, health care agency accounting practices, and nurse manager's role in the budgeting process. Pr. 505 or permission of instructor.

542 Law, Policy and Procedure in Nursing (3:3). Focus on legal, procedural, and policy dimensions of health care delivery as related to nursing practice.

550 Pathophysiology for Advanced Nursing (3:3). The physiological changes across the life span and common pathophysiological mechanisms.

562 Advanced Nursing Leadership Role (3:3). Development of the leadership and management roles in specialized areas of advanced nursing practice.

For Graduates

601 Research Design for Nursing (3:3).

604 Nurse Anesthesia Seminar (1:1).

605 Scientific Foundations in Nurse Anesthesia I (4:4).

606 Scientific Foundations in Nurse Anesthesia II (4:4).

607 Scientific Foundations in Nurse Anesthesia III (4:4).

608 Scientific Foundations in Nurse Anesthesia IV (4:4).

610 Theoretical Foundations of Advanced Nursing Practice (3:3).

614 Information Systems in Nursing Service Administration (3:3).

615 Foundations of Nursing Education (3:3).

616 Educational Process in Nursing (3:3)

620 Issues in Advanced Professional Nursing (3:3).

635 Critical Care Clinical Nurse Specialist I (4:2:6)

636 Critical Care Clinical Nurse Specialist II (4:2:6).

637 Critical Care Clinical Nurse Specialist Practicum (4:1:9).

638 Clinical Nurse Specialist Role (3:3).

641 Nursing Administration (3:3).

642 Nursing Administration: Theoretical Applications (4:3:3).

643 Nursing Administration Practicum (5:1:12).

651 Advanced Clinical Nursing I (4:2:6).

652 Advanced Clinical Nursing II (4:2:6).

653 Practicum in Nursing Education (4:1:9).

661 Scope of Gerontological Nursing (3:3).

662 Nursing Assessment of the Older Adult (3:2:3).

663 Gerontological Nursing Practicum (6:0:18).

671 Clinical Practicum in Nurse Anesthesia I (3:0:9).

672 Clinical Practicum in Nurse Anesthesia II (3:0:9).

673 Clinical Practicum in Nurse Anesthesia III (6:0:18).

674 Clinical Practicum in Nurse Anesthesia IV (3:0:9).

675 Clinical Practicum in Nurse Anesthesia V (3:0:9).

680 Psychoneuroimmunological Aspects of Nursing (3:3).

681 Psychiatric and Mental Health Nursing I (4:3:3).

682 Psychiatric and Mental Health Nursing II (4:2:6).

683 Psychiatric and Mental Health Nursing III (4:1:9).

692 Independent Study (1 to 3).

698 Advanced Nursing Project (1 to 3).

699 Thesis (1 to 3).

800 Graduate Registration (0).

801 Graduate Registration (0).



The Faculty Photography Club, eager to explore the new art of the camera, pose with their equipment in the mid-1890s.

Chapter 5

SPECIAL ACADEMIC PROGRAMS

FRESHMAN SEMINARS PROGRAM

Freshman Seminars are small discussion classes that introduce students to various areas of study in the All-University Liberal Education Requirements (AULER). Each seminar focuses on a topic, issue, or problem selected by the instructor; seminar topics change from one semester to the next and are described in a booklet that is distributed to advisors at the beginning of each semester. Additional information on Freshman Seminars may be obtained from the Center for Critical Inquiry in the Liberal Arts, 100 Foust Building (x3186).

FRESHMAN SEMINAR COURSES (FMS)

- 101 Freshman Seminar in Historical Perspectives on Western Culture - I (3:3).** Introduction to the historical study of western culture from ancient times through the Reformation. Equivalent credit to WCV 101; students may not take both FMS 101 and WCV 101 for credit. [HP, CHP].
- 102 Freshman Seminar in Historical Perspectives on Western Culture - II (3:3).** Introduction to the historical study of western culture from the 17th century through modern times. Equivalent credit to WCV 102; students may not take both FMS 102 and WCV 102 for credit. [HP, CHP].
- 103 Freshman Seminar in Reasoning and Discourse (3:3).** Instruction and practice in deliberative, informative, and reflective writing based on the study of primary texts. Emphasis on the writing/revising process and on critical reading. Equivalent credit to ENG 101; students may not receive credit for both FMS 103 and either ENG 101A or ENG 101B. [RD, CRD].
- 104 Freshman Seminar in Natural Science (3:3).** Introduction to the scientific study of the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses. [NS, CLS or CPS].
- 105 Laboratory for Freshman Seminar in Natural Science (1:0:3).** Laboratory work to accompany FMS 104. Pr: concurrent registration in FMS 104. [NS, CPS or CLS].

HONORS PROGRAM

The Honors Program offers highly qualified students an opportunity to pursue a unique course of study that is both intellectually stimulating and challenging. The Program is not designed to be a major. Thus students in the Honors Program must complete the requirements for one of the academic or professional programs offered in the University. The Honors Program is, however, designed to be compatible with all major and professional programs and generally adds only a few additional hours to the four-year plan.

The Honors Program provides a strong base in the liberal arts leading to more specialized and independent work as students progress toward the bachelor's degree. It consists of three parts.

1. In their first two years students take Honors Core Seminars, courses specially designed for the Program that explore fundamental areas of study in natural sciences, social sciences, art and literature, and analytical and evaluative studies.

2. Students must enroll in at least six additional hours of designated Honors courses. These may consist of honors sections of regularly-scheduled courses meeting College and University general education requirements (e.g. Introduction to Sociology, Mythology, etc.), upper division Honors seminars, disciplinary work offered through departments and schools, or independent studies conducted under the direction of a faculty member. This component of the Program is designed to provide students with flexibility in coordinating Honors with the requirements of their major programs.

3. The final component of the program is the Senior Honors Thesis. Required of all students completing the Program, the senior thesis covers a topic chosen by the student and is completed in the senior year.

Association with faculty and other Honors students in the Program is close, a welcome contrast to large impersonal lecture classes. Every aspect of the program provides special opportunities for exceptionally qualified students to grow intellectually through contact with a community of Honors students and faculty.

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.

Cheryl Logan, Director of Honors Program, Department of Psychology

Lee Bernick, Department of Political Science

Ronald Cassell, Department of History

Robert Gingher, MALS Program, Ex Officio

Alan Goldfarb, Department of Exercise and Sport Science

Timothy Johnston, Associate Dean, College of Arts and Sciences, Ex Officio

Julian Lombardi, Department of Biology

Marilyn May, Department of English

David Purpel, Department of Curriculum and Educational Foundations

Susan Shelmerdine, Department of Classical Studies

Kenneth Snowden, Department of Economics

Carmen Sotomayor, Department of Romance Languages

Jonathan Tudge, Department of Child Development and Family Relations

Erin Hennessey, Student Member

Reneé Klinc, Student Member

Cynthia Huggins, Graduate Student Member

PROGRAM REQUIREMENTS

All students with an overall grade point average of 3.3 or above are eligible for admission to the Honors Program. Freshmen are admitted on the basis of high school standing, projected grade point average, S.A.T. scores or, exceptionally, through personal interview.

To complete the Honors Program:

- a) eligible students must enroll in a minimum of **18 semester hours** of Honors courses;
- b) 9 of the 18 must include three Honors Core Seminars from three of the four core seminar courses;
- c) 3 of the 18 must be in Senior Honors Thesis.

The remaining 6 hours may include any other Honors course. There is no maximum number of courses in which a student may enroll. To remain in the program, students must maintain a cumulative UNCG grade point average of 3.3 or above. A student whose GPA falls below the minimum required may, at the discretion of the Director, continue in the program for a probationary period of one semester. Students who take the minimum required curriculum will have completed the Honors program and will have this accomplishment so recorded on their transcripts.

HONORS PROGRAM COURSES (HSS)

Honors Core Seminars (9 hrs required)

Honors Core Seminars may be used to meet liberal education requirements in the credit areas indicated below. They, however, cannot substitute for introductory prerequisites in the major. Students completing the Honors Program must take three Honors Core Seminars, one each from three of the four categories described below. Specific topics will vary from year to year. The courses may be repeated for credit as topics change.

205a, b, c Aesthetic Dimensions of Culture (3:3). Studies in the arts (literature, painting, sculpture, music, architecture, theater, cinema, and dance) and their interpretation, drawing on the perspectives of culture, history and theory. Pr. 3.3 GPA or permission of the Director. [*HSS 205a — BL, CBL; HSS 205b — WL, CWL; HSS 205c — FA, CFA*].

206 Social and Political Dimensions of Culture (3:3). Influential texts, authors, movements, and critical issues or problems concerned with the conditions, mechanisms and aims of social life. Pr. 3.3 GPA or permission of the Director. [*SB, CSB*].

207a, b Scientific Dimensions of Culture (3:3). Critical examination of the impact of revolutionary advances in natural science on our understanding of nature and attitudes about humanity and society. Cannot substitute for introductory prerequisite in the major. Pr. 3.3 GPA or permission of the Director. [*HSS 207a — NS, CPS; HSS 207b — NS, CLS*].

208 Seminar in Analytical and Evaluative Studies (3:3). Analytic and evaluative studies of the search for basic knowledge that have informed systems of thought in intellectual history. Pr. 3.3 GPA or permission of the Director. [*AE, CAE*].

Honors Electives

220 Student Seminar (2:2). 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 directs the group's discussions. Not offered every year.

300 Interdisciplinary Honors Seminar (3:3). Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different disciplines or schools. Topic varies each semester. May be repeated for credit as topic changes.

400, 401 Senior Honors Seminar (3), (3). Provides qualified students the opportunity to study special topics in an advanced seminar setting with the rigorous and intense discipline implied at the senior level. Pr. Completion of the Honors Core Requirement or permission of the Director of the Honors Program.

Honors Directed Study

330 Honors Independent Study (1-3). Student consults with a supervising faculty member to develop a program of concentrated study and investigation within a particular discipline. May be repeated once for credit if the topic of study changes. Pr. 6 hrs. in Honors Core Seminars.

490 Senior Honors Thesis (3 - 6). Independent original scholarship in the student's primary area of interest completed under the supervision of a faculty member. Work culminates in an original essay, annotated creative work or performance, or scientific report, depending upon the area of specialization. Honors students in the B.A. program may take for credit up to six hours of Honors Thesis in addition to the

maximum allowed in the major. While completing the Honors Thesis the student may not enroll in more than thirteen additional hours in either semester. Pr. 6 hrs. in Honors Core Seminars and approval of the Honors Council.

Departmental Honors Sections

Departments may offer special Honors sections of regularly-scheduled courses such as **Introduction to Sociology (SOC 211), Mythology (CCI 205), Introduction to Earth Science (GEO 103), etc.** Qualified students may enroll in Honors sections (designated by an "H" after the course number), even if they do not expect to complete the Honors Program. However, Honors sections may be used by students in the Program to complete the 18-hour minimum requirement.

xxx493 Honors Work (3-6). (See Departmental listings). Disciplinary Honors work providing students with advanced study of the primary literature in their area of specialization. Pr. 3.5 GPA in the major, 12 hours in the major.

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 Director of Academic Advising and the Dean of the Graduate School must countersign this approval.

MEDICAL TECHNOLOGY

Coordinator: Reta Beck, Department of Biology, 322 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 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 first 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 the subsequent summer session: BIO 101, 102, 107, 108 and CHE 111, 111L, 114, 114L.

B.S.M.T. Four-Year Program

Students pursuing this degree program take their first three years of study at UNCG and then complete 12 months of study at one of the affiliated Schools of Medical Technology. The B.S.M.T. is awarded only after successful completion of the fourth year of study at one of the four affiliated 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 into the 12-month Medical Technology program at one of the affiliated hospitals. Students should apply for admission to an affiliated hospital 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: 124-149.5 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, N.C.

Forsyth Memorial Hospital in Winston-Salem, N.C.

Baptist Hospital - Bowman Gray School of Medicine in Winston-Salem, N.C.

Carolinas Medical Center in Charlotte, N.C.

College of Arts and Sciences Liberal Education Requirements (CLER) (48-49 hours)

All students must meet the All-University Liberal Education Requirements (AULER) The College of Arts and Sciences, however, has established liberal education require-

ments for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER).

3-Year UNCG Program Only	Semester Hours
1. Analytic and Evaluative Studies (CAE)	3
2. British or American Literature (CBL)	3
3. Fine Arts (CFA)	3
4. Historical Perspectives on Western Culture (CHP)	3*
5. Mathematics (CMT)	3
6. Natural Science (CLS and CPS)	9-10
7. Non-Western Studies (CNW)	3
8. Reasoning and Discourse (CRD)	6
9. Social and Behavioral Sciences (CSB)	6*
10. World Literature (CWL)	3
11. Foreign Language	6

The Foreign Language requirement can be satisfied by completing 6 semester hours at the appropriate level to be determined on the basis of high school foreign language background.

*These areas reflect exemptions approved by the College of Arts and Sciences for this program as follows: Historical Perspectives on Western Culture (CHP), 3 hours, and Social and Behavioral Sciences (CSB), 3 hours. Only students in the 3 + 1 B.S.M.T. program are granted these exemptions; 4 + 1 program students are required to take the additional 6 hours for a total of 54-55 hours.

See pages 56-61 for a detailed listing of courses meeting the College area requirements.

Major Requirements

1. BIO 101, 102, 107, 108, 277, 383, 581.
2. CHE 111, 111L, 114, 114L, 351, and either 352 and 354, or 331 and 333.
3. MAT 119 or 121, or 191 and 292.
4. PHY 101 and 102, or 291 and 292, or 305.

Related Area Recommended Courses:

BIO 372, 535, 545, 584, 592, 594

Electives

Electives sufficient to complete total semester hours required for degree. Some recommended elective areas are: education, management, statistics, and computer science.

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 (BIO 581 fulfills both of these requirements); 16 semester hours in

Medical Technology; Preprofessional Programs

chemistry including organic chemistry; 3 semester hours in college level mathematics; and 3 semester hours in physics.

Fourth-Year (12 month) Affiliated Hospital School Curriculum

The number of semester hour credits earned from the affiliated hospital schools which are applied toward a Bachelor of Science in Medical Technology degree at UNCG ranges from 30 to 55.5 hours.

The credit hours are earned from classes in the following course 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 advisor 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 clinical training in a CAHEA-approved School of Medical Technology.

PREPROFESSIONAL PROGRAMS

DENTISTRY, MEDICINE, AND VETERINARY MEDICINE

Advisory Committee

Edward McCrady, III, Chairman of Advisory Committee and Associate Professor, Department of Biology

Rachel H. Allred, Assistant Professor, School of Nursing

R. Bruce Banks, Associate Professor, Department of Chemistry
Robert E. Cannon, Associate Professor, Department of Biology
C. Bob Clark, Professor, Department of Physics and Astronomy
Walter L. Salinger, Professor, Department of Psychology

Students should contact a member of this committee for assistance in planning their program of study.

The 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 constitute 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, 107, 108); 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 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 or CHE 556), Genetics (BIO 592), Quantitative Analysis (CHE 331, 333), Physical Chemistry (CHE 506, 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 331, 333).

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 or recommend more courses in animal science and nutrition. 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 careers.

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.

Preprofessional Programs

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 (AADAS) 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.

ENGINEERING

Advisors

C. H. Vanselow, Associate Professor, Department of Chemistry

Robert B. Muir, Associate Professor, Department of Physics and Astronomy

Gaylord T. Hageseth, 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 advisors** 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
Social Science or Humanities*	6
Exercise and Sport Science	1
	17

2nd Semester

ENG 102 or exemption	3
CHE 114, 114L	4
MAT 191, 121 or 292	3
MAT 220	3
Social Science or Humanities*	3
Exercise and Sport Science	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
Exercise and Sport Science	1
	16

2nd Semester

PHY 292	4
MAT 293 or elective	3
Social Science or Humanities*	6-9
Exercise and Sport Science	1
	14-17

*Recommended Social Science or Humanities courses 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). See one of the above advisors for details.

**One of the above advisors should be consulted regarding programming language choice.

LAW

Advisory Committee

Dean Fadely, Chairperson of Advisory Committee, Department of Communication and Theatre

Randolph Bulgin, Department of English

Converse Clowse, Department of History

Margaret Hunt, Department Political Science

Frank Land, Department of Management

Terrance McConnell, Department of Philosophy

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 core courses which grant college credit in the area of Reasoning and Discourse (CRD). These courses are, in

alphabetical order, COM 105, 231, 341; ENG 101, 102, 223, 224, 301; PHI 115, 211. Students interested in prelaw should consult a prelaw advisor in addition to their major advisors.

MEDICINE

(see Dentistry, Medicine, and Veterinary Medicine)

PHARMACY

Advisor

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. There are 73 accredited schools of pharmacy in the United States. The two in North Carolina are located at the University of North Carolina at Chapel Hill and at Campbell University.

Prepharmacy requirements generally include the following:

First year

CHE 111, 111L, 114, 114L

Mathematics

ENG 101, 102

Foreign language or other approved liberal arts courses

BIO 101, 102, 107, 108

Second year

CHE 351, 352, 354

PHY 305 or 101, 102

BIO 271

ECO 201

Other specified courses for a total of 64 sem. hrs. of prepharmacy work

Students will also be required to take the Pharmacy College Admission Test in the second year.

Completion of the prepharmacy work at UNCG does **not** guarantee admission to pharmacy school. Students should consult the prepharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

PHYSICAL THERAPY

Advisors

Linda N. Curtis, Assistant Professor, Department of Biology

Kelly B. Jones, Lecturer, Department of Biology

Two-Year Plan

A two-year pre-physical therapy program is offered for students who have a strong background in high school sciences. The program below is designed to prepare students who are North Carolina residents for transfer at the end of their sophomore year to the school of physical therapy at the University of North Carolina at Chapel Hill. A modified program of courses is available for students wishing to transfer to East Carolina. Either of these short programs requires careful planning of courses with a physical therapy advisor. The student is responsible for obtaining information and applications directly from the schools of physical therapy. Schools of Physical Therapy require that students have volunteer experience in physical therapy before they apply.

Courses for Two-Year Plan

Freshman Year

1st Semester

Semester Hours

ENG 101	3
MAT 119 or higher	3
CHE 111, 111L	4
*WCV 101	3
Foreign Language 101	3
	<u>16</u>

2nd Semester

ENG 102	3
STA 108	3
CHE 114, 114L	4
*WCV 102	3
Foreign Language 102	3
Physical Education	1
	<u>17</u>

Summer School

BIO 101, 107	3
BIO 102, 108	3
	<u>6</u>

Sophomore Year

1st Semester

PSY 221	3
*Literature (ENG 105 or 106)	3
PHY 101, 101L	4
SOC 211	3
Foreign Language 203	3
	<u>16</u>

Preprofessional Programs

2nd Semester

BIO 271	4
Additional Social Science (ATY 212, GEO 101)	3
Fine Arts (COM 121, MUS 241, ART 303)	3
Philosophy (PHI 111 or 119, or REL 110)	3
Physical Education	1

*Recommended substitute courses are possible.

East Carolina requirements differ from the above:

Additional requirements include: PHY 102, 102L; HEA 201; COM 105 or 112; and one advanced Biology (ex. BIO 341, 355, 592, or 554); BIO 271 is not acceptable. Also required are 2 additional courses in social science (ex. PSC 105, PSY 312, 326, 341).

The following are **not** required by East Carolina: BIO 271, WCV 101 and 102, and Foreign Language. Only 1 course in Physical Education is required at East Carolina.

Note:

Some of the above courses require prerequisites. Check with a pre-physical therapy advisor for further information such as recommended electives and recommended substitutions.

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.

VETERINARY MEDICINE

(see Dentistry, Medicine, and Veterinary Medicine)

RESIDENTIAL COLLEGE

(Mary Foust Hall/College of Arts and Sciences)

Richard T. Whitlock, Director, Residential College and Associate Professor, Department of Physics and Astronomy

Frances C. Arndt, Lecturer in Residential College

Betty A. Carpenter, Lecturer in Residential College

C. Frederick Nash, Teaching Assistant in Residential College

Jinda Tavernise, Lecturer in Residential College

Murray D. Arndt, Department of English

Loachim T. Baer, Department of German and Russian

Dorothy Bruner, Department of Anthropology

Robert M. Calhoon, Department of History

Hugo F. Castillo, Department of History

James C. Cooley, Department of History

Richard C. Ellis, Department of History

Thomas K. Fitzgerald, Department of Anthropology

Charles Headington, Department of Religious Studies

Deborah S. Huger, Department of English

Henry S. Levinson, Department of Religious Studies

Michael E. Lewis, Department of Geography

William T. Markham, Department of Sociology

Charles D. Orzech, Department of Religious Studies

Patricia A. Roberts, Department of English

Angela E. Rhone, Black Studies Program

H. Svi Shapiro, School of Education

John R. Sopper, Department of Religious Studies

The Residential College was created at UNCG in 1970 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 a two-year program for freshmen and sophomores with a limited number of upperclassperson participants. Members of the program live and have classes in a coeducational residence hall. A Residence Hall Director, who often serves on the faculty, resides in the hall. Other faculty members have offices in the residence hall. Students and faculty serve on governing committees and participate together in special events within the dormitory.

Faculty members from many different departments and schools teach in the Residential College. Courses taught meet All-University Liberal Education Requirements and requirements of the College of Arts and Sciences.

All students participate in an interdisciplinary core course focusing on the American experience and choose from a wide range of other academic subjects. These seminars, along with varied types of independent study and community service work, make up six to nine hours of a student's semester course load. The remaining semester hours are

Residential College

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 the University.)

All students who have been admitted to UNCG automatically qualify for application to 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. Huger. [RD, CRD].
- 104 Writing Clinic (1-3).** Experimental multi-semester course dealing with real writing problems that occur naturally in other courses. Students instructed on tutorial basis. Huger.
- 205, 206 Residential College Core Course: The American Experience: America and the Modern World (3), (3).** Second year of a two-year core program dealing with the American experience. Emphasis this year is on 20th-century events. The course is multidisciplinary.
- 205-01 Whither America?** Headington.
- 205-02 Maturing of American Science.** Whitlock.
- 205-03 The Making of the Atomic Bomb.** Calhoon.
- 205-04 America in Fiction.** F. Arndt.
- 205-05 To Change Them Forever: America and American Indians.** Ellis.
- 206-01 Topics in Selected Fiction.** F. Arndt.
- 206-02 Technology and Human Values.** Whitlock.
- 206-03 Growing Up Male in America.** Headington.
- 206-04 Persistent Vision: The American Indian.** Ellis.
- 206-05 Education in American Society.** Shapiro.
- 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 All-University Liberal Education Requirements and intended to complement the core program. Seminars are set up each year, each with 3 hours credit. Seminars for 1990-91 were:
- 221W-64 Soviet-Russian Literature in Translation.** Baer.
- 221-87 Modern Vision: A History of Modern Art.** Tavernise.
- 221-88 European Theatre and Drama 1850-1950.** Nash.
- 221-89 Non-Western Religions.** Orzech.
- 221-90 Introduction to Religious Studies.** Headington.
- 224W-46 Introduction to Sociology.** Markham.
- 224-51 Colonial Latin America.** Castillo.
- 224-64 Contemporary Non-Western Cultures.** Bruner.
- 224-66 Foreign Affairs in World History.** Cooley.
- 227-07 Physics of Light and Color.** Whitlock.
- 227W-09 Environmental Change.** Lewis.
- 241-04 Grail Literature.** F. Arndt, M. Arndt.
- 241-70 Religion and Death.** Headington.
- 241-79 Modern Eastern European Literature.** Baer.
- 241-80 Western Theatre from 1945.** Nash.
- 241-81 Religion and Contemporary Culture.** Sopper.
- 244-37 Latin America Since Independence.** Castillo.
- 244-59 Cultures of the Pacific.** Fitzgerald.
- 244-60 Politics of the Middle East.** Alexander.

244-61	Creating Modern Japan. Cooley.	262	Independent Study (1 to 3). Carpenter.
244-62	Introduction to Black Studies. Rhone.	301	Independent Study (3). Car- penter.
247-12	Three Scientific Worldviews. Whitlock.	302	Advanced Study (3). Carpen- ter.
256	Service Learning. Carpenter.		

SPECIAL PROGRAMS IN LIBERAL STUDIES

The College offers ten programs of focused interdisciplinary study, each of which is firmly grounded in the liberal arts. These programs, designed and administered by faculty committees, are listed below.

In addition, when existing programs in the liberal arts do not meet certain academic needs, students may petition to pursue an interdisciplinary major that they design, in consultation with relevant faculty. Students interested in pursuing this possibility should first discuss it with relevant faculty and then consult with the Associate Dean of the College, Professor Timothy D. Johnston (Room 100, 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. Upon the approval of that faculty committee and the Associate Dean, a self-designed interdisciplinary program of study is established as a major for the student, a faculty advisor is appointed, and the Director of Academic Advising and Support Services and the Registrar are notified.

SPECIAL PROGRAMS IN LIBERAL STUDIES

Archaeology

Black Studies

Study in Christianity

Gerontology

History and Philosophy of Science

International Business Studies

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

European Studies (second major and minor)

African Studies (minor only)

Asian Studies (minor only)

Linguistics

Russian Studies

Women's Studies

As with other programs, students must meet the liberal education requirements of the College of Arts and Sciences. See pages 56-61 for a detailed listing of courses meeting each area requirement.

ARCHAEOLOGY

Committee Members

Jeffrey S. Soles, Chairman of Archaeology Program, Department of Classical Studies

Joseph B. Mountjoy, Department of Anthropology

Jeffrey C. Patton, Department of Geography

Mary Kaye Sandford, Department of Anthropology

Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

The Special Programs in Liberal Studies major with a concentration in Archaeology introduces students to the ancient civilizations and cultures of the Old and New Worlds and to the analytical tools that facilitate their study. The major is designed to develop both anthropological and historical perspectives in archaeological research, to encompass the range of prehistoric to early historic cultures in the Old and New Worlds, and to introduce the theoretical concepts and methodological techniques appropriate to archaeological research.

Major Requirements

30 semester hours distributed as follows:

1. Core Requirements (12 hours)

ATY 258, 360

CCI 211, 212

2. Area Requirements (6 hours with 3 from each category)

Old World Archaeology

CCI 312, 313, 314

New World Archaeology

ATY 362, 533

3. Analytical Methods and Techniques (6 hours with no more than 3 from

ATY 478, CCI 401, GEO 590)

ATY 478, 479, 553

CCI 401

GEO 212, 323, 570

4. Electives (6 hours from any of the above courses or the following related courses)

ART 281, 303; ATY 213; BIO 106; CCI 450

GEO 321; HIS 209; PHI 325; REL 352

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

Minor Requirements

A minimum of 15 hours with 9 hours chosen from the Core Requirements and 3 hours chosen from each category of the Area Requirements.

BLACK STUDIES**Committee Members:**

Angela Rhone, Chairperson, Black Studies Program

Ceola R. Baber, Department of Pedagogical Studies and Supervision

Willie L. Baber, Department of Anthropology

Lee Bernick, Department of Political Science

Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

Paul Luebke, Department of Sociology

Frank Woods, Adjunct Faculty, Black Studies Program

The program has several objectives:

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, black and white, to learn how blacks have exerted an indelible impact on 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 a Special Program in Liberal Studies minor in Black Studies should contact the chairman of the Black Studies Committee. The Chairman or 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. The minor requires 18-21 semester hours that can be selected from the following courses:

ATY 235, 325, 335; BKS 100, 110, 200; ENG 375; HIS 203, 204, 301, 302; MUS 214, 344; REL 352; SOC 327; Residential College courses with appropriate content and focus.

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.

Study in Christianity

200 Afro-American Art History (3:3). The development of Afro-American art placed within the context of mainstream American art and the history of the blacks in this country.

210 Experimental Course: Afro-American Literature and Liberation (3:3).

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 345).

STUDY IN CHRISTIANITY

Committee Members:

Stephen Ruzicka, Chair of the Study in Christianity Minor, Department of History

Jodi Bilinkoff, Department of History

Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

Susan Shelmerdine, Department of Classical Studies

Janet Summers, Department of Religious Studies

The Special Programs in Liberal Studies minor in Christianity provides a broad-based study of Christian thought, institutions, rituals, personalities, and social movements in their diverse historical and cultural settings. It may be taken with any major in the University.

Requirements

1. Core Course: REL 210 - Christianity
2. 12-18 hours chosen from 3 departments outside the student's major and distributed so that the student takes at least 1 course in each of the categories below. (A substitute course may be taken to satisfy the distribution requirement in the appropriate category with the approval of the Committee.)
 - a. Ancient and Early Christian Period: ART 403; GRK 201, 202; HIS 209, 355; REL 204, 305
 - b. Medieval and Early Modern Period: ART 304, 404, 405, 406, 407, 505; ENG 337, 536, 537; HIS 315, 356, 357; LAT 401; MUS 331; REL 503
 - c. Modern Period: ART 408; ENG 342, 371, 541, 542; HIS 549; REL 201, 231, 232, 331; SOC 366

With the approval of the Committee, a student may also satisfy the above requirements with one or more of the following Independent Studies:

GRK 501

HIS 401, 402

LAT 501

REL 401, 402, 403, 404

GERONTOLOGY

Committee Members:

Mariana Newton, Chair of Gerontology Program, Department of Communication and Theatre

Rebecca Adams, Department of Sociology

Laura Anderton, Department of Biology, emeritus member

Martha Boschen, Community Member

Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

Jesse Mann, Department of Leisure Studies

Virginia Newbern, School of Nursing

Sandra Powers, School of Education

Angela Staab, Community Member

Hal Stoneking, Community Member

Rebecca Taylor, School of Nursing

Herbert Wells, Department of Psychology

The undergraduate program in gerontology reflects the multidisciplinary nature of issues and concerns about aging. Faculty from various schools and departments, in addition to the committee members listed above, participate in the program. All together, their interests and activities in teaching and research afford opportunities for both breadth and depth in gerontological studies.

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, as well as by the Chair of the Program.

This concentration prepares students to enter careers in direct service to older people and their families, in program development, and in the planning and administration of gerontological services. In addition, students are prepared to pursue graduate studies and to participate in gerontological research.

Major Requirements:

36-42 semester hours above the 100 level

Core Courses

15-16 semester hours from the following:

GRO 301, 302, 501, plus a Research Methods course to be approved by the Chair of the Program in consultation with the student's gerontology advisor.

Practicum 400 or 500: internship or independent research project in participating department (must be developed in consultation with gerontology advisor).

21 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.

History and Philosophy of Science

Category A. The following courses when total content relates to gerontology: CDI 562; COM 557; ESS 579; PSY 506; SOC 586; SWK 570, 580; special topic courses. Consult with gerontology advisor about other possible Category A courses.

Category B. The following courses when content provides foundation knowledge or substantial focus on gerontology: BIO 364, 592; CDF 502, 545; ECO 201, 202, 336; ESS 381; FNS 213; GEO 303, 522; HEA 369; LES 231, 314, 332, 533; NUR 410; PHI 220; PSC 210; PSS 202; PSY 505; REL 222; SOC 211, 311, 339, 361; SWK311, 550. Consult with gerontology advisor about other possible Category B courses.

Minor Requirements

Minimum of 15 hours above the 100 level.

GRO 301, 302; at least 6 semester hours from Category A. The remaining 3 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 theoretical 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

Committee Members:

John King, Chairman of History and Philosophy of Science Program, Department of Philosophy

Kenneth Caneva, Department of History

Timothy D. Johnston, Chairman of Special Programs in Liberal Studies, ex officio

Robert Miller, Department of Chemistry

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 hypotheses 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 goal.

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 311, 360; 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 BUSINESS STUDIES

Committee Members:

William Crowther, Chairman of International Business Studies Program, Department of Political Science

Frank Land, Department of Management and Marketing

Donald McCrickard, Department of Economics

David Olson, Department of Political Science

Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

International Business Studies

The Special Programs in Liberal Studies major with a concentration in International Business Studies introduces students to business and economic institutions and practices in the global environment. The program emphasizes the importance of foreign language proficiency and the importance of the multicultural content of the modern economy.

Major Requirements

127 semester hours distributed as follows:

1. A. Common Body of Knowledge (34 hours)

ACC 201, 202; ECO *201, *202, 250, 250L; FIN 340; ISM 230 or ECO 311, ISM 350, 360; MGT 312, 320, 330, 493

B. International (6 hours)

Any two of the following: ECO 360, 540, 560; FIN 444; MGT 390, 426

2. International Studies (27 hours)

Six hours in a Foreign Language (intermediate level of one language)

Six hours in two courses in literature in a foreign language beyond the intermediate level, in 300-level conversation, or in intensive language instruction in a foreign country

Six hours in core courses: INS 233a; INS 400a or INS 400b

Nine hours in additional courses selected from the following categories: Arts and Literature, Society and Politics, Economics and Environment, and Belief Systems

3. All-University Liberal Education Requirements (51 hours)

- | | |
|---|---|
| (1) Analytic and Evaluative Studies (AE) | 3 |
| (2) British or American Literature (BL) | 3 |
| (3) Fine Arts (FA) | 3 |
| (4) Historical Perspectives on Western Culture (HP) | 6 |
| Required: WCV 101, WCV 102 | |
| (5) Mathematics (MT) | 3 |
| Required: MAT 191 | |
| (6) Natural Science (NS) | 9 |
| (7) Non-Western Studies (NW) | 3 |
| (8) Reasoning and Discourse (RD) | 6 |
| Required: ENG 101 and one additional writing/composition course | |
| (9) Social and Behavioral Sciences (SB) | 6 |
| Required: PSY 221; SOC 211 | |
| (10) World Literature (WL) | 3 |
| (11) AULER Electives | 6 |
| Required: ECO 201; PSC 200 | |

See pages 49-52 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

INTERNATIONAL STUDIES

Committee Members:

William Crowther, Director of International Studies Program

Julie Brown, Department of Sociology

Roberto Campo, Department of Romance Languages

Betty Carpenter, Residential College

James Cooley, Department of History

Keith Debbage, Department of Geography

Donald McCrickard, Bryan School of Business and Economics

David Meyers, Department of Political Science

Robert Newton, Department of German and Russian

Charles Orzech, Department of Religious Studies

Mark Schumacher, Jackson Library

Jeffery Soles, Department of Classical Studies

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, complement, and coordinate departmental offerings and to provide a range of 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 three areas of concentration:

- I: Global Affairs and International Development (second major only and minor)
- II: Inter-Cultural Studies (second major only and minor)
- III: 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)
 - e. International Studies can be pursued as a first major under Plan II or under an interdepartmental major in The College of Arts and Sciences.

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, each student must design a course of study with the advice and approval of the Director of International Studies.

International Studies

Major Requirements

27 semester hours above the 100 level. (Russian Studies requirements vary from the following. See page 371.)

If this concentration is a second major, 12 semester hours must be taken outside the major department.

	Semester Hours
A. Foreign Language Requirements	6
Intermediate level of one language: 203, 204	
B. Core Courses	6
INS 233a or 233b and INS 400a or 400b	
C. Additional courses	15
To be selected from the following categories, with no more than two courses from any one category: (See explanation, p. 367-368.)	
1. Arts and Literature	
2. Society and Politics	
3. Economics and Environment	
4. Belief Systems	
INS 333 may be included for credit in any of these four categories depending upon the content of the course, which may vary from semester to semester	
Total hours	27
D. Concentration to be fulfilled in consultation with the advisor.	

Minor Requirements

18 semester hours above the 100 level

A. Language Requirements	6
(same as for major above)	
B. Core courses	6
INS 233a or 233b and INS 400a or 400b	
C. Additional courses	6
To be selected from the following categories with no more than one course from any one category: (See explanation, p. 367-368.)	
1. Arts and Literature	
2. Society and Politics	
3. Economics and Environment	
4. Belief Systems	
INS 333 may be included for credit in any of these four categories depending upon the content of the course, which may vary from semester to semester.	
Total hours	18
D. Concentration to be fulfilled in consultation with the advisor.	

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. [NW, CNW].

333 Selected Topics: International Studies (3:3). An advanced level course usually offered once a year concentrating on topics of current or immediate international concern. The course may grow out of materials in the INS 233 class. The faculty welcomes and encourages student suggestions in planning the INS 333 course.

350, 351 Self-Instructional Language Program (SLIP) (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.¹

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.

Courses Which Fulfill INS Requirements

Arts and Literature:

All courses in the Arts and Literature² with a focus (1/2 or more) on international materials. For example, ART 301, History of Western Architecture, would fulfill the requirement while ART 320, Drawing Exploration, would not count.

All courses reading literature in a foreign language above the 200 level. For example, Romance Languages 307 and 308, Survey of French Literature, would count.

Society and Politics:

All courses with a focus (1/2 or more) on international social, historical, and political issues. For example, SOC 339, Population Problems, would count while SOC 413, Corrections and Penology, would not count.

Economics and the Environment:

All courses with a focus (1/2 or more) on international dimensions of economics and on environmental issues. For example, GEO 202, World Production and Marketing Systems would count while GEO 312, Geomorphology of North America, would not count.

¹ SILP courses will not be available in 1991/92.

² Because of the close connection between modern British and American Literature, some courses offered by the English Department such as ENG 353, *The Contemporary Novel*, do not fulfill the requirement.

³ *International* shall be broadly defined as excluding the United States.

International Studies

Belief Systems:

All courses with a focus (1/2 or more) on ideological, religious, or philosophical issues and their international impact. For example PHI 251, History of Ancient and Medieval Philosophy would count while PHI 211, Introduction to Formal Logic would not count.

Areas of Concentration

Each major, in consultation with the Director of International Studies, must pursue a concentration:

1. Global Affairs and International Development
2. Inter-Cultural Studies
3. Regional Studies

The following are examples and suggestions of possible concentrations.

AREA OF CONCENTRATION I.

Global Affairs and International Development

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. May focus on socioeconomics and political change as they affect relationships between nations.

- A. **Language Requirements**
- B. **Core Courses**
- C. **Additional Courses**

ART 301, 306; ATY 212, 345, 348, 385, 524, 547; BIO 131, 301, 499; CHE 252, 320; COM 380, 532, 538; ECO 202, 360, 540, 560; GEO 303, 322 (Guilford College), 505; GER 315, 316; HIS 307, 308; MGT 320, 390, 426; MUS 241; PHI 321; PHY 334, 375; PSC 240, 340, 343; PSS 506; PSY 347, 361; REL 205, 222, 351; SOC 211, 327, 337, 339, 533, 543; WMS 450 (with permission of Director of ISP)

AREA OF CONCENTRATION II.

Inter-Cultural Studies

A study of the common yet varied human experience through the arts, literature, and the social sciences, focusing on problems of understanding.

- A. **Language Requirements**
- B. **Core**
- C. **Additional Courses**

ART 301, 306; ATY 213, 385, 547, 583; CCI 201, 397, 398; CEF 375; COM 205, 207, 340, 343, 530, 582; ENG 311, 312, 331, 531, 548, 582; GEO 202; GER 315, 316; HIS 307 or 308, 350; MUS 241 or 343; PHI 251, 252, 325, 335; PSC 335; PSS 506, 523; PSY 346, 361; REL 205, 207, 211, 222, 326, 333, 351, 365; SOC 526, 543

AREA OF CONCENTRATION III.

Regional Studies

Language, peoples, and nations within four specific regions: Russia, Europe, Africa, Asia.

Russian Studies

Exists as a separate program as well as an area of concentration within International Studies (see p. 371).

A. Language Requirements (two courses)

RUS 203-204

B. Core

C. Additional Courses

HIS 367, 377, 378, 576, 579; PSC 260, 343, 346, 361; RUS 201, 202, 313, 314, 315, 316, 401, 402, 511; SOC 300

European Studies

Contemporary Europe in light of past and present realities.

A. Language Requirements

B. Core

C. Additional Courses

ART 301, 303, 304, 305, 306, 402, 403, 404, 405, 406, 407, 408, *410, *411; ATY 258, 411, 501, 502, 583; ENG 201, 202, 345, 349, 350, 548, 550; GEO 560; HIS 349, 350, 356, 357, 364, 365, etc., *515, *566, *570, 573, 579, 582; MUS 331, 332, 511, 528, 531, 538; PHI *231, *251, *252, 267, 348, 351, 545; PSC *260, 333, 343, 346, 361, 550c; REL *204, 309, 324; SOC 533;

*Strongly recommended

African Studies

Contemporary Africa in light of past and present realities.

A. Language Requirements

B. Core

C. Additional Courses

ATY 335, 501, 502, 583; COM 586; GEO 560; HIS 203, 204, 301, 303, 401, 402, 587; Literature - African Literature in Translation; MUS 343; PHI 231, 545; PSC 240, *391, 550, 445 (North Carolina A.&T. State University), 446 (North Carolina A.&T. State University); REL 351; SOC 327, 526

*Strongly recommended

Asian Studies

Contemporary Asia in light of past and present realities.

A. Language Requirements

B. Core

C. Additional Courses

ART 440 (Guilford College); ATY 213, 354 (Guilford College), 501, 502, 583; CHE 335 (Guilford College); COM 586; 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 550; REL 205, 211, 219, 221, 225, 317; SOC 327, 526; Speech 300 (Guilford College)

*Strongly recommended

Requirements for Residence in the Living-Learning Center

Students must take at least one INS core course per semester to reside in the Living-Learning Center (Guilford Dorm). These are usually INS 233, 333, 400a, and 400b.

MASTER OF ARTS IN LIBERAL STUDIES

Robert S. Gingher, Director of Liberal Studies Program, Department of English
Professors Calhoon, Chappell, Fitzgerald, Garlington, Kish, Levinson, McConnell, Miller, Schleunes, Scullion, Sher; Associate Professors Caneva, Cannon, Danford, Johnston, Kirby-Smith, Logan, Pratto, Ruzicka; Assistant Professor Cassell; Adjunct Associate Professor Young

The M.A.L.S. Program encourages innovative graduate studies across traditional disciplinary boundaries. It seeks to establish an intellectual community whose members, both students and faculty, are eager to employ the disciplines of the various liberal arts in ways that will enrich their understanding of themselves and of the world surrounding them. Course work, symposia, and seminars are intended to nurture this intellectual community. The M.A.L.S. degree, a deliberately unspecialized degree, can serve to enhance career opportunities as well as provide personal enrichment.

Required: 33 semester hours of graduate credit

9 semester hours in interdisciplinary work

18 semester hours of electives (graduate level)

6 semester hours for a thesis project

More information is available at the Graduate School.

MASTER OF ARTS IN LIBERAL STUDIES COURSES (MLS)

For Graduates

610 Culture and Ideas (3:3).

620 Human Nature and Society (3:3).

630 Scientific Reasoning (3:3).

LINGUISTICS

Committee Members:

William Coleman, Chairman of Linguistics Program, Department of Anthropology

Jeutonne Brewer, Department of English

Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

Marc Marschark, Department of Psychology

Jane Mitchell, Department of Romance Languages

The Special Programs in Liberal 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

24-36 hours above the 100 level distributed among at least three departments. 18 hours must be chosen from the following core courses:

ATY 385, 387; COM 240 or PSY 412; ENG 261; PSY 410; PHI 211

Remaining courses to complete the major are to be chosen from the core (above) or the following electives:

ATY 585, 587; ENG 260, 321, 510, 513; PHI 565

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 advisor in linguistics.

Minor Requirements

The Special Programs in Liberal Studies minor in Linguistics consists of a minimum of 15 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.

RUSSIAN STUDIES

Committee Members

Julie Brown, Chair of Russian Studies Program, Department of Sociology

Joachim Baer, Department of German and Russian

William Crowther, Department of Political Science

Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

David MacKenzie, Department of History

Jonathan Tudge, Department of Child Development and Family Relations

Russian Studies exists as an area of concentration within International Studies as well as a separate program (see above, p. 369).

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.

WOMEN'S STUDIES

Committee Members

Jodi Bilinkoff, *Chair of Women's Studies Program, Department of History*
Holly Buttner, *Department of Management and Marketing*
Kenneth Caneva, *Department of History*
Gay Cheney, *Department of Dance*
Kathryn Moore Crowe, *Jackson Library*
John D'Emilio, *Department of History*
Elizabeth Eldredge, *Department of History*
Sally Ann Ferguson, *Department of English*
Mary Ellis Gibson, *Department of English*
Diane Gill, *Department of Exercise and Sport Science*
Jackie Hudson, *Department of Exercise and Sport Science*
D. M. Irwin, *Department of Pedagogical Studies and Supervision*
Timothy D. Johnston, *Chairman, Special Programs in Liberal Studies, ex officio*
Lyn Lawrance, *Department of Public Health Education*
Bill Markham, *Department of Sociology*
Mary Morgan, *Department of Child Development and Family Relations*
Jody Natalie, *Communications Studies*
Karen Raley, *Department of History*
Hephzibah Roskelly, *Department of English*
Mary K. Wakeman, *Department of Religious Studies*
Patricia Wasserboehr, *Department of Art*
Jacquelyn White, *Department of Psychology*
Craig Whittaker, *Department of Music*
One undergraduate and one graduate student representative

Requirements for the Major

Hours Required: 30-36 hours above the 100 level

Core Content (18 hours)

The following courses are required of all majors:

WMS 250, 333, 350; HIS 332; ENG 331; one Social & Behavioral Science course chosen from the following: CDF 502, HEB 410, PSY 346, SOC 329

Additional Electives (12-18 hours)

Students choose 12-18 additional hours from among the following courses:

ATY 500; COM 559; ENG 531; ESS 532; HEA 360; HIS 304, 359; NUR 330; PSC 335, 336; PSY 346; REL 309, 310; SOC 407/MGT 454; WMS 450, 400*; either CDF 502 or HEB 410 or SOC 329 (if none taken as part of core content).

*Only two Independent Studies equivalent to 6 credit hours may be taken toward the Women's Studies major.

Requirements for the Minor

A minimum of 18 semester hours is required.

WMS 250 and 350 are required courses for the minor.

Students take four additional courses distributed across the following categories, so that no more than two courses are taken within any one category. (Substitute courses are permitted with consent of the Chair.)

Category A. Social and Behavioral Science Courses: ATY 550; CDF 502; HEB 410; PSC 335, 336; PSY 346; SOC 329, 407

Category B. Humanities Courses: COM 559; ENG 331, 531; HIS 304, 332, 359; REL 309, 310; WMS 333

Category C. Professional Courses: ESS 532; HEA 360; MGT 454; NUR 330

WOMEN'S STUDIES COURSES (WMS)

- 250 An Introduction to Women's Studies: The American Woman (3:3).** A multidisciplinary 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.
- 333 Women in Developing Countries (3:3).** Explores problems and opportunities for women in developing countries, effects of the rapid process of social change, and the oppressive and liberating forces in women's lives.
- 350 Introduction to Feminist Theories (3:3).** Explores and evaluates feminist theories in a socio-historical context. Raises questions about their implications for different methods of inquiry and about the nature of knowledge and rational thought.
- 400 Independent Study (1 to 3).** Intensive independent study of specialized topics. Requires written plan, consent of sponsoring instructor and approval of Women's Studies Program Chair.
- 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. Category credit varies. Different topics may be repeated for credit.
- 493 Honors Work (3-6).** See prerequisites under Honors Program, XXX 493 (p. 345).

STUDY ABROAD

Committee Members

Robert Newton, Chairman, Study Abroad Program, Department of German and Russian

Kathleen Bulgin, Department of Romance Languages

William Collins, Department of Art

Frank Land, Department of Management

Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

Virginia Newbern, School of Nursing

David Purpel, Department of Curriculum and Education

Jean Wall, Academic Advising and Support Services, ex officio

UNCG students interested in study abroad for academic credits may select from several opportunities. They should consult the Study-Abroad advisor in Academic Advising and Support Services for current and additional information.

Teacher Education

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 Study and Travel Abroad

In the Fall semester, UNCG will frequently offer a semester of study in Madrid, Spain. For further information, contact the Department of Romance Languages.

UNCG also sponsors a five or six-week summer study program at several overseas locations with an opportunity for three additional weeks of travel.

Six hours of credit with grade points may be earned upon successful completion of the summer 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 a variety of subject areas.

The School of Education offers programs in Elementary 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 and Human Performance, the School of Human Environmental Sciences, 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. As requirements may vary among departments, students should check with their major advisor for specific information regarding their program.

Admission to Teacher Education

All students who wish to be recommended for certification in any of the subject areas must be **admitted** to a specific **Teacher Education Program**. Application for admission should be made in the office of the Director of Academic Advising and Support Services after completing approximately 60 semester hours of work and prior to completing 50%

f the professional coursework, excluding student teaching. Application is usually made at the end of the sophomore year.

The following requirements must be met:

1. Speech screening (see next section).
2. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 to be admitted to teacher education).
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 the Communication Skills (CS) and General Knowledge (GK) tests of the National Teacher Examinations.

For additional requirements specific to a program, students should check with their major school or department. Students should contact the Office of Teacher Education located in Curry Building, 334-5100) for:

1. Clarification of admission requirements.
2. Appeal of the application of a rule or regulation.

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 334-5297.

Admission To 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. Speech clearance (see section below).
2. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 for student teaching).
3. Approval of the school or department in which the student is majoring.
4. Completion of pre-student teaching field experience (9-12 certification only).
5. Completion of additional requirements specific to the major department or school teacher education program.

Application forms are available from the Office of Teacher Education beginning first day of classes, Spring semester. **Forms must be submitted by February 15 of the year before the student teaching is to be done.**

Teacher Education

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 students 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 Teacher Education 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 a speech course" on the speech screening test OR having successfully completed any course required as a result of the speech screening test.

General and Professional Education Requirements

Requirements for teacher certification are specified in the respective program descriptions (see Chapter 4). In addition to the courses specified for the particular degree or major, the following requirements must be met:

1. AULER requirements as identified within each major to include 3 semester hours of mathematics, 3 semester hours of science, and 6 semester hours of social studies other than the major [select one course from two of the following: anthropology, sociology, economics, geography (excluding GEO 103), political science, history].
2. Speech clearance.
3. HEA 201.
4. Two semester hours in physical education.
5. PSY 221 General Psychology (PSY 223 may not be substituted)
6. CEF 381 The Institution of Education
7. PSS 450 Psychological Foundations of Education
8. PSS 470 Reading Education
9. Student Teaching
10. For 9-12 subject area certification, students must take the appropriate Teaching Practices and Curriculum Course (PSS 451, 452, 453, 457, 459) and PSS 465 Student Teaching and Seminar.

(Note: PSS 45x and 465 are taken as a block only during fall semester.)

Second Major Requirement

All students majoring in **Elementary, Middle Grades, Business, Marketing, Health, Physical Education** and **Deaf Education** are required to complete another approved major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal arts requirement and the second major or concentration. This requirement became effective for all students who entered

the University in fall 1989 as freshmen. Students should check with the major school/department for this requirement or additional requirements specific to individual programs.

Teacher Certification in Social Studies

Students majoring in anthropology, economics, geography, history, political science, psychology, or sociology can seek teacher certification in comprehensive social studies with an endorsement in their major. Students seeking social studies certification must take a total of 36-42 hours in the social sciences from the departments of anthropology, economics, geography, history, political science, and sociology. Courses must be selected from an approved list available from the Office of Student Information and Advising (Curry 318), the student's major advisor, or the Social Studies advisor in the School of Education. Substitution of any requirements needed for certification may be made by the social studies advisor in the School of Education.

This certification program is not structured in terms of semester sequence and relies heavily on early and adequate advising. It is the student's responsibility to meet as soon as possible with both his/her major advisor and the social studies advisor in the School of Education.

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.

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
Elementary Education (Grades K-6)	Pedagogical Studies & Supervision
Middle Grades Education (Grades 6-9)	Pedagogical Studies & Supervision

Special Subject-Area Certification

Program	School/Department
Art Education	Art
Dance Education	Dance
Education of the Deaf	Communication and Theatre

Teacher Education

Health Education

Music

Physical Education

School Social Worker

Second Language in French, German, Spanish

Speech Communication

Theatre Arts

Public Health Education

Music

Exercise and Sport Science

Social Work

Romance Languages, German

Communication and Theatre

Communication and Theatre

Occupational Education Certification

Program

Business Education/Information Processing

Business Education

Marketing Education

Home Economics

School/Department

Division of Business and

Marketing Teacher Education

Division of Business and

Marketing Teacher Education

Division of Business and

Marketing Teacher Education

Child Development and Family

Relations

Secondary Subject-Area Certification (Grades 9-12)

Program

Biology

Chemistry

English

Latin

Mathematics

Physics

Social Studies (Comprehensive)

School/Department

Biology

Chemistry

English

Classical Studies

Mathematics

Physics and Astronomy

Pedagogical Studies & Supervision

and endorsements in one of the following academic majors: Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology

NOTE: Programs in French, German, and Spanish are listed under Special Subject Area Certification (Second Language)

Requirements for teacher certification are specified in the program description under each respective department (see Chapter 4).

WESTERN CIVILIZATION

Committee Members:

Ilen W. Trelease, Chairman, Head, Department of History
Timothy Johnston, Associate Dean, College of Arts and Sciences, ex officio
Donald Cassell, Coordinator, Department of History, ex officio
Frances Arndt, Residential College
Achim Baer, Department of German and Russian
Lie Brown, Department of Sociology
Kathleen Bulgin, Department of Romance Languages
Keith Dix, Department of Classical Studies
William Goode, Department of Romance Languages
Elly Griffith, Department of English
Larry Helms, Department of Anthropology
Meryl Logan, Department of Psychology
Carol Marsh, School of Music
Raul Mazgaj, Department of History
Robert Miller, Department of Chemistry

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)

11, 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). [HP, CHP].



The University Bell sounded the opening of the State Normal and Industrial School on October 5, 1892. For forty years — until electric bells were installed — it marked the significant moments of the day.



Preparing to ring the restored University Bell at the 1990 Commencement are the President of the Class of 1990 and the representative of the Fiftieth Reunion Class of 1940.

Chapter 6

THE UNIVERSITY COMMUNITY

CAMPUS 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 1990-91.

FOCUS on UNCG (Preorientation program for prospective students)

UNCG Theatre

African-American History Events

Women's History Celebration

Homecoming

Luminaire Display

UNCG Symphony Orchestra

North Carolina Symphony

Video Programming

Scholastic Art Awards

UNCG Studio Theatre

Touring Performing Arts

Family Weekend

Spring Fling

Career Days

Martin Luther King, Jr. Celebration

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 elected 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, and kitchens or kitchenettes. 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.

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	<u>50</u>
	\$150

Residence Halls

North Spencer Hall has capacity for 199 men and 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. (Air-Conditioned).

South Spencer Hall is a coeducational graduate center for 106 men and women. Also named for Cornelia Phillips Spencer, it was built in 1904, remodeled in 1938, and renovated in 1986. (Air-Conditioned).

Shaw Hall is the International House for 92 men and women. Built in 1920, it is named for the great woman suffragist, Anna Howard Shaw.

Gray Hall has capacity for 113 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 113 men residents. Built in 1922, it is named for T. B. Bailey, member of the JNCG Board of Trustees from 1902 to 1916.

Cotten Hall has 113 women residents. It was built in 1922 and named for Sally Southall Cotten.

Hinshaw Hall has 113 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 113 men and women residents. Built in 1923, it is named for Laura Coit, former secretary of UNCG.

Jamison Hall has capacity for 113 men and 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. 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 140 men and women. 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 660 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. (Air-Conditioned).

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 356 women. It is named for Laura V. Cone, who was a member of the UNCG Board of Trustees for over 20 years. (Air-Conditioned).

Residence Hall Policies

Hours

Residence halls are open between 12 noon 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.

University Food Services

All students who choose to live on campus in University residence halls are required to purchase a food service plan as a part of the housing contract. Residence hall students may choose a meal plan that offers convenience, flexibility, and variety.

Food services are available in the Elliott University Center and in a newly renovated central dining hall that provides a variety of dining options to students.

Questions concerning the housing contract should be directed to the Office of Residence Life, 334-5636, and questions concerning the food service plan should be directed to the Office of Business and Student Services, 334-3620.

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.

TRAFFIC AND SAFETY 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.

Parking and Traffic Regulations

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 \$5.00 to \$50.00 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 \$120.00 per vehicle per academic year; permits sold for a partial year or semester are prorated. 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 (5:00 p.m. - 7:30 a.m.), a permit is available at the same price as motorcycle permits.

UNCG reserves the right to make changes in these charges without advance notice.

Regulations Relating to Public Safety

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.

Campus Regulations; Student Services

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**.

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. Please refer to the University's *Policy on Illegal Drugs* on p. 501 in the Appendix.

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 Governors on October 26, 1970.

Policy Relating to Disruptive Behavior in the Classroom

The complete statement of the University's Policy Regarding Disruptive Behavior in the Classroom is printed in the **Student Handbook**. This policy was adopted by the UNCG Faculty Council on April 9, 1991.

SERVICES FOR STUDENTS

Academic Advising and Support Services (159 Mossman)

The Office of Academic Advising and Support Services coordinates the faculty advising system for the campus and assigns each student a faculty advisor.

The Office offers assistance in the following areas: academic probation, appeals and suspension; advisor assignments; changing a major; CLEP exams; consortium courses; correspondence courses; declaring a major, double major or minor; degree audit preparation; learning assistance; ROTC; study abroad; summer transfer credit; and withdrawal from the University.

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. 397.)

Career Planning and Placement Center (First and Second Floors, Foust)

The Career Planning and Placement Center assists students and alumni with their career exploration process and with securing employment. Any student or alumni who wants to talk with a professional staff member about his/her career plans may make an appointment. Professional staff are available to assist students in deciding their majors, assessing their skills and

interests, exploring information about jobs, arranging informational interviews or externships, critiquing resumes, developing employment interviewing skills, and determining job-hunting strategies.

The Career Resource Center maintains career information, employer literature, job listings for full-time employment, and school district applications, as well as the Alumni Career Network which links students with UNCG alumni. The Resource Center is open from 8:00-5:00 Monday through Friday.

The Job Location and Development Program, another component of the Center, aids students in locating off-campus employment while enrolled in school. Information regarding summer employment and internship opportunities is available in the JLD office (204 Foust).

A variety of workshops are offered throughout the year, such as resume writing, interviewing, and conducting a job search. Students are encouraged to begin the job search process at least nine months before their date of graduation.

Seniors, graduate students, and alumni are encouraged to register with the Career Planning and Placement Center to receive additional placement services. The following additional services are available to registered seniors, candidates for advanced degrees in their last year of study, and alumni:

1. **ON CAMPUS RECRUITING**

Representatives from business, industry, government, health and public school systems come to the Center each year to interview registered students and alumni for prospective openings.

2. **REFERENCE FILE**

Registered students may request that faculty members, internship or fieldwork supervisors, or employers submit letters of recommendation directly to the Career Planning and Placement Center. The materials are stored in the student's reference file and photocopies are sent to employers or to graduate school admissions offices at the request of the student.

3. **COMPUTERIZED REFERRAL SYSTEM**

Employer staffing needs are matched with registered students' majors and interests. Employers may directly call or contact potential job applicants for interviews.

4. **JOB CONNECTION**

Job Connection is a service that allows UNCG students and alumni to use a touch-tone telephone to access information about selected full-time jobs that have been listed with the Career Planning & Placement Center. This service is available 7 days a week, 23 hours a day.

5. **SPECIAL EVENTS**

The Career Planning and Placement Center sponsors special events to meet specific needs of students. These programs include: Career Day, Nursing Career Day, Education Career Day, Summer Job Fair, and Part-Time Job Fair.

Please contact the Career Planning and Placement Center for further information and individual appointments at (919) 334-5454. The main reception area is located in room 208 of the Foust Building.

Counseling and Testing Center (12 Gove)

The primary service of the Counseling Center is to help students meet the challenges and overcome the obstacles of their college years. Information shared between a student and a psychologist is strictly confidential and will not be released without the student's written permission.

The Counseling Center offers brief individual, group, and couples counseling and psychotherapy for students, as well as crisis intervention and referrals to community agencies. Psychological consultation is available to students, faculty, and staff concerned about the welfare of someone they know to be experiencing difficulty, such as another student, family member, etc. We are also available to the University community to provide consultation and assistance in developing a campus environment that fosters positive mental health. No fees are charged for counseling and psychological services for enrolled students.

The Counseling Center also administers standardized educational testing, including the National Teacher Examination, the Graduate Record Examination, the Miller Analogies Test, the Graduate Management Admission Test, the Graduate School Foreign Language Test, the College Level Examination Program, and the Scholastic Aptitude Test. Applications and information on these and other testing programs are available in the Counseling Center (334-5874).

Disabled Student Services (157 Elliott University Center)

The Disabled Student Services office advises and assists in securing academic support services requested by qualified disabled students. Specific services are provided on an individual basis and aimed toward enabling disabled students to compete on an equal basis in the classroom with their peers. Currently, over 200 students receive some type of academic assistance. Students must register with the office and provide any necessary documentation prior to receiving services. For further information, call (919) 334-5440 (voice & TDD).

Instructional and Research Computing (235 Bryan)

Instructional and Research Computing, a department of Computing and Information Systems, provides comprehensive computing support and resources to students and faculty for research and instructional purposes. The Bryan VAXcluster consists of a Digital Equipment Corporation VAX 8700, and one VAX 11-780 with over 4 billion bytes of disk storage, high density tape drives, and other peripheral equipment. Computing and Information Systems provides local and wide area network services. Terminals are available in the Bryan Building and from microcomputer laboratories around the campus.

IBM and compatible microcomputer laboratories are available for student and faculty use in Bryan (4 labs), Eberhart, Elliott, Ferguson, Graham, Petty, and Stone buildings. Most of the microcomputer laboratories are Novell networked and linked to each other and the VAXcluster by the UNCG broadband network. Apple Macintosh computer laboratories are located in Elliott, McIver, and the Health and Human Performance buildings. The University continues to work toward a fully networked microcomputer to host environment on the developing campus-wide broadband local-area network.

UNCG is a member of BITNET and Internet, wide-area networks connecting UNCG with universities and research institutions around the world. Internet provides access to the North Carolina Supercomputing Center in the Research Triangle Park, to other supercomputers and to computers where special logins are enabled. UNCG is also linked to UNC's LINCNET, allowing access to other campus computers in the state.

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 communalities 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.

International Student Advisor (155 Elliott University Center)

The International Student Services Office staff assists international students in making the experience of international education a rewarding one. Often the transition from the customs, culture, and educational system of another country to that of the United States is confusing and difficult. Staff members provide needed information and assistance to this student group about immigration and Naturalization Services (INS) and university/community resources.

Learning Resources Center

This center provides instructional support for students and faculty at UNCG through three divisions:

Creative Services (18 McNutt)

The services of this division include production of audio, video, graphic, and photographic materials for instruction and research.

Electronic Technical Services (35 McNutt)

Installation, modification, maintenance, and repair of electronic instructional and research equipment are the responsibilities of this division. Schools and departments are charged for replacement parts.

Media Services (73 McNutt)

This division provides facilities for individualized instruction, small group videotaping, and film and videotape viewing. Equipment of all types is available to both students and faculty for instructional purposes. Materials include college-level 16 mm films, videotapes, filmstrips and a K-12 collection of both print and non-print materials. Student requests for preview of 16mm film and video tapes must be made at least 24 hours in advance. Some restrictions may apply.

Walter Clinton Jackson Library

Jackson Library has the shelving capacity for more than one million books, an area of 220,174 square feet, and seating capacity for 2,400. The library offers a variety of materials and services to its users. Information regarding collections is available through JACLIN, the on-line catalog and circulation system. In addition, computerized database searches can retrieve vast amounts of information in a short period of time. Orientation to the library and instruction in use of its resources are available.

Current library holdings number over 2,000,000 items, including 450,000 federal and state documents and 800,000 items in microtext. The library subscribes to approximately 6,500 newspapers, periodicals, and other serials. Its open shelves provide a generous selection of reference

Student Services

books, bibliographies, periodicals, and books reserved for class assignments. The air-conditioned structure includes reading rooms, carrels, and study areas in the stack sections.

Special collections include the Homans-Wellesley College Collection in Physical Education; the Silva Cello 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 as well as a depository for State documents. It also houses limited spoken-word and leisure-listening music record collections.

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 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.

Orientation of New Students (155 Elliott University Center)

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 the campus and to assist with the transitional process into the 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. French, Latin and Spanish language placement tests are given at this time.

Students entering UNCG in the fall semester are invited to participate in a summer program (known as **Step-Ahead**) 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.

Registrar's Office (180 Mossman)

The Office of the Registrar is responsible for the registration of all students in courses offered by the University. All aspects of this process, including the preparation of schedule materials, demographic updates, registration scheduling, and the processing of Drop/Add forms are handled by this office. In connection with registration, the Registrar's Office is also responsible for grade processing at the close of each semester, and maintains the official academic records for all current and former students. Services provided by this Office include the following:

Certifications. The Registrar's Office certifies student enrollment to various agencies and institutions upon the student's written request. Academic honors and athletic eligibility are also certified by this office.

Change of Address or Name. All University-related mailings access the demographic files maintained by the Registrar's Office. A student should notify this office in writing of any change in address or name.

Graduation and Commencement. Undergraduate students must apply to the Registrar's Office by the semester deadlines published in the University Calendar in order to graduate. The Registrar's Office coordinates the ordering of diplomas and Commencement activities.

University Directory. The demographic files maintained by the Registrar are also published in the University Directory. Unless a student requests in writing to the contrary the University is permitted to release the following types of information without consent:

name, address, telephone number, date of birth, dates of attendance, major, degree, and honors information

Under the Family Rights and Privacy Act, a student has the right to request that the disclosure of this information be withheld as long as he/she is enrolled at the University. The above information may be released without permission for students no longer enrolled at UNCG. If a student wishes to have his/her address and phone number omitted from the University Directory, the student should contact the Registrar's Office. Information regarding grades and grade point averages is never released to agencies outside the University without the written consent of the student.

Transcripts. The Registrar's Office will provide an official transcript to any student upon written request. Both transcript pick-up and mailing services are available. There is a fee for the issuance of a transcript.

Veterans' Certification. See information on p. 24.

Special Support Services (62 McNutt)

Special Support 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: tutoring for a variety of courses, supplementary instruction in writing and mathematics for English and mathematics courses, a skills lab for reading and study skills improvement, computer literacy and word processing, academic advising and career and personal counseling. Enrollment can occur during any undergraduate year for eligible students with continuing access to services until graduation or entrance into graduate school. Services are tailored to individual need and are free of charge.

Speech and Hearing Center (300 Ferguson)

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.

Student Affairs Office (149 Mossman)

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 Assistant Vice Chancellors 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.

Student Health Service (Gove)

The Student Health Service exists to provide UNCG students with reasonably comprehensive, cost effective health care. Its mission is two-fold: 1) to provide an effective on-campus health care delivery system; and, 2) to teach the value of preventive and curative medicine. Keeping time lost to education for health reasons to a minimum is a primary objective, because continued good health is important for sound academic progress. Protecting the health of the larger University community and contributing to the maintenance of a health atmosphere for both students, faculty and staff are also important objectives for the Student Health Service staff.

Student Services

Student Health Service activities are coordinated to ensure that its mission is fulfilled. A Medical History Report, which includes required immunization information, is collected from each student at the time of enrollment. These histories are carefully reviewed by the Student Health Service medical staff to identify any specific medical care individual students may require. Students are encouraged to have their personal physician provide specific medical information about any previous or ongoing significant health problems, including physical limitations or restrictions and psychological or emotional difficulties, so that appropriate follow-up care can be given through the Student Health Service.

Health care providers, including physicians, physician extenders and nurses, are available on-site in the Student Health Service during regular clinic hours (9:00 AM - 5:00 PM, Monday through Friday) to provide students with direct medical care and patient education when they come for treatment. A psychiatrist is also available on a part-time basis for psychiatric evaluation and short-term counseling. Medical support services include laboratory, x-ray and pharmacy services.

Along with a high quality direct health care delivery system, Health Education is equally important to meet UNCG student needs. Students are beginning to form habits and make decisions for themselves which will have lifelong implications for their continued good health. It is crucial that students have access to complete and accurate information in order to help them make informed decisions about their personal health care. Individual consultation as well as group programs are presented on a wide range of topics, including nutrition, stress management, contraception, human sexuality, sexually transmitted diseases, substance abuse and many others are offered through the Student Health Service's Health Education department to meet vital health information needs.

A Student Health fee is assessed each semester for all students enrolled for nine or more hours. A portion of this fee is used to support most of the services provided through the Student Health Service. While many services are currently provided on a "prepaid" basis through payment of the Student Health fee, some nominal fees are assessed for support services, such as most laboratory procedures and pharmaceutical items and all x-rays. Student who are not mandatorily assessed the Student Health fee may elect to pay the fee through the University Cashier's Office or may choose to be seen on a "fee-for-service" basis at a rate which is reasonably comparable to charges for similar services in the local medical community.

While the Student Health Service delivers a fairly comprehensive primary health care program to UNCG students, some services are not provided as a part of its usual operation. Specialty care and diagnostic services not offered through the Student Helath Service must be obtained by students at their own expense. With this consideration in mind, students are strongly urged to obtain adequate health insurance to ensure financial coverage for unanticipated medical /surgical expenses. A student health insurance policy, designed to meet the expected needs of a student population, is made available to health-fee paying students who are interested in such a policy. For more information, please contact the Student Health Service's Administrative Office between 8:00 AM and 5:00 PM, Monday through Friday.

Veterans' Affairs

Veterans' enrollment certification is handled by the Registrar's Office. See page 24 for more information.

CAMPUS OPPORTUNITIES

Elliott University Center

Named for Harriet Wiseman Elliott, the University Center is the campus union at UNCG. The Center provides space for many student organizations including Student Government, Campus Activities Board, campus media, and various other activity groups as well as the University Book Store and a micro-computer lab. 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, leadership development seminars, and video monitors at each entrance represent only a segment of program offerings to the campus. Services as varied as providing lockers for commuting students, a ride board for riders and drivers, selling tickets for various events on and off campus events, 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 billiard tables and the latest in video machines, the Spartan Sweet Shoppe which satisfies the hunger for sweets, and an Automatic Teller Machine on the lower level. The Center provides information, activities, or simply a place for relaxation for the entire University community.

Weatherspoon Art Gallery (Anne and Benjamin Cone Building)

The Weatherspoon Art Gallery at Spring Garden and Tate Streets, located in the Anne and Benjamin Cone Building, features an outstanding collection of contemporary American art that is both comprehensive and distinguished. There are over 4500 works of art in Weatherspoon's permanent collection available for exhibition and study. Willem de Kooning, Robert Rauschenberg, Alexander Calder, and Andy Warhol are just a few of the recognized artists represented. The gallery schedules more than 20 major exhibits each year, and also offers a showcase for student and faculty work. The annual Art on Paper exhibition, sponsored by the Dillard Paper Company, has earned a national reputation. The Weatherspoon Art Gallery exposes the UNCG community and the greater Piedmont North Carolina community to both traditional and experimental art in all media.

University Concert/Lecture Series

Each year the University Concert/Lecture Series brings to the campus exciting and innovative programs by touring performing artists. A committee of students, faculty and staff members advises the Office of Student Activities, which selects performances and sets schedules. Tickets for all programs in the series are available afternoons at the Aycock Auditorium Box Office (334-5546).

Music Performance Organizations

All music organizations are open to all University students by audition.

Chamber Singers	Symphonic Chorus
Collegium Music	University Chorale
Jazz Ensembles	University Concert Band
Percussion Ensemble	University Symphony Orchestra
Men's Glee Club	University Wind Ensemble
Show Choir	University Women's Choir

Chamber ensembles for instrumentalists are organized each semester.

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 five production programs. These programs present a balanced selection of works each year involving plays, musical, and an opera. Plays include works selected from a four year rotation among all of the significant periods and genres of drama and also include works designed for young audiences. These plays present an important co-curricular dimension of the artistic program of the University and offer exceptional opportunities for students to work in all dimensions of theatrical production. All students, regardless of major, are encouraged to audition for shows and to volunteer for backstage opportunities. With the exception of NCTYP professional productions and a few professional guest artists, including the senior members of the University acting faculty, roles are reserved for students and are not cast from non-student community residents.

UNCG Theatre

Three or four major works, including at least one musical, are produced each year in the theatre in Taylor Building and Aycock Auditorium. Directed by faculty, guest artists, and advanced graduate students, these plays provide a major showcase of student design and acting talent. The UNCG Theatre also co-produces an opera each year in cooperation with the School of Music.

Studio Theatre

Three plays are presented each year in the Studio Theatre series. These plays focus on directing and acting challenges within the Taylor Building Studio Theatre or Curry Auditorium and are directed by M.F.A. directing candidates or faculty.

Workshop Theatre

An average of 35 short plays or scenes are directed and performed by students with faculty supervision in the Workshop Theatre. Numerous roles are available in these shows; and rehearsal periods are limited to 20 hours, making them an excellent opportunity for non-majors to act. Audition notices are posted in the Green Room on the first floor level of the Taylor Building. Productions are scheduled in either Curry Auditorium or the Taylor Building Studio Theatre at 3:15 p.m. on most Monday afternoons after the third week of each semester. Students and the public are invited to attend Workshop Theatre free of charge.

North Carolina Theatre for Young People

UNC-Greensboro is the host institution for the North Carolina Theatre for Young People (NCTYP). The North Carolina Theatre for Young People Professional Touring Company produces two or three plays each year, which are presented both on campus and toured extensively in North Carolina and the region. In addition, each fall NCTYP produces a major play using student rather than professional actors.

Summer Theatre Program

The UNC-Greensboro Summer Theatre Program produces a series of plays each May which are presented on campus during June and July. The program is currently designed to meet the educational needs of students, especially B.F.A. and M.F.A. candidates who are completing internship requirements. Auditions are open to any enrolled student, however; and both spring semester and summer practicum courses are available for non-majors.

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.

Kaleidoscope

Video Yearbook

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. WUAG broadcasts daily from 7:00 a.m. to 1:00 a.m. at 103.1 FM.

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 a TV studio, 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.

CLUBS AND ORGANIZATIONS

Campus organizations recognized during the 1990-91 academic year are listed below. The **Student Handbook** contains detailed descriptions and membership information on formally recognized student organizations and activities.

Honorary Societies

- Alpha Lambda Delta (Freshmen)
- Alpha Psi Omega (Communication and Theatre)
- Beta Alpha Psi (Accounting)
- Beta Beta Beta (Biological Sciences)
- Beta Gamma Sigma (Business)
- Chi Sigma Iota (Counseling)
- Delta Pi Epsilon (Business)
- Golden Chain (campus honorary society recognizing leadership, scholarship, and service)
- Mu Phi Epsilon (Music Honorary)

- Omicron Delta Epsilon (Economics)
- Phi Alpha Theta (History)
- *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

- UNCG Alcoholics Anonymous
- UNCG Amnesty International
- UNCG Animal Rights League
- Campus Activities Board
- Campus Al-Anon Family Group
- College Democrats
- College Republicans
- Collegiate Music Educators National Conference
- Commuter Students Association
- Environmental Awareness Foundation
- Gay and Lesbian Association
- International Students Association

- Masqueraders
- Neo-Black Society
- North Carolina Student Legislature
- Residence Hall Association
- Science Fiction Fantasy Federation (SF3)
- Skate Club
- Spartan Cheerleaders
- Student Government
- UNCG College Chapter of the NAACP
- University Graduate Student Council
- Women's Connection
- Young Socialist Alliance

National Societies and Professional Groups; Departmental Clubs

- American Association of Textile Chemists and Colorists
- American Home Economics Association
- American Library Association and Information Studies Student Association
- American Production and Inventory Control Society

- American Society of Interior Designers
- UNCG Anthropology Association
- Association for Computing Machinery
- Association for Education of Young Children
- Association of Leisure Studies
- Association of Nursing Students
- Association for Students of Psychology

Black Business Students' Association
 Black Nursing Student Association
 Changes in HEEB
 Classics Club
 Clothing and Textile Club
 Counseling and Guidance Graduate Student
 Organization
 Delta Sigma Pi (Business)
 Economics Club
 JNCG English Club
 Exercise and Sport Science Undergraduate
 Majors Association
 Food and Nutrition Club
 Finance, Insurance and Real Estate Society
 Gamma Chapter of Sigma Theta Alpha
 UNCG Geography Club
 Graduate Exercise and Sport Science Society
 Graduate Music Student Association
 UNCG History Club
 History Graduate Student Association
 Human Resources Management Association

Intercouncil Advisory Committee (HES)
 MBA Association of UNCG
 MPA Student Alliance of UNCG
 MSN Student Organization
 National Association of Social Workers
 Phi Beta Lambda
 Philosophy Club
 Pi Sigma Epsilon
 Political Awareness Club
 Pre-Med Society
 Prime Movers
 Student Physics Society
 Society of Skeptical Chymists
 Sociology Club
 Student Art Alliance
 Student Art Education Association
 Student North Carolina Association of
 Educators (SNCAE) (Phi Sigma Nu)
 The Communicators
 University Association of Educators for the
 Deaf

Religious Organizations

Alternative (nondenominational Christian)
 UNCG Bahai Club
 Baptist Student Union
 Campus Crusade for Christ
 Deliverance Fellowship
 Friendly Christian Outreach
 Hillel

Inter-Varsity Christian Fellowship
 Latter Day Saints Student Association
 UNCG 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 Student Activities in Elliott Center. For further information about sororities and fraternities, please contact the Office of Student Activities at 334-5800 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
 Phi Beta Sigma

Pi Kappa Phi
 Sigma Nu
 Sigma Phi Epsilon
 Tau Kappa Epsilon

Athletics and Recreation

Sororities (Panhellenic Council)

Alpha Chi Omega
Alpha Delta Pi
Alpha Kappa Alpha
Chi Omega

Delta Sigma Theta
Phi Mu
Sigma Sigma Sigma
Zeta Phi Beta

Service Organizations

Alpha Phi Omega (National Service Fraternity)
Gamma Sigma Sigma (National Service Sorority)

Sports Clubs

UNCG Baseball Club
UNCG Karate-Do Kai
Men's Lacrosse
Table Tennis Club
Women's Lacrosse

ATHLETICS AND RECREATION

On-campus facilities include gymnasias, weight and exercise rooms, a fitness course, athletic training facility, an indoor swimming pool, dance studios, a nine-hole golf course, ten lighted tennis courts, and playing fields for soccer, field hockey, softball, rugby, and flag football.

Intercollegiate Athletics

The University fields six men's and six women's teams:

Men's & Women's Soccer
Women's Volleyball
Men's & Women's Basketball
Men's & Women's Tennis
Men's & Women's Golf
Women's Softball
Men's Baseball
Men's Cross Country

The Athletic Department promotes the University's philosophy of a student-athlete through its affiliation with the NCAA Division I.

The goal of the Athletic Department is to offer a competitive schedule regionally while striving toward national recognition. Men's soccer and basketball, and women's volleyball, basketball, and tennis have all been involved in post season NCAA championship play. Men's soccer won national titles in 1982, 1983, 1985, 1986 and 1987. Women's basketball and tennis finished second in national competition in 1982 and 1983 respectively. Men's Soccer was national runner-up in 1989.

Campus Recreation (Claxton Room, 272 Elliott University Center)

The Office of Campus Recreation provides recreational services for the University community including intramural sports, fitness programming, informal recreation, club sports and

special events. It also employs a large number of students as facility supervisors, lifeguards, artists, computer programmers, marketing specialists, video technicians, and office receptionists.

The University's gyms, swimming pool, weight rooms, golf course, and tennis courts are available for informal recreation when not scheduled for intramurals, instruction or athletics. A schedule of the hours that the facilities are available for informal recreation may be obtained in the Health and Human Performance Building (HHP) and in Claxton Room, 272 Elliott University Center. Equipment such as balls, bats, gloves, frisbees, and outdoor volleyball equipment may be checked out from the Equipment Room, Room 137 HHP, with a student, faculty, or staff ID.

The Fitness Program Offers numerous opportunities for individuals to participate in low impact aerobic classes and aquacize water aerobic classes. Both noon time and evening classes are available. In addition to the activity classes, the Fitness Program also offers information and encouragement to individuals that wish to develop their own fitness programs through the Individualized Fitness Program.

Intramural sports for men and women include volleyball, basketball, billiards, bowling, flag football, golf, racquetball, indoor and outdoor soccer, softball, table tennis, tennis, and badminton. A co-rec program, which involves men and women participating on the same team or as a doubles entry, includes virtually all the aforementioned sports. The Office of Campus Recreation also sponsors special events including the Fall Kickoff carnival, the Jitters Jog, games and cards nights, the Summer Golf Classic, and all-night programming in the HHP.

Club sports are offered for interested groups of students in table tennis, volleyball, wrestling, karate, and lacrosse. (Fencing, clogging, frisbee, baseball, swimming, and weightlifting have been active in the past as well.)

Piney Lake Field Campus

Piney Lake, located eight miles south of Greensboro, is a 40-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 and Human Performance for instructional programs in camping and outdoor/environmental education and by other departments and schools for instructional work in outdoor laboratories.

Maps to Piney Lake are available at EUC Information Desk and the Campus Recreation Office.

SOCIAL LIFE in 1896

... Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, but no night must be spent out of the dormitories without a written request from parents or guardians, and, even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it. Visits from gentlemen must be restricted to holiday occasions. . . .

from the
Fifth Annual Catalogue
of the
State Normal and Industrial College
Greensboro, N. C.,
1896-97

ALUMNI, DEVELOPMENT, 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 offices of the Division of Development and University Relations.

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.

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

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 office writes news and feature stories, coordinates press coverage, sets up press conferences, and provides related services in public information and public relations. The office also coordinates the University's Speakers Bureau.

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.

Human Environmental Sciences 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 Human Environmental Sciences. 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 \$7,000,000. The fund supports six Excellence Foundation professorships as well as fellowships and other University endeavors.

The Spartan Excellence Fund

The Spartan Excellence Fund was established in 1986. Its mission is to provide all scholarship support for UNCG student athletes through private gifts. No state funds or student fees are utilized.



Dr. McIver's small school of 1892 has become a university with a student population exceeding 11,000 and representing all races and cultures.

Chapter 7

***TUITION, FEES,
AND
FINANCIAL AID***

TUITION AND FEES

The expense figures listed in this chapter are for the **1989-90** academic year. Questions regarding current fees should be directed to the Cashier's Office (334-5831). *UNCG reserves the right to make changes in these charges without advance notice.*

1989-1990 UNCG UNDERGRADUATE EXPENSES FOR FULL-TIME STUDENTS (ANNUAL BASIS)

Tuition and Required Fees

Tuition and Academic Fees

In-State Students	604.00
Out-of-State Students	5,106.00
Health Service	182.00
Student Activities Fees	165.00
Athletic Fee	168.00
Facilities Fee	150.00

Room and Board

Room

Double Occupancy	1,490.00
Single Occupancy	2,235.00

Board

9 meals per week	1,430.00
14 meals per week	1,650.00

(Total cost for MOST in-state students on campus)	\$4,409.00
(Total cost for MOST out-of-state students on campus)	\$8,911.00

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 PURPOSES

General. The tuition charge for persons who qualify as residents for tuition purposes is substantially less than that for nonresidents. An interpretation of the North Carolina law (General Statute 116-143.1) governing residence classification for tuition purposes follows. 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.

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence

means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." 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 or her entitlement by the preponderance (the greater part) of the residency information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, *prima facie*, the domicile of the individual; but this *prima facie* evidence of the individual's domicile may or may not be sustained by other information. Further, non domiciliary status of parents is not deemed *prima facie* evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or reregistration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, or does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residency intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent. In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlement for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere.

Grace Period. If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date of which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence 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."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that

Tuition and Fees

person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized 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.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Aliens and Foreigners. Aliens lawfully admitted to the United States for permanent residence are subject to the same considerations as citizens in the determination of residency status for tuition purposes. Certain classes of 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.

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. If 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 appeals. Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the process of requests and appeals can take a considerable amount of time and that applications for classification should not be delayed until registration, when the number of applications makes impossible accelerated handling. The Business Office determination of residence classification may be appealed to the Residence Appeals Committee, and decisions of the Residence Appeals Committee may be appealed to the State Residence Committee. A written statement of the appeals procedure is provided by the Business Office to every applicant or student receiving an adverse decision from the Business Office.

GENERAL STATUTES FOR DETERMINING LEGAL RESIDENCE FOR TUITION PURPOSES AND TUITION OF PERSONNEL IN ARMED SERVICES STATIONED IN NORTH CAROLINA

116-143. I 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 "nonresident" 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 "nonresident for tuition purposes" is a person who does not qualify for the in-State tuition rate.
- (3) "Institution of higher education" means any of the constituent institutions of the University of North Carolina and the community colleges and technical institutes under the jurisdiction of the North Carolina State Board of Education.

(b) To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her

classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his length of residence in the State.

(c) To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

(d) An individual shall not be classified as a resident for tuition purposes and, thus not rendered eligible to receive the in-State tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-State tuition rate.

(e) When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in the 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 nonresidents 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 nonresident person, irrespective of sex, who marries a legal resident of this State or marries one who later becomes a legal resident, may, upon becoming a legal resident of this State, accede to the benefit of the spouse's immediately precedent duration as a legal resident for purposes of satisfying the 12-month durational requirement of this section.

(h) No person shall lose his or her resident status for tuition purposes solely by reason of serving in the armed forces outside this State.

(i) A person who, having acquired bona fide legal residence in North Carolina, has been classified as a resident for tuition purposes but who, while enrolled in a State institution of higher education, loses North Carolina legal residence, shall continue to enjoy the in-State tuition rate for a statutory grace period. This grace period shall be measured from the date on which the culminating circumstances arose that caused loss of legal residence and shall continue for 12 months provided, that a resident's marriage to a person domiciled outside of North Carolina shall not be deemed a culminating circumstance even when said resident's spouse continues to be domiciled outside of North Carolina and provided further, that if the 12 month period ends during a semester or academic term in which such a former resident is enrolled at a State institution of higher education, such grace period shall extend in addition to the end of that semester or academic term.

(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 S.S. 105.149(a) 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:

Tuition and Fees

- (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 residence 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 the 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 reestablished 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.

[Note The North Carolina State Board of Education, referred to in G.S. 116-143(1)(3) ceased to exist on April 26, 1979 and its jurisdiction over the community colleges and technical institutes was assumed on that date by the State Board of Community Colleges pursuant to the provisions of Chapters 462,896, and 1130 1979 Session Laws.]

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) but not qualifying as a resident for tuition purposes under G.S. 116-143.1 shall be charged the out-of-State tuition rate provided that the out-of-State tuition shall be forgiven to the extent that the out-of-State tuition rate exceeds any amounts payable to the institution or the service member by the service member's employer by reason of enrollment pursuant to such admission while the member is abiding in this State incident to active military duty, plus the amount that represents the percentage of the out-of-State tuition rate paid to the institution or the service member's employer multiplied by the in-State tuition rate and then subtracted from the in-State tuition rate.

(c) Any dependent relative of a member of the armed services who is abiding in this State incident to active military duty, 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 eligible to be charged the in-State tuition rate if the dependent relative qualifies for admissions at an institution of higher education as defined in G.S. 116-143.1(a)(3). The dependent relatives shall comply with the requirements of the Selective Service System if applicable, in order to be accorded this benefit. 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 charged less than the out-of-State tuition rate 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).

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, **The University Community**, for further description.)

Part-time students living off campus enrolled for less than 9 hours 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 \$1,490.00 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. Two meal plans are available:

- 9 meals per week** non-transferable,
plus \$125 declining balance\$1,430.00 per academic year
- 14 meals per week** non-transferable,
plus \$125 declining balance\$1,650.00 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.

PART-TIME STUDENTS

A part-time student for fee purposes is defined as one taking fewer than 12 semester hours of work each semester. Students taking 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 12 semester hours during a regular semester will be charged a prorated portion of the tuition and the general fee. The health service fee is charged students taking 9 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 1989-90 academic year are as follows:

Tuition and Fees

1989-90 UNDERGRADUATE TUITION AND FEES (Per Semester)

TUITION				GENERAL FEES			TOTAL	
Credit Hours	In-State	Out-of-State	Health	Athletic	Activity	Facilities	In-State	Out-of-State
0 - 5	\$76.00	\$638.00	\$0.00	\$21.00	\$20.75	\$18.75	\$136.50	\$698.50
6 - 8	\$151.00	\$1,277.00	\$0.00	\$42.00	\$41.25	\$37.50	\$271.75	\$1,397.75
9 - 11	\$227.00	\$1,915.00	\$68.25	\$63.00	\$62.00	\$56.25	\$476.50	\$2,164.50
12 & over	\$302.00	\$2,553.00	\$91.00	\$82.50	\$82.50	\$75.00	\$634.50	\$2,885.50

GRADUATE STUDENTS (See Graduate School Catalog)

UNCG reserves the right to make changes in these charges without advance notice.

Questions regarding current fees should be directed to the Cashier's Office (334-5831).

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 \$15.00 per course. A person who is not a registered credit student can receive a record of enrollment as a registered auditor. The fee is \$76.00 in-state and \$638.00 out-of-state 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.

Computer Use Fee

Selected courses require a fee to support the use of computing facilities. One-semester-hour courses are assessed \$7.00; two-semester-hour courses, \$14.00; three-semester-hour courses, \$20.00. The maximum fee assessed to a student in any semester is \$40.00.

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 noncredit registration in music performance is not permitted.

Music Practice Fees and Instrument Rental

Special fees are charged for the use of practice rooms and 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.

EXPENSES for ANNUAL SESSION

1892-93

<i>Tuition</i>	<i>\$40.00</i>
<i>Board in dormitories</i>	<i>64.00</i>
<i>Laundry</i>	<i>12.00</i>
<i>Physician's fee</i>	<i>5.00</i>
<i>Book fee</i>	<i>5.00</i>
<i>Contingent fee</i>	<i>2.00</i>

\$128.00

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Greensboro N.C.,
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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 which meets the above requirements is available to UNCG students. Information on this may be obtained from the International Advisor.

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 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.

Transcripts

A fee is charged for release of all academic transcripts to off-campus agencies and employers.

OTHER EXPENSES

Books and Supplies

Costs generally run \$400-\$450 per year for books and related supplies. 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, owls, and room accessories such as study lamps, draperies, scatter rugs, wastebaskets.

TEXT BOOK FEES

1892-93

The students are required to bring no textbooks. The Institution will, for the five-dollar book fee, furnish the use of all ordinary textbooks.

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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. Coin-operated washing machines and dryers are located in each residence hall.

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; 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.

PAYMENT OF FEES AND 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.

Payment of Fees/Confirmation of Registration

Payment for the Fall and Spring Semesters should be made by the deadline dates set by the Registrar and published in the University Calendar. The deadline dates are also set forth in the letter of instructions mailed to students. *Payments not received by these dates will result in the cancellation of registration.* For mail-in payments, students may pick up a copy of the validated receipt in Elliott University Center, on the day of registration. Those not paying immediately following registration will be billed later for the amount owed. **Payment by mail is encouraged.**

Car Registration

Registration and parking permits are required for all student-operated motor vehicles. See Chapter 6, **The University Community**, 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

The University does not offer a monthly payment plan for tuition and fees. Students may, however, contact one of the following companies to make arrangements for installment plans:

The Tuition Plan, Inc.
Concord, NH 03301
1-800-258-3640

The Knight Payment Plan
855 Boylston
Boston, MA 02116

Educational Credit Corporation
One Independent Way
Princeton, NJ 08540

Approved payment plans with these companies will allow a student to defer the amount approved for tuition and fees. The student must pay the amount of the bill less the approved amount in order to confirm registration.

Additional Banking Information

A Wachovia Teller II is located in the Elliott University Center and an NCNB Teller machine and a State Employees Credit Union are located in the dining hall. Students may wish to establish checking accounts at one of the banks in Greensboro or at hometown banks. Student identification cards will enable students to cash checks for up to \$50 at the University Cashier's Office for a fee of 25¢ per check. The Cashier's Office is open between 8:30 am and 4:00 pm, and is located in 150 Mossman Building (334-5831).

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 prepayment 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 prepayment 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, Stafford Student Loans, Institutional Loans, SEOG, Perkins Loan, 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.

Late Fees for Registration

Continuing students eligible to register at the close of one term for the following semester who choose not to do so, or who fail to confirm their registration, will be charged a late fee. Waiver of the late fee will be considered only when it can be demonstrably shown that the University, through one of its offices or officials, was directly responsible for the failure of the student to complete registration.

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, 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 programs 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, 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 or repayments of financial aid awards can be found in the Financial Aid section of this catalog.

Refund Committee

The Refund Committee considers appeals from any student who wishes to submit an appeal in writing or in person. Cases are referred to the committee when the usual regulations do not address particular circumstances.

The 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 administers an extensive financial aid program which provides assistance to almost half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans and work. (Eligibility for need-based programs is determined through an analysis of family financial information provided in the Financial Aid form). For information on programs, services, and application procedures, contact the Financial Aid Office.

Support for UNCG's financial aid program comes from federal and state governments, and from individuals, foundations, and corporations. Awards are granted and administered according to the provisions determined by the contributing agency or donor.

Renewal of a student's award from federal and state sources is contingent on continued support from government agencies, and on the annual determination of the student's eligibility. Federal and state programs change frequently, so specific types of awards may not be available each year. Award amounts may vary year to year, based on available funds and changes in the student's financial need status.

General Scholarships

UNCG awards a limited number of general scholarships, ranging in value from \$100 to \$1,500 per year, to undergraduate students who have above-average academic records and financial need. 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 undergraduate scholarships offered at UNCG appears later in this chapter.

Competitive Scholarship Awards

UNCG has a Competitive Awards Program which seeks to recognize entering freshmen with outstanding academic ability and talent. Application forms and information may be obtained from the Financial Aid Office. Applications for the Alumni, Bryan, Eiserer, Ferguson, Fiftieth Reunion Class, Fletcher, Jefferson-Pilot, Libby Jones, NCNB, and Reynolds Awards available from the Financial Aid Office are due December 15.

The following awards are given on the basis of academic excellence and evidence of leadership ability or special talent. These awards are renewable for three successive years of undergraduate study if the scholar's performance is satisfactory.

Alumni Awards. The Alumni Association established this scholarship for incoming freshmen. Awards are \$2,500 or \$3,500 per year.

Kathleen Price and Joseph M. Bryan Awards. Joseph M. Bryan established these funds in 1983 to provide undergraduate scholarships for students in business and economics. Awards are valued at \$3,000 per year.

Carol Jean Eiserer Award. One recipient who is majoring in physical education and is from Montgomery County, Maryland is selected every four years. This award covers the total cost of tuition, room and board.

James S. and Frances C. Ferguson Award. These scholarships were established in 1978 to honor Dr. and Mrs. James S. Ferguson. This \$3,500 award is made to an outstanding out-of-state student, every other year.

Fiftieth Reunion Class Award. Established in 1986 by the Class of 1936 in celebration of their fiftieth reunion, this \$1,500 scholarship is awarded annually.

A. J. Fletcher Award in Performing Arts. These scholarships for \$1,500 are awarded to students with special talent in the Performing Arts. The Award rotates annually among the departments of Dance, Music, and Theatre.

Jefferson-Pilot Award. In 1961, the Jefferson Pilot Life Insurance Company established this \$1,500 scholarship.

Elizabeth Louisa "Libby" Jones Awards. This \$2,000 award is given every four years on a rotating basis to students in mathematics, computer science, chemistry, and physics.

NCNB Awards. These funds were established in 1982 by the North Carolina National Bank for students studying business and economics. Annual awards are \$1,500.

Katharine Smith Reynolds Awards. These scholarships were established by the Z. Smith Reynolds Foundation in 1962 as a memorial to Mrs. Katharine Smith Reynolds. Approximately 5 awards at \$3,500 and 10 awards at \$2,500 are made to legal North Carolina residents each year.

Scholastic Achievement Awards

Renewable awards of \$1,500 per year are made annually to entering black freshmen from North Carolina. Selection criteria include outstanding academic achievement in high school and academic promise. Special applications, available from the Financial Aid Office, are due March 1.

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 University of North Carolina 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 full-time, and demonstrate financial need. At UNCG, entering freshmen who enroll full-time receive priority consideration. Awards average \$500 each.

Loans

UNCG 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 Financial 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 Perkins (formerly National Direct Student Loans or Direct Loans) and Institutional Loans. Stafford Student Loans, Parent Loans (PLUS), and Supplemental Loans for Students (SLS) are federal programs which are described on page 419.

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 a Perkins Loan must begin six to nine months after termination of at least half-time student status, and the student pays 5% interest on the unpaid balance of the loan principal. Repayment of an Institutional Loan, along with

Financial Aid

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 Cashier's Office, Loans Collections Division.

In addition to long-term student loans, short-term loans for emergency expenses up to \$50 are available from the Financial Aid Office.

The University also participates in state and federal loan programs requiring separate applications which must be submitted by the student to the Financial Aid Office. The largest of these is the Stafford Student Loan Program. Parents who wish to borrow through the federal government's Parent Loan Program must also submit a separate application to the Financial Aid Office for certification.

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 10 to 15 hours per week, and average yearly earnings are approximately \$1,300 to \$2,000.

All student employees, upon being hired, must present proper documentation verifying their identity and employment eligibility as required by the Federal Immigration Reform and Control Act of 1986. Original documentation must be presented on or before the first day of work. A list of acceptable documents is available from the I-9 Coordinator in 275 Elliott Center (334-5651).

Off-Campus Employment

Students seeking off-campus employment may register with the University's Job Location and Development Center, located in the Foust Building. Students are eligible to use JLD services as soon as they have been accepted for admission.

FINANCIAL AID FROM OTHER SOURCES

Students are encouraged to investigate sources outside UNCG from which they may 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 assistance received for attendance at UNCG so that the office can accurately determine the student's available resources and need for aid from programs administered by the University.

Pell Grants

The Education Amendments of 1972 established the Basic Educational Opportunity Grant (BEOG) program (later renamed the Pell Grant program) to assist undergraduate students in meeting 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.

A College Scholarship Service Financial Aid Form (FAF) must be filed to determine Pell Grant and other need-based aid eligibility before an award can be made by UNCG. Ineligibility for a Pell

Grant will not affect eligibility for aid from UNCG. A student must reapply each year for a Pell Grant, and the amount of the grant usually varies from year to year.

Stafford Student Loan Program

All students who are U.S. Citizens or permanent residents and who are enrolled at least half-time are eligible to be considered for assistance through the Stafford Student Loan Program. An eligible student must demonstrate financial need by completing the College Scholarship Service Financial Aid Form.

Annual borrowing is limited to \$2,625 for the first two years of undergraduate study, \$4,000 for upper-level undergraduates and up to \$7,500 for graduate study. Total loan assistance at the undergraduate level may not exceed \$17,250 and \$54,750 at the graduate level including any undergraduate debt.

The federal government pays the interest on a Stafford 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% interest on the loan during the first four years of repayment, and 10% interest thereafter. Federal regulations, including eligibility criteria, entrance and exit interviews, and fund disbursement dates govern the Stafford Program.

Supplemental Loans for Students (SLS) and Parents (PLUS)

This federal government program allows parents of dependent students, independent undergraduate students, and graduate students to borrow to meet educational expenses without demonstrating financial need. The SLS and PLUS programs provide nonsubsidized loans at a variable interest rate which is not to exceed 12% per annum. The maximum SLS and PLUS loan per year is \$4,000 with an aggregate maximum of \$20,000. Repayment usually begins immediately after the loan is made.

These loans may be used to replace the expected family financial contribution. North Carolina residents can obtain further information and applications from College Foundation, Inc. (CFI), PO Box 12100, Raleigh, NC 27605. Residents of other states may use CFI, or local banks and lending agencies in their home state. Federal regulations, including entrance and exit interviews and disbursement dates, govern the PLUS and SLS Programs.

North Carolina Student Loan Program for Health, Science, and Mathematics

Legal residents of North Carolina accepted as full-time students in accredited associate, baccalaureate, master's or doctoral programs leading to a degree in health, mathematics, nursing or science are eligible. Maximum loans range from \$2,500 to \$4,000 a year depending on the degree level. The recipients are selected according to interests, academic capabilities, motivation, and financial need.

Students should request information and applications between December 1 and April 1 from the North Carolina Student Loan Program for Health, Science, and Mathematics, P.O. Box 20549, Suite 304, 3824 Barrett Drive, Raleigh, NC 27619-2164.

North Carolina Teaching Fellows

Four year awards of \$5,000 per year are made to freshmen who are promising prospective teachers. For each year a student receives an award, he or she is expected to teach one year. A special mentoring program and summer activities are provided. Apply by mid-January. Applications are available from high school counselors and the NCTF Commission, 117 Glenwood Avenue, Raleigh, NC 27603

North Carolina Prospective Teacher Scholarship-Loans

A North Carolina student who plans a teaching career in the state may apply for a Prospective Teacher Scholarship-Loan. The award is valued at \$2,000 per year, and each year's stipend may

Financial Aid

be cancelled by a year of public school teaching in North Carolina. Information and applications may be obtained from the Department of Public Instruction, Raleigh, NC 27611. Application deadline is March 1.

North Carolina Prospective Vocational Teacher Scholarship Loan

Annual awards of \$2,000 are available for North Carolina students pursuing degrees leading to certificates in fields such as health occupations education and marketing education. Information is available from Division of Vocational Education, 116 West Edenton Street, Raleigh, NC 27603.

North Carolina Services for the Blind

Services for the Blind, a state agency affiliated with the North Carolina Department of Human Resources, provides financial assistance to visually impaired/blind college students for such items as: tuition, fees, room, board, books, visual aids and academic services. Mobility orientation and personal assistance services may also be provided.

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 interest in being considered for 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 award.

North Carolina 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 as 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.

Nurse Scholars Program

Awards are available to North Carolina residents with strong academic records. Students contract to work as full-time registered nurses within the state after graduation or they must repay the amount they are awarded plus interest at the rate of 10%. Students should contact the School of Nursing to be nominated for this award and for further information on the program.

Nurse Education Scholarship Loan

The loans are awarded to North Carolina students, with preference given to juniors and seniors in nursing degree programs. Recipients are selected on the basis of financial need and merit by the Financial Aid Office and the School of Nursing. Loans may be repaid through full-time employment as a nurse in North Carolina or through repayment with a 10% interest rate.

Vocational Rehabilitation

Many states offer educational assistance to students who are physically handicapped. North Carolina students should contact the Vocational Rehabilitation Division of the Department of Human Resources, Raleigh, N.C. Students from other states should contact a local vocational counselor.

More information about these and other state programs is available from the North Carolina Educational Assistance Authority, P.O. Box 2688, Chapel Hill, NC 27514.

SCHOLARSHIPS AND LOANS

The following scholarship and loan funds are arranged in alphabetical order by the key word in each title. Scholarships designated for students in specific areas of study are listed in a special section by area of study. 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 according to institutional, state, and federal policies for financial aid awards. Scholarships listed here are primarily awarded to undergraduate students. See the **Graduate School Catalog** for a listing of scholarships awarded to graduate students.

GENERAL SCHOLARSHIPS

These scholarships are administered by the Financial Aid Office and, except in specified cases where separate applications are needed, all students who complete the financial aid application process are automatically considered.

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 is 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. See description under Competitive Awards, pp. 416-417.

American Business Women's Association Scholarship Fund. The Greensboro Chapters of the American Business Women's Association established the ABWA Scholarship fund in 1963 to provide scholarships for deserving students desiring to better themselves through education. Selection of the recipients is determined by the University Scholarship Committee.

Warren Ashby Scholarship. Established in 1985, awards honor the late Dr. Warren Ashby whose career included service as Chairman of the Department of Philosophy, Chairman of the Honors Council and first Director of Residential College. A renewable award is given annually to an academically promising rising junior who demonstrates a strong sense of social justice and financial need.

Austin Memorial Scholarship. Established in 1986, this scholarship is awarded annually to a student with financial need.

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 is awarded annually to a student preferably from Sampson County, NC. Recipients are chosen by the Financial Aid Office based on both need and merit.

FELLOWSHIPS

1892-93

Five fellowships were available to the students in 1892-93, including the "N.C. Teacher Fellowship", worth \$64, given by Col. E. G. Harrell, and another fellowship of \$64 given by President McIver's wife.

from the
First Annual Catalogue
of the
State Normal and Industrial School
Greensboro N.C.,
1892-93

Scholarships and Loans

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. Interested students should contact the senior minister.

Clara Booth Byrd Memorial Scholarship. The award goes annually to an outstanding student with financial need.

Flossie A. Byrd Scholarship. This scholarship is used to help students with financial need who are planning to enter religious work or majoring in botany, horticulture, or flower gardening.

The Class of 1965 Scholarship. Established by the Class of 1965, this award is given 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. Awards are made on the basis of financial need.

Ruth M. Collings Endowed Scholarship Fund. Members and friends of the Class of 1931 established the Ruth M. Collings Endowed Scholarship Fund in 1981. Income from this fund is awarded as scholarships to deserving undergraduate students majoring in health-related disciplines. Recipients are selected on the basis of academic promise and financial need.

Charlene Thomas Dale Memorial Scholarship. Established in 1988 by her daughters Jo Carol Dale Steele and Dusty Ann Dale, this award goes to aid women who are juniors or seniors at UNCG and who are entering a professional field. The chief criterion is academic excellence, although financial need may also be considered.

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.

Dr. A. P. and Frances Dickinson Scholarships. A Dickinson Scholarship is awarded annually to a full-time undergraduate student who currently resides in Hoke County, North Carolina. Recipients are chosen by the Financial Aid Office on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the Trust.

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.

Betty Everhart Education Fund. The Lou-Celia Chapter of the American Business Women's Association of Greensboro established this scholarship in 1986 to honor Miss Betty Everhart because of her service to the club and her commitment to aiding others in the pursuit of education. Only non-traditional adult female students are eligible to receive this award.

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.

The Faculty Scholarship Fund. Originated with the fiftieth anniversary gift of the faculty to the University, the fund became a continuing faculty project under the leadership of the late Professor Helen Ingraham. The income provides an annual award to a junior or senior on the basis of scholarship, leadership, and need.

Martha Hicks Faison Scholarship. Louise Murphy Ward established this scholarship to honor her cousin, Martha H. Faison. Awards are made on the basis of academic achievement, with consideration given to financial need, to students studying Liberal Arts from eastern North Carolina.

H.L. and Beulah Coble Ferguson Memorial Endowment Fund. Scholarships are awarded to needy and deserving students nominated by the pastor of the First Baptist Church, Durham, North Carolina.

The James S. and Frances C. Ferguson Scholarship. See description under Competitive Awards, pp. 416-417.

Mary Bunn Field Scholarship Fund. A bequest in 1985 from the late Mary Bunn Field, '26, provides scholarship assistance to worthy and deserving students.

Fiftieth Reunion Class Scholarship. See description under Competitive Awards, pp. 416-417.

Marvin M. Fowler Scholarship. Mrs. Pearl 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 Financial Aid Office.

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.

Martha Ogburn Goodson Scholarship. This fund was established to honor Martha Ogburn Goodson on the occasion of her 50th class reunion in 1986 by her husband, the Rev. W. Kenneth Goodson, Bishop in Residence at Duke University Seminary. Annual awards are made to worthy students who need financial assistance.

Kathleen Pettit Hawkins Student Aid Fund. In 1967, the Alumni Student Aid Fund was renamed the Kathleen Pettit Hawkins Student Aid Fund to honor Mrs. Hawkins, the Director of Student Aid at the University from 1920 to 1967. Awards are based on need and merit as determined by the Financial Aid Office.

Pauline Hester Green Hester and Brig. Gen. Hugh B. Hester Student Financial Aid Fund. In 1981, Gen. Hester established this fund, and added to it in a subsequent bequest, to honor his late wife Pauline Hester Green Hester '20. Part of the annual income from this endowment provides scholarships for outstanding and deserving, needy students selected by the Financial Aid Office.

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.

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. Annual awards are made to handicapped students on the basis of need and positive attitude. Recipients are selected by the Disabled Student Services Coordinator in cooperation with the Financial Aid Office.

The Jefferson-Pilot Scholarships. See description under Competitive Awards, pp. 416-417.

Betty Brown Jester Scholarship. Alumnae and friends of Betty Brown Jester, former Alumnae Secretary, have established a fund in her honor for an award 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 renewable scholarship assistance to a limited number of freshmen 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 longtime 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.

Mildred Salter and Wren E. Lawrence Scholarship. This fund was established by Wren E. Lawrence in 1983 in memory of his wife, Mildred Salter Lawrence, Class of 1930, a science teacher in Carteret County for 34 years. Annual awards are made to students from Carteret County, preferably graduates of East Carteret High School, who demonstrate financial need and an interest in the study of science.

James Lee Love Scholarship. A Love Scholarship is awarded annually to a full-time North Carolina resident undergraduate student. Recipients are chosen by the Financial Aid Office on the basis of academic

Scholarships and Loans

standing and financial need. Awards are nonrenewable and vary in amount according to income available from the Trust.

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, and provides an award for a Maryland student 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 women 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 Scholarship, 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.

Nancy Campbell McKeithan Scholarship. The Nancy Campbell McKeithan Scholarship was established in 1985 through a testamentary to provide an award to a worthy student.

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. Awards average \$500 per student.

Neo-Black Society Achievement Award. The Neo-Black Society of UNCG provides annual awards to students who are academically motivated, show promise as leaders and are active in 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.

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 Scholarships. Awards of \$200 to \$500 are made to needy and deserving North Carolina residents from an annual appropriation from the state.

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. Recipients are selected on the basis of financial need and good citizenship.

Dorothy D. and Augustus B. Raymer Memorial Scholarship. This scholarship was established in memory of Dorothy Dillon Raymer and Augustus Barker Raymer. Mrs. Raymer was a 1930 graduate of UNCG, and the Raymers were strong supporters of their community and the University.

Katharine Smith Reynolds Scholarships. See description under Competitive Awards, pp. 416-417.

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 are awarded annually for undergraduate students who have financial need. Special consideration is given to students from Alamance County and from Ragsdale High School in Guilford County.

The David B. and May 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. Descendents 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.

Scholastic Achievement Awards for Black Students. See description under "Grants" on p. 417.

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 must be undergraduate students majoring in the liberal arts 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 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, with special consideration 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 in Greensboro. Applicants for the scholarship are to be recommended to the University Scholarship Committee by the counseling and teaching staff of the school.

The Sigmund Sternberger Scholarships. The scholarships were established in 1970, by the Sigmund Sternberger Foundation Trustees in honor of Sigmund Sternberger, who was engaged in textile manufacturing in Greensboro and was a prominent civic leader. The scholarships will be awarded to residents of North Carolina with preference given to residents of Greensboro and/or Guilford County.

David Spurgeon, Wincy Juliette Black, and Fannie Sumner Scholarship. Miss Laura Sumner established this fund as a memorial to her parents, David S. and Wincy Juliette Black Sumner, and her sister, Fannie Sumner. The income from the fund is 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 which is managed by the North Carolina Educational Assistance Authority.

Scholarships and Loans

William Holt and Ella Rea Turrentine Scholarships. Available to needy students from Alamance County, the Turrentine Scholarships are provided by the William Holt and Ella Rea Turrentine Memorial Educational Foundation which is managed by the North Carolina Educational Assistance Authority. Eligible students who apply to UNCG for financial assistance will be considered for Turrentine Scholarships. Scholarship stipends are based on financial need with the maximum award being \$2,100 per year.

University Stores Grants. Profits from the operation of campus stores and merchandising activities provide 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, achievement and financial need.

Mini Weil Endowed Scholarship. Established by Mrs. Janet Weil Bluethenthal in 1923, this fund provides an annual award for an exceptional student who demonstrates financial need.

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.

Elizabeth Steinhardt Widmer and Ray Price Widmer Scholarship Fund. Elizabeth Steinhardt Widmer, '29, and her husband, Ray Price Widmer, outstanding citizens in Bertie County, North Carolina, established this fund in 1984 for awards to individuals who demonstrate academic achievement and participate in extracurricular 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.

Lillie Boney Williams Scholarship. Established in 1985, this fund honors the late Lillie Boney Williams, '98. Awards are made to students who demonstrate financial need, compassion and a commitment to service. Preference is given to music, liberal arts and nursing students.

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 well-rounded activities.

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 who have demonstrated academic achievement.

Annie McIver Young Scholarship. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University a fund, the income from which is given annually to an earnest, needy senior.

DEPARTMENTAL AND SCHOOL SCHOLARSHIPS

Recipients of these scholarships are generally nominated or selected by academic departments or schools or, in some cases, by designated committees and are generally restricted to specific areas of study.

Art

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.

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.

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).

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.

Biology

Inez Coldwell Scholarship. A bequest in 1986 from the late Dr. Inez E. Coldwell, long-time biology faculty member noted for contributions in laboratory publications provides awards for worthy biology majors.

Business & Economics

The Charles Burchette Allen Scholarship. This scholarship was established in 1975 in memory of Charles Burchette Allen, U.S. Navy, who died while in the service of his country, by his parents the late Dr. Roscoe J. Allen, former Director of the Administrative Computer Center and Professor of Business Education, and Mrs. Allen. The income is to be awarded to a student in business education.

Roscoe Jackson and Anna Mae Burchette Allen Scholarship. Established in 1986, the fund honors the late Dr. Roscoe Allen, who served the University as Director of the Computer Center and Professor of Business Education. Awards are made annually to business students who have financial need.

Kathleen Price and Joseph M. Bryan Endowment Fund. See description under Competitive Awards, pp. 416-417.

Mr. and Mrs. Alexander B. Dusenberry, Founder of McDonald's in North Carolina, Scholarship Fund. Annual recipients who are majoring in business or English, are selected by the University Financial Aid Committee on the basis of need, academic achievement and promise of leadership.

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 for 32 years as Head of the Department of Economics. Awards are made annually to rising juniors or seniors majoring in economics.

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.

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 finance major and must take advanced insurance courses during the next academic year.

NCNB Scholarship Fund. See description under Competitive Awards, pp. 416-417.

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.

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. Recipients will be selected by the UNCG insurance faculty solely on the basis of academic merit and achievement.

Risk and Insurance Society Scholarship. An annual award is made to a student concentrating in risk and insurance on recommendation of the departmental faculty.

Scholarships and Loans

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.

Phillip Wilson/Peat Marwick Scholarship Fund. This scholarship fund was established in memory of Phillip W. Wilson, a member of the Bryan School of Business and Economics Advisory Board. Mr. Wilson was a partner in the accounting firm of Peat Marwick Main and Company. Awards are made on the basis of merit to seniors majoring in Accounting. Selection is made through the Dean of the Bryan School of Business and Economics.

Chemistry

Henry L. Anderson Memorial Scholarship. Established in 1972, this annual award is based on academic record and promise of achievement in the field of chemistry.

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, pp. 416-417

Florence L. Schaeffer Memorial Scholarship. This scholarship is given solely on the basis of academic promise and merit to an undergraduate student in chemistry. Established in 1988, the award honors Dr. Schaeffer who taught in the UNCG Chemistry Department.

Communications

Kathryn McAllister 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.

Education

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.

Oliver Perry and Betty Carol Clutts Scholarship. The Oliver P. Clutts family established a fund in 1977 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 is used to support scholarships which are 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.

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.

Julius I. Foust Scholarship. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded to a rising senior who is committed to a career in teaching. Financial need, integrity, ability to inspire children, sense of reverence, sense of humor, and ability to work happily with people are criteria followed in selecting the recipient.

Naomi Lee, Mary Joanna, and Mary Hester Livingston Gibson. 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.

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 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, a member of the faculty for 40 years. She began her service as a supervisor of student teachers in English. Later she was Director of the Student Teaching Program for students preparing to teach in secondary schools. The income from this fund is awarded to a student in need of financial assistance, preferably to a junior or senior who plans to teach. The selection of the recipient is made by the Scholarship Committee from recommendations made by the School of Education.

The Monroe/Cox Scholarship. The Monroe/Cox Fund was established in 1984 in honor of Miss Alberta Catherine Monroe and as a memorial to her mother, Mary Elizabeth Cox Monroe, and sister, Blanche Lucille Monroe. The recipient of this scholarship is selected primarily on the basis of financial need and academic achievement and must be majoring in Education.

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, and recipients are chosen by the Financial Aid Director.

Mrs. Earl G. (Josie N.) White Scholarship. This award goes annually to an incoming freshman who is a graduate of Statesville Senior High, with preference to students majoring in education. Recipients must demonstrate academic excellence, leadership, and participation in extracurricular activities. The scholarship honors Mrs. White, who taught in the Statesville school system for nearly sixty years.

English

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 the major consideration.

Mr. and Mrs. Alexander B. Dusenberry, Founder of McDonald's in North Carolina, Scholarship Fund. Annual recipients who are majoring in Business or English, are selected by the University Financial Aid Committee on the basis of need, academic achievement and promise of leadership.

Martha Hicks Faison Scholarship. Louise Murphy Ward established this scholarship to honor her cousin, Martha H. Faison. Awards are made on the basis of academic achievement, with consideration given to financial need, to students studying Liberal Arts from eastern North Carolina.

Elizabeth Robinson Fort Scholarship Fund. Kathrine Robinson Everett, Class of 1913, established this fund in 1983, as a memorial to her sister. Income provides an award annually for a full-time student(s) in the English Department. Nominations for this award are made by the Chairman of the English Department on the basis of academic promise or ability.

The Leonard B. Hurley Memorial Scholarship. This memorial fund was established by friends of Dr. Leonard B. Hurley, who for 39 years was a member of the University faculty and for 16 of those years was Head of the Department of English. The income from the fund is awarded annually to a senior majoring in English.

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.

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.

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.

French

Rene Hardré 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 Hardré, and his son, Dr. Rene Hardré. Additional contributions have been made by friends of the younger Hardré. The income from this fund is to be awarded annually to upperclassmen on the basis of achievement in advanced French studies.

Scholarships and Loans

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 Language, and Dr. Elizabeth Barineau, former member of the Romance Language faculty.

German

Anne F. Baecker German Study Abroad Fund. This fund, established in 1987, honors Dr. Baecker who chaired the University's German and Russian Department from 1960 to 1980. Awards are provided to students with above average academic performance in German for summer study in a German-speaking country. Need may be considered in selecting recipients who are expected to apply for need-based financial aid.

Health and Human Performance

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.

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.

Carol Jean Eiserer Memorial Scholarship. See description under Competitive Awards, pp. 416-417.

A. J. Fletcher Scholarship for the Performing Arts. See description under Competitive Awards, pp. 416-417.

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.

Kimberly Renee Goodman Scholarship. This scholarship was established in 1985 in memory of Kimberly Renee Goodman. The recipient must be a major in dance selected primarily on the basis of financial need. Preference should be given to students from North Carolina and Iredell County.

Virginia Moomaw Scholarship. This fund was established in 1975 in honor of Virginia Moomaw, Coordinator of the Dance Division at the University for 30 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.

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 majoring in physical education with the highest academic average for five semesters.

History

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.

Katherine 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.

Richard G. Lane Memorial History Scholarship. Established in 1987 by Dr. William G. Lane, Professor of English, and Mrs. Lane, this memorial fund honors their son Richard G. Lane, whose special academic interests focused on Asian and military history. Annual awards are made by the History faculty on the basis of academic merit and scholarship to history students, whose interests parallel those of the honoree.

The Vera Largent Scholarship in History. Established by a bequest of the late Miss Vera Ione Largent, Professor Emeritus of History, this grant is awarded to a rising senior history major selected by a committee of history faculty members.

Human Environmental Sciences

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 Human Environmental Sciences. Awards are made annually to students in the School of Human Environmental Sciences.

Pamela A. and Richard R. Allen Scholarship. Awarded on the basis of academic merit, this scholarship is awarded to students in the Department of Housing and Interior Design. Selection of candidates is made by the Dean of the School of Human Environmental Sciences.

The Kristin Anderson Scholarship. The parents of Miss Kristin Anderson, a member of the class of 1965, established a scholarship in interior design in memory of their daughter who was killed in an airplane crash in 1969.

Architectural Woodwork Institute Scholarships - Carolina Chapter. Three \$500 scholarships are awarded annually to outstanding rising seniors majoring in Interior Design.

Frances B. Buchanan Scholarship. 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.

Helen Canaday Scholarship. A scholarship was established in 1984 in honor of Dr. Canaday, retired professor of Child Development. Awards are made to a child development major on the basis of academic achievement and need.

Mildred B. Davis Scholarship. A scholarship was established in memory of Miss Davis, a former member of the food and nutrition faculty and coordinator of continuing education. An award is made each year to a food and nutrition student who has outstanding academic achievement and potential.

Virginia Morgan Dysard Scholarship. This fund was established by Mrs. Virginia Dysard, a 1933 graduate of UNCG. Scholarships are awarded annually to students in any discipline related to Human Environmental Sciences. The scholarship is awarded on the basis of high academic merit as well as financial need.

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 are awarded to students in the School of Human Environmental Sciences.

Fieldcrest Foundation Scholarship. The Fieldcrest Foundation established in 1969 a scholarship to be awarded to a rising senior who is majoring in a textile-related curriculum.

Vera Armfield Foscue Interior Design Scholarship. Mr. and Mrs. Henry Foscue established this scholarship in memory of Mr. Foscue's mother. The award is based on academic achievement and potential. The recipient is selected by the departmental faculty in Interior Design.

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. Renewable awards are given to entering needy undergraduate students from Burke County, North Carolina, majoring in home economics.

The Elizabeth Hathaway Scholarship. This fund was established in 1968 by members of the faculty in honor of Miss Elizabeth Hathaway for annual award to an interior design major.

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 on the basis of academic achievement.

Human Environmental Sciences Faculty/Staff Scholarships. Awards, supported by contributions from members of the faculty/staff of the school are given annually to undergraduates on the basis of scholarship and need.

Pauline E. Keeney Scholarship. This fund was begun in 1975 by members of the faculty, alumni, and friends. Awards are made to rising juniors or seniors majoring in clothing and textiles who have financial need.

The Mrs. John A. Kellenberger Scholarship. 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.

Scholarships and Loans

York Kiker Scholarship. A scholarship has been established in honor of Miss Kiker, an alumna and former marketing specialist with the North Carolina Department of Agriculture. The award is made to a business and community service major.

Mose Kiser Scholarship. Earnings from this fund, contributed by friends and family of Mose Kiser, Sr., are awarded annually to a student majoring in foods and nutrition.

Louise Lowe Scholarship. A scholarship is awarded annually in honor of Miss Lowe, retired Associate Professor in Home Economics Education.

Miriam Scott Mayo and Hazeleene Tate Scott Scholarship. This award was established in 1987 by Mrs. Mayo in honor of her mother, Hazeleene Tate Scott, Class of 1923. The award goes to an undergraduate or graduate student who demonstrates excellence in the School of Human Environmental Science.

Glenda Kay Mitchell Scholarship. A scholarship is awarded annually in memory of Glenda Kay Mitchell, class of 1969, to an undergraduate in clothing and textiles. The recipient is selected by the faculty in Clothing and Textiles.

Annette L. Moore Scholarship Fund. Established in 1980, annual awards are available to upperclass majors in foods and nutrition or food service management.

Julia Richman Scholarship. This award, made by the University Scholarship Committee, is given annually to a student majoring in Child Development and Family Relations. The award was established in 1987 by Dr. Samuel Richman to honor his wife, a 1968 graduate and former faculty member.

Esther F. Segner Scholarship. Undergraduate or graduate students majoring in Home Economics who have demonstrated academic excellence are eligible for this award, established in 1988.

Irwin V. Sperry Scholarship. A scholarship has been established in memory of Dr. Irwin V. Sperry, former Chairman of Child Development and Family Relations, for an undergraduate child development student.

The Madeleine B. Street Scholarship. This fund was established in 1965 by members of the faculty in honor of Mrs. Madeleine B. Street for an annual award to a student majoring in home economics.

D. Elizabeth Williams International Scholarship. In 1975 Miss D. Elizabeth Williams, a retired home economist, established an endowed scholarship for an international student in home economics.

Mathematics

Helen Barton Scholarship. Dr. Helen Barton, a member of the faculty in the Department of Mathematics, provided in her will for a scholarship to be awarded annually (or every two years) to a mathematics major who has shown interest and ability in mathematics.

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.

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, pp. 416-417.

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."

Eldon E. and Christine J. Posey Mathematics Scholarship. The award is made annually to an undergraduate with demonstrated academic excellence who pursues a course of study in mathematics. The scholarship was established in 1986.

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.

Pre-Medicine

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 pre-medical 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.

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 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.

Music

Barbara and Herman Cone, Jr. Scholarships. Mr. and Mrs. Herman Cone, Jr. established the Barbara and Herman Cone, Jr. Scholarships in January 1967. Scholarships range from \$200 to \$1,000 and are renewable each year so long as the student maintains satisfactory scholastic and musical progress.

Alyse Smith Cooper Scholarships. The Alyse Smith Cooper Scholarships were established by Mrs. Alyse Smith Cooper in 1962 for talented undergraduate students in music. Recipients are selected on the basis of performance ability and financial need.

Patricia Haines Copley Scholarship. H. Kerman Copley established the Patricia Haines Copley Scholarship in 1980 in honor of his wife, a 1949 School of Music graduate. The \$300 annual scholarship is awarded to a student majoring in piano.

Maria Stedman Covington Scholarship. This is given annually to a musically and/or academically talented student in the School of Music.

Marion Covington Scholarships. Mrs. Marion Covington established the Marion Covington Scholarships in 1987. The scholarships, which range from \$200 to \$1,000, are awarded annually to deserving students in the School of Music.

Elizabeth Cowling Scholarship in Music. The scholarship is given annually to a graduate or undergraduate student majoring in music. The criteria for the award is based upon merit, although need may also be considered.

Hermene Warlich Eichhorn Scholarship. In 1974, friends of Hermene Warlich Eichhorn established a scholarship awarded annually to an outstanding music student 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.

A. J. Fletcher Scholarship for the Performing Arts. See description under Competitive Awards, pp. 416-417.

Roslyn Southerland Harris Scholarship Fund. Through a bequest in his will, Samuel A. Harris in 1981 established the Roslyn Southerland Harris Scholarship Fund in memory of his wife, a 1930 School of Music graduate. Fund earnings provide for annual scholarships and financial aid to deserving students in the School of Music.

Kawai-Pearson Company Piano Scholarships. Kawai American Corporation provides \$1,000 a year to provide for piano scholarships in the School of Music. The recipients of these scholarships are chosen by the Dean of the School of Music.

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, which provides annual awards to students in music education.

Music Scholarships. A number of general scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon recommendation of the Dean of the School of Music.

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 upon the recommendation of the School of Music Scholarship Committee.

Scholarships and Loans

School of Music Dean's Award in Piano. A gift in 1978 established an endowment which provides annual awards to piano students recommended by the School of Music Scholarship Committee.

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.

Ila L. Hensley, Virginia Jeter Sneed, and Virginia Elizabeth Sneed Scholarship. This fund was established as a memorial to Ila Hensley in 1977, the 50th anniversary of her graduation from the University. Miss Hensley was a music educator in North Carolina for many years. Recipients will be recommended by the School of Music Scholarship Committee.

UNCG Musical Arts Guild Scholarship. Established in 1973 to provide recognition and assistance to students majoring in music, awards carry a cash stipend provided from the earnings of Guild endowments.

Elizabeth Fulton Van Noppen Scholarship Fund. Mrs. Donnell Van Noppen established this fund in December, 1983 for annual awards to students majoring in music education. Academic achievement and musical talent are considered. Recipients are selected by the Dean of the School of Music upon the recommendation of the faculty of the School of Music.

Bo Williams/Ish Brady Award. The Bo Williams/Ish Brady Award was established in 1974 and provides an annual award to a deserving student in the School of Music.

Nursing

Victor and Emma Bates Scholarship. Mr. and Mrs. Victor Bates established this scholarship for students in the UNCG School of Nursing. Recipients must be North Carolina residents and preference is given to students from Guilford, Yadkin, and Montgomery counties.

Cassell/Saperstein Scholarship Fund. In 1985, Anna Lou and Arthur Cassell and Sara Lee and Paul Saperstein established this School of Nursing scholarship in memory of Mrs. Cassell's parents, Harry and Celia Doctor. One award is made annually to a student majoring in nursing, with financial need being the primary consideration.

Daphne Doster Scholarship. Established in 1989 by Miss Doster, this scholarship provides awards to academically talented students in the School of Nursing. Recipients are selected by the Dean of the School of Nursing from recommendations made by the School's Scholarship Committee which receives applications.

The Ethel Stewart Kiser Scholarship. This fund was established in 1968 at Wesley Long Hospital by the friends and family of Ethel Stewart Kiser. Awards are made to deserving needy students interested in pursuing a four-year course in the School of Nursing. Preference is given to students from Harnett County.

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 who are rising juniors in the nursing major. Preference is given first to students from Guilford County and second to students from North Carolina.

Vera Belle Copeland Lashley Memorial Scholarship. Established in 1986, the award is for a nursing major from Moore County.

Doris Meador Scholarship. An anonymous gift provides an award for a needy rising senior nursing major interested in OB-GYN nursing.

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.

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 occupation health nurse. The scholarship is awarded to undergraduate students planning to enter the field of occupation health nursing.

Brenda Welling Rehtine Scholarship. Established in April 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.

Bridgett Wilson Ridge Scholarship. The Board of Trustees of Wesley Long Community Hospital approved a gift to establish this fund to honor the memory of Bridgett Wilson Ridge, a 1979 cum laude graduate of UNCG and a nurse at Wesley Long Hospital. The income provides an annual award to a junior or senior student majoring in nursing. Recipients are selected by the School of Nursing.

Katie B. Shepherd Scholarship. This scholarship is awarded annually to an undergraduate student in the School of Nursing. Recipients are chosen on the basis of financial need and academic achievement.

The Wesley Long Community Hospital Auxiliary Scholarship. This scholarship, granted annually on the basis of academic merit with some consideration of financial need, is given to nursing students at the graduate or undergraduate level.

The Wesley Long Community Hospital Scholarship. Awards are offered each year to two outstanding students in the School of Nursing from an annual gift from the hospital.

The Wesley Long Hospital Scholarship-Loan. The Wesley Long Hospital, Inc. contributes funds to the University for scholarship-loan awards of \$1500 per year to students in the junior and senior years of the nursing program at UNCG. Each year's award may be cancelled for a year of full-time employment as a staff nurse at The Wesley Long Hospital.

John W. Umstead, Jr. Scholarship. Established in 1987 by his daughter Anne Umstead Maultsby, the fund honors the late John W. Umstead, Jr., a State Senator and businessman who was known as a champion of mental health, prison reform and public education. Awards are made annually to nursing students, selected by the Nursing Dean on the basis of merit, giving consideration to financial need.

J. Nancy White Undergraduate Scholarship. This scholarship was established in 1988 by friends, former students, and colleagues of Nancy White, former faculty member in the Child Development and Family Relations Department. An award is made each year to an undergraduate student majoring in Child Development.

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.

Physics

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, pp. 416-417.

Political Science

Annie Moring Alexander Scholarship in Political Science. Established in 1987, the funds are used for a \$2,000 undergraduate scholarship or graduate fellowship for a student named by the Department of Political Science and the Financial Aid Office.

Romance Languages

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.

Mary Eliza Spicer Scholarship. Awards are given annually to rising juniors and 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.

Sociology/Social Sciences

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 or social work on the basis of merit and need.

Scholarships and Loans

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.

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.

Spanish

Augustine LaRochelle Scholarship in Spanish. A bequest provides annual scholarship support for Spanish majors selected on the basis of merit.

Speech Pathology and Audiology

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 is academic merit, character, leadership, and financial need.

Theatre

A. J. Fletcher Scholarship for the Performing Arts. See description under Competitive Awards, pp. 416-417.

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.

W. Raymond Taylor Scholarship in Drama. An award is made each year to a student who shows promise for a career in the theatre. The fund was established in honor of W. Raymond Taylor who was, for over 30 years, Director of Drama at the University.

OUTSIDE SCHOLARSHIPS

Recipients of the following scholarships are selected by donors outside of the University.

The Aubrey Lee Brooks Scholarship. 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 \$2,500 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 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. 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 \$1,500 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 Education and Development Fund, Inc. A limited number of scholarships are awarded 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 \$750 aid financially deserving, academically promising students, with preference given rural residents. A special application 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.

Marie Palmer Stewart Scholarship Trust. Through a bequest in her will, Marie Palmer Stewart established this fund. Earnings from a trust fund managed by Wachovia Bank provide scholarships to qualified recipients from Macon County, North Carolina and the mountains of Western North Carolina. Recipients are selected by the Guidance Counselor at Franklin High School in Macon County.

LOAN FUNDS

**Maude L. Adams
Alamance County Chapter of the Alumni**

**Association
Alumnae Class Organ
Alumni**

**Sarah Atkinson
Emily S. Austin
Mary Cochran Austin**

Annette Beck

James Boyd

***Belinda Brandon Memorial**

Victor Bryant

Gradys Bullock Memorial

Daphne Carraway Memorial

Class of 1915

***Class of 1920 Memorial**

Class of 1925

Class of 1929

Class of 1935

Class of 1936

Class of 1940

***Class of 1971**

Judge E. B. Cline

Laura H. Colt

Ida Houghton Cowan

Elizabeth Duncan International Student

Federation of Women's Clubs

Millie D. Fetzer

Julius Foust

***June P. Galloway**

***Frank P. Graham**

Martha Irvin Groome Memorial

Claude Heath

***Pauline Hester Green Hester and Brig. Gen.**

Hugh B. Hester

Home Economics Club

Lucille Horn Memorial

J. B. Ivey

North Carolina Association of Jewish Women

Terry Kellar

John W. Kennedy Graduate Student

Nancy Lee Kiser Memorial

Flora Patterson Lane

Bertha Marvin Lee Memorial

McIver

Jessie McLean

Elizabeth Crow Mahler

***Katherine Mavity Martin**

**Masonic Theatre Educational Fund of
New Bern**

Virginia Barker Moffitt Memorial

Lily Conally Morehead

Musgrove Memorial

North Spencer

Luther L. Orrell, Sr. and Emma Peters Orrell

Mary Oettinger Memorial

***Dorothy R. Phillips**

Lela Wade Phillips

Rebecca Christine Phoenix Memorial

Winfield H. Rogers

Rotary

Royal Arch and Knights Templar

Patty Spruill Memorial

Lizzie Stewart

***Joseph B. Strohl Memorial**

Mary McLean Taylor Memorial

Carrie MacRae Tillett Memorial

Town Students

***Weil-Wallerstein**

Mrs. Hazel Ervin Wheeler Memorial

***Nancy Wilson**

Clara Lee Lennon Withrow

Ruth Gooding Worley

Doris Wright Memorial

Pearl Wyche

Julia Frances Yancey

**Short-term Emergency Loan Funds*



Known then as "Freshman Week", orientation in the mid-1950's found students, attired with hats and gloves, attending teas.

Chapter 8

*UNIVERSITY
HISTORY
AND
PERSONNEL*

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

The University of North Carolina is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776 and 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 (Raleigh)

Founded 1887 as land-grant college

UNC SYSTEM: 1931

Pembroke State University (Pembroke)

Established 1887

UNC SYSTEM: 1972

The University of North Carolina at Asheville

Founded 1934

UNC SYSTEM: 1969

The University of North Carolina at Chapel Hill

Chartered 1789

The University of North Carolina at Charlotte

Established 1946

UNC SYSTEM: 1965

The University of North Carolina at Greensboro

Chartered 1891

UNC SYSTEM: 1931

The 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

In 1985, the **North Carolina School of Mathematics and Science** was granted status as an affiliate of the University of North Carolina.

**BOARD OF GOVERNORS
OF THE UNIVERSITY OF NORTH CAROLINA**

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J. Earl Danieley, Elon College
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Joy J. Johnson, Fairmont
Robert L. Jones, Raleigh
John R. Jordan, Jr., Raleigh

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Samuel H. Poole, Raleigh
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Wallace N. Hyde, Raleigh
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Maxine H. O'Kelly, Burlington
Maceo A. Sloan, Durham
Asa T. Spaulding, Jr., Durham
Harold H. Webb, Raleigh
Ruth Dial Woods, Lumberton

Member Emeriti

Philip G. Carson, Asheville

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Public Television

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the STATE NORMAL AND INDUSTRIAL SCHOOL. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in three departments: business, domestic science, and teaching. In 1896 its name changed to the STATE NORMAL AND INDUSTRIAL COLLEGE. Charles Duncan McIver, who with other pioneers in public education crusaded for women's education, was the first president, serving from 1892 until his death in 1906. He was followed by Julius I. Foust, who served until 1934.

In 1919, the school was renamed NORTH CAROLINA COLLEGE FOR WOMEN, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education. The first graduate degree, the Master of Arts, was awarded in 1922.

The General Assembly of 1931 combined the North Carolina College for Women, the University of North Carolina (at Chapel Hill) and the North Carolina State College of Agriculture and Engineering (at Raleigh) into a Consolidated University. The campus at Greensboro thus became THE WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA.

"W.C." became coeducational in 1963 when laws were amended to authorize admission of both men and women at all levels of instruction on all University campuses. At that time, the Greensboro campus was again renamed as THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. The first doctoral degree was awarded in 1963.

In October 1971 the General Assembly adopted legislation which combined all 16 of the state-supported institutions of higher education into a single University of North Carolina, governed by a board of governors and administered by a president. Each constituent institution has a separate board of trustees and is administered by a chancellor.

UNCG today has over eleven thousand students — more than one-fourth graduate students — and over 700 faculty members, 72% of whom hold doctoral degrees. UNCC offers six baccalaureate degrees in 100 areas of study, 11 master's degrees in 68 concentrations, and three doctoral degrees in 13 areas of study. The physical campus has grown to 178 acres and 74 buildings.

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AT GREENSBORO**

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AT GREENSBORO**

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Information Services

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Margaret A. Healy, B.S., M.A., Ph.D.

Assistant to the Vice Chancellor for Student Affairs

Diane L. Cooper, B.S., M.Ed., Ph.D.

Assistant to the Vice Chancellor for Student Affairs

Bettina Shuford, B.A., M.Ed.

Campus Recreation

Brian Haderlie, Director, B.A., M.A., Ed.S.

Career Planning and Placement Center

Bonnie M. Truax, Director, B.A., M.A., Ed.D.

Counseling and Testing Center

Harrell B. Roberts, Director, B.A., M.A., M.S., Ph.D.

Disabled Student Services

Patricia L. Bailey, Program Coordinator, B.A., M.Ed.

Elliott University Center/Student Activities

Bruce J. Michaels, Director, BA., M.A.

Intercollegiate Athletics

Nelson E. Bobb, Director, B.S., M.Ed.

Orientation and International Student Services

Martha F. Trigonis, Director, B.S., M.S., Ed.S.

Residence Life

Robert T. Tomlinson, Director, B.S., M.Ed., Ed.D.

Student Health Center

Robert P. Doolittle, Acting Director, B.S., M.D.

Weatherspoon Art Gallery

Ruth K. Beesch, Director, B.F.A., M.F.A.

TEACHING FACULTY

This list reflects faculty appointments held in 1990-1991 and includes promotions that become effective on July 1, 1991.

- Charles M. Achilles** (1988), *Professor, Educational Administration, Higher Education, and Educational Research, Department Chair*. B.A., M.A., Ed.S., Ed.D., Rochester.
- Jeffrey T. Adams** (1985), *Assistant Professor, German and Russian*. B.A., Lycoming College; M.A., Arizona State; Ph.D., Northwestern.
- Rebecca G. Adams** (1983), *Associate Professor, Sociology*. B.A., Trinity College; M.A., Ph.D., Chicago.
- Treana Adkins** (1987), *Adjunct Assistant Professor, Pedagogical Studies and Supervision, Associate Director of Teacher Education, Director of Teaching Fellows Program*. B.S., Delaware State College; M.Ed, Salisbury State College; Ed.D, Virginia Polytechnic Institute and State University.
- K. Porter Aichele** (1990), *Associate Professor, Art, Department Head*. B.A., M.A., Vanderbilt; M.A., Ph.D., Bryn Mawr.
- Michael C. Alexander** (1991), *Lecturer, Political Science*. B.S., Tennessee; M.A., Duke.
- Donald F. Allen** (1962), *Assistant Professor, Sociology*. B.A., North Texas State; M.A., Ph.D., Texas at Austin.
- Louis E. Allen** (1989), *Lecturer, English*. B.A., U.N.C. at Chapel Hill; M.F.A., UNCG.
- Stuart D. Allen** (1976), *Professor, Economics*. B.A., Wake Forest; Ph.D., Virginia.
- Rachel H. Allred** (1972), *Assistant Professor, School of Nursing*. B.S.P.H., M.S.P.H., U.N.C. at Chapel Hill.
- Jose Almeida** (1966), *Associate Professor, Romance Languages*. B.A., Baylor; M.A., Ph.D., Missouri.
- Kwasi Amoako-Gyampah** (1990), *Assistant Professor, Information Systems and Operations Management*. B.Sc., University of Science and Technology (Ghana); M.S., Missouri-Rolla; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., Cincinnati.
- Kathleen L. Andereck** (1989), *Assistant Professor, Leisure Studies*. B.S., Wisconsin; M.S., Texas A&M; Ph.D., Clemson.
- Sharon Anderson** (1987), *Assistant Professor, School of Nursing*. B.S., Loretta Heights College; M.S., M.A., Ph.D., University of Colorado.
- Stephen C. Anderson** (1988), *Professor, Leisure Studies, Department Head*. B.S., M.S., Indiana State; Ph.D., Maryland.
- Trudy B. Anderson** (1988), *Visiting Assistant Professor, Child Development and Family Relations*. B.A., Creighton; M.A., Nebraska at Omaha; Ph.D., Nebraska at Lincoln.
- Hilary J. Apfelstadt** (1983), *Associate Professor, School of Music*. Mus.B., Toronto; M.S., Illinois; Ph.D., Wisconsin.
- Marc Apfelstadt** (1985), *Assistant Professor, School of Music*. B.S., Indiana State; M.M., Univ. of Illinois; D.M.A., Wisconsin.
- Doris W. Armenaki** (1975), *Assistant Professor, School of Nursing*. B.S.N., UNCG; M.S., Alabama at Birmingham.
- Frances C. Arndt** (1977), *Lecturer, Residential College*. B.A., College of William and Mary; M.A., Ph.D., Duke.
- Murray D. Arndt** (1968), *Associate Professor, English*. B.A., M.A., Catholic; Ph.D., Duke.
- James C. Atkinson** (1958), *Professor, Romance Languages*. B.A., M.A., Duke; Ph.D., Johns Hopkins.
- Karen E. Avery** (1988), *Lecturer, Exercise and Sport Science*. B.S., Springfield College; M.A., U.N.C. at Chapel Hill.
- Ceola R. Baber** (1989), *Assistant Professor, Pedagogical Studies and Supervision*. B.A., California State; M.A., Stanford; Ph.D., Purdue.
- Willie Baber** (1989), *Professor, Anthropology*. B.A., California; M.A., Ph.D., Stanford.

- Dianne L. Bachman** (1991), *Lecturer, Housing and Interior Design*. B.F.A., Kansas; M.Arch., Colorado.
- Isis Y. Badawi** (1986), *Lecturer, Psychology*. B.A., Ain-Shams (Egypt); M.A., Ph.D., UNCG.
- Joachim T. Baer** (1973), *Professor, German and Russian*. B.A., Indiana; Ph.D., Harvard.
- Lois L. Bailey** (1990), *Lecturer, Curriculum and Educational Foundations*. B.A., M.A.T., Trenton State; Ed.D., UNCG.
- Denise N. Baker** (1975), *Associate Professor, English*. B.A., Michigan; M.A., California-Santa Barbara; Ph.D., Virginia.
- Hope Baker** (1987), *Assistant Professor, Information Systems and Operations Management*. B.S., B.A., East Carolina; Ph.D., South Carolina.
- 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), *Associate Professor, Chemistry*. B.A., Vanderbilt; M.S., Ph.D., Florida State.
- Beth E. Barba** (1989), *Instructor, School of Nursing*. B.A., B.S.N., Jersey City State College; M.A., New York.
- James C. Barborak** (1972), *Professor, Chemistry*. B.S., Ph.D., Texas.
- Jack I. Bardon** (1976), *Excellence Foundation Professor, Counseling and Specialized Educational Development*. Director of the Collegium for the Advancement of Schools, Schooling and Education. B.A., Case Western Reserve; M.A., Ph.D., Pennsylvania.
- Walter W. Barker** (1966), *Professor, Art*. B.F.A., Washington; M.F.A., Indiana.
- David Barnhill** (1991), *Lecturer, Religious Studies*. B.A., M.A., Ph.D., Stanford.
- Kate R. Barrett** (1970), *Professor, Exercise and Sport Science, Director of Teacher Education*. B.S., Tufts; M.S., Ph.D., Wisconsin.
- Genevieve M. Bartol** (1989), *Professor, School of Nursing*. B.S.N., Villanova; A.B.C.S., Maryknoll College; M.Ed., Ed.D., Columbia.
- Eddie C. Bass** (1968), *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*. B.A., Ph.D., Rice.
- Nancy K. Batrouney** (1990), *Lecturer, Pedagogical Studies and Supervision*. B.S., M.S.Ed., Wisconsin.
- 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, Acting Dean, Arts and Sciences*. B.A., Wake Forest; M.A., Ph.D., Michigan.
- Stephen M. Beall** (1990), *Visiting Assistant Professor, Classical Studies*. B.A., Michigan; M.A., Ph.D., California-Berkeley.
- 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.
- Ruth K. Beesch** (1989), *Adjunct Assistant Professor, Art, Director of Weatherspoon Art Gallery*. B.F.A., M.F.A., Florida.
- 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), *Associate Professor, Communication and Theatre*. B.A., Morehead State; M.F.A., Minnesota.
- Margo O. Bender** (1985), *Lecturer, Romance Languages*. B.A., M.A., Nebraska; Ph.D., U.N.C. at Chapel Hill.
- David G. Bennett** (1967), *Professor, Geography*. B.A., East Carolina; M.A., Ph.D., Michigan State.

Teaching Faculty

- James M. Benshoff** (1989), *Assistant Professor, Counseling and Specialized Educational Development*. B.A., College of William and Mary; M.Ed., George Mason; Ph.D., American.
- Robin Bergeron** (1991), *Lecturer, Public Health Education*. B.A., UNCG; M.S., N.C. A. & T. State.
- Gregory G. Bernet** (1990), *Visiting Assistant Professor, Communication and Theatre*. B.A., Old Dominion; M.F.A., Indiana.
- E. L. Bernick** (1979), *Associate Professor, Political Science*. B.A., M.A., Ph.D., Oklahoma.
- Daniel L. Bibeau** (1984), *Associate Professor, Public Health Education*. B.S., M.S., Texas A. & M.; Ph.D., Pennsylvania State.
- JoAnn C. Biggs** (1990), *Visiting Assistant Professor, School of Nursing*. B.S., U.N.C. at Charlotte; M.P.H., U.N.C. at Chapel Hill.
- Jodi E. Bilinkoff** (1982), *Associate Professor, History*. B.A., Michigan; M.A., Ph.D., Princeton.
- Carl Billingsley** (1986), *Assistant Professor, Art*. B.F.A., M.F.A., Wisconsin.
- Phillip D. Blalock** (1982), *Lecturer, Communication and Theatre*. B.S., M.A., East Carolina.
- Francine Blanchet-Sadri** (1990), *Assistant Professor, Mathematics*. Université du Québec à Trois-Rivières; M.S., Princeton; Ph.D., McGill.
- James M. Boissonault** (1988), *Lecturer, German and Russian*. B.A., Massachusetts; M.A., U.N.C. at Chapel Hill.
- Lloyd Bond** (1988), *Professor, Educational Administration, Higher Education, and Educational Research*. B.A., Hillsdale College; M.S., Ph.D., Johns Hopkins.
- Mary B. Boone** (1980), *Lecturer, Residential College*. B.F.A., UNCG; M.F.A., South Carolina.
- L. DiAnne Borders** (1987), *Associate Professor, Counseling and Specialized Educational Development*. B.A., UNCG; M.A., Wake Forest; Ph.D., Florida.
- Erich F. Bordne** (1989), *Lecturer, Geography*. B.A., Cincinnati; M.A., Ph.D., Syracuse.
- Elisabeth A. Bowles** (1956), *Associate Professor, Pedagogical Studies and Supervision*. B.A., Woman's College of U.N.C.; M.A., Ph.D., U.N.C. at Chapel Hill.
- Anita H. Bowman** (1990), *Lecturer, Mathematics*. B.A., High Point; M.S., New Mexico; M.Ed., N.C. State.
- Kennard S. Brackney, Jr.** (1990), *Assistant Professor, Accounting*. B.S., M.S., Old Dominion; Ph.D., U.N.C. at Chapel Hill.
- Madeline A. Bradley** (1987), *Lecturer, Mathematics*. B.S.N., Florida; M.A., UNCG.
- Jeutonne P. Brewer** (1973), *Associate Professor, English*. B.A., Harding College; M.A., Ph.D., U.N.C. at Chapel Hill.
- George W. Bright** (1990), *Professor, Pedagogical Studies and Supervision*. B.A., M.A., William Marsh Rice; Ph.D., Texas at Austin.
- Jack V. Briner, Jr.** (1990), *Assistant Professor, Mathematics*. B.S., M.S., Ph.D., Duke.
- Andrew C. Brod** (1989), *Instructor, Economics*. B.A., Illinois; M.A., Minnesota.
- Catherine S. Brown** (1990), *Lecturer, Communication and Theatre*. B.A., South Dakota; M.S., Ph.D., Oklahoma.
- Hazel N. Brown** (1974), *Assistant Professor, School of Nursing*. B.S.N., Berea College; M.A., Wake Forest; M.S.N., Ed.D., UNCG.
- Julie V. Brown** (1983), *Associate Professor, Sociology*. B.A., Wells College; M.A., Ph.D., Pennsylvania.
- Lew G. Brown** (1986), *Assistant Professor, Management and Marketing*. B.A., M.P.A., M.B.A., Ph.D., U.N.C. at Chapel Hill.
- Michael L. Brown** (1989), *Instructor, Mathematics*. B.S., Appalachian State; M.S., Clemson.
- Dale L. Brubaker** (1971), *Professor, Educational Administration, Higher Education, and Educational Research*. B.A., Albion College; M.A., Ph.D., Michigan State.
- Dorothy D. Bruner** (1985), *Lecturer, Anthropology*. B.A., UNCG; M.A., U.N.C. at Chapel Hill.
- Aloha E. Bryson** (1988), *Adjunct Assistant Professor, Psychology, Assistant Director, Institutional Research*. B.S., Averett College; M.A., UNCG; Ph.D., U.N.C. at Chapel Hill.
- Joseph E. Bryson** (1964), *Professor, Educational Administration, Higher Education, and Educational Research*. B.A., Elon College; M.A., U.N.C. at Chapel Hill; Ed.D., Duke.

- Jean R. Buchert** (1957), *Professor, English*. B.A., M.A., Missouri; Ph.D., Yale.
- Susan J. Buck** (1988), *Assistant Professor, Political Science*. B.S., Florida; M.S.Ed., Ph.D., Virginia Polytechnic Institute and State University.
- Carolyn S. Budd** (1990), *Lecturer, Information Systems and Operations Management*. B.S., James Madison; M.S., Virginia at Charlottesville.
- Winston S. Budrow** (1987), *Lecturer, School of Music*. B.M., Bowling Green.
- Kathleen M. Bulgin** (1965), *Associate Professor, Romance Languages*. B.A., Sweet Briar College; M.A., Bryn Mawr College; Ph.D., Duke.
- Randolph M. Bulgin** (1964), *Associate Professor, English*. B.A., Davidson College; Ph.D., Princeton.
- Mary B. Bullington** (1988), *Lecturer, English and History*. B.A., Hollins College; M.F.A., UNCG.
- Kelly J. Burke** (1989), *Assistant Professor, School of Music*. B.M., M.M., Eastman School of Music; D.M.A., Michigan
- Dennis A. Burnes** (1989), *Lecturer, Chemistry*. B.A., Augustana College.
- Herbert I. Burns** (1988), *Lecturer, Housing and Interior Design*. B.Arch., Kentucky.
- Lawrence B. Burwell** (1989), *Lecturer, Communication and Theatre*. B.S., Greensboro College; M.P.H., U.N.C. at Chapel Hill; M.P.A., N.C. State; Ed.D., UNCG.
- John C. Busch** (1970), *Associate Professor, Educational Administration, Higher Education, and Educational Research*. B.A., Niagara; M.S.Ed., St. John's; Ed.D., Tennessee.
- Eleanor H. Buttner** (1985), *Assistant Professor, Management and Marketing*. B.A., Hollins; M.B.A., Pennsylvania; Ph.D., U.N.C. at Chapel Hill.
- Jeremy Byman** (1976), *Lecturer, Master of Arts in Liberal Studies*. A.B., Carleton College; A.M., Ph.D., Chicago.
- Kenneth A. Byrd** (1969), *Assistant Professor, Mathematics*. B.S., Duke; Ph.D., N.C. State.
- Bruce J. Caldwell** (1978), *Professor, Economics*. B.A., College of William and Mary; Ph.D., U.N.C. at Chapel Hill.
- Linda L. Caldwell** (1989), *Assistant Professor, Leisure Studies*. B.S., Pennsylvania State; M.S., N.C. State; Ph.D., Maryland.
- Robert M. Calhoon** (1964), *Professor, History*. B.A., Wooster College; M.A., Ph.D., Western Reserve.
- Cheryl M. Callahan** (1979), *Adjunct Assistant Professor, Child Development and Family Relations, Associate Vice Chancellor for Student Affairs*. B.A., UNCG; M.Ed., U.N.C. at Chapel Hill; Ph.D., UNCG.
- Anita Campitelli** (1986), *Lecturer, German and Russian*. B.A., New College; M.A., Northwestern.
- Roberto E. Campo** (1989), *Assistant Professor, Romance Languages*. B.A., California; M.A., Ph.D., Pennsylvania.
- Kenneth L. Caneva** (1979), *Associate Professor, History*. B.S., Massachusetts Institute of Technology; Ph.D., Princeton.
- Robert E. Cannon** (1972), *Associate Professor, Biology, Assistant Dean, College of Arts and Sciences*. B.A., Earlham College; M.S., Ph.D., Delaware.
- Sarah N. Caple** (1988), *Adjunct Associate Professor, Information Systems and Operations Management, Director of Undergraduate Advising, Bryan School of Business and Economics*. B.S., Allen; M.S., Hunter; Ph.D., Florida State.
- James V. Carmichael** (1988), *Assistant Professor, Library and Information Studies*. B.A., M.Lib., Emory; Ph.D., U.N.C. at Chapel Hill.
- Betty A. Carpenter** (1973), *Lecturer, Residential College, Assistant to Director*. B.S., M.A., George Peabody College.
- Cathleen E. Carr** (1988), *Lecturer, English*. B.A., Duke; M.F.A., UNCG.
- Patricia A. Carr** (1986), *Lecturer, Public Health Education*. B.A., St. Andrews; M.P.H., U.N.C. at Chapel Hill.

Teaching Faculty

- Gregory D. Carroll** (1981), *Associate Professor, School of Music*. B.A., St. John's; M.A., Ph.D., Iowa.
- William P. Carroll** (1984), *Assistant Professor, School of Music*. B.M., Millsaps; M.M., M.S.M., Southern Methodist; D.M.A., Cincinnati.
- Barbara C. Carter** (1988), *Lecturer, Mathematics*. B.A., M.Ed., UNCG.
- Kathleen Casey** (1989), *Assistant Professor, Curriculum and Educational Foundations*. B.A., College of New Rochelle; M.A., Leeds; Ph.D., Wisconsin.
- Pamela R. Cash** (1987), *Lecturer, Management and Marketing, Advisor, Bryan School of Business and Economics*. B.S., Clemson.
- Ronald D. Cassell** (1974), *Assistant Professor, History*. B.S., M.A., Michigan; Ph.D., U.N.C. at Chapel Hill.
- Deborah J. Cassidy** (1990), *Assistant Professor, Child Development and Family Relations, Director, Child Care Education Program*. B.S., Northern Illinois; M.S., Ph.D., Illinois.
- Arthur D. Cassill** (1987), *Assistant Professor, Accounting*. B.S., Eastern Kentucky; M.S., Ph.D., Tennessee.
- Nancy L. Cassill** (1987), *Assistant Professor, Clothing and Textiles*. B.S., Purdue; M.S., Indiana; Ph.D., Tennessee.
- Hugo F. Castillo** (1988), *Lecturer, History*. M.A., Ph.D., U.N.C. at Chapel Hill.
- James S. Catlett** (1989), *Lecturer, History*. B.A., M.A., UNCG; M.S.L.S., U.N.C. at Chapel Hill.
- Ralph E. Cosby** (1966), *Lecturer, Communication and Theatre*. B.A., Lenoir-Rhyne College; M.S., Tennessee.
- Carl D. Cavalli** (1987), *Lecturer, Political Science*. B.A., SUNY at Oneonta; M.A., U.N.C. at Chapel Hill.
- Patricia A. Chamings** (1985), *Professor, School of Nursing*. B.S.N., M.N., Florida; Ph.D., George Peabody College.
- J. Austin Chandler** (1990), *Lecturer, Management and Marketing*. B.A., M.A., Columbia; M.A., Fordham.
- Stephen N. Chapman** (1990), *Assistant Professor, Information Systems and Operations Management*. B.A., M.A., M.B.A., Michigan; Ph.D., Michigan State.
- Fred D. Chappell** (1964), *Burlington Industries Professor, English*. B.A., M.A., Duke.
- Claude J. Chauvigne** (1965), *Associate Professor, Romance Languages*. B.S., Southwest Missouri State; M.A., Ph.D., Colorado.
- Gay E. Cheney** (1976), *Professor, Dance*. B.S., Tufts; M.S., Wisconsin; Ph.D., U.C.L.A.
- Eddy H. Cheng** (1982), *Adjunct Associate Professor, Information Systems and Operations Management, Director, Management Information Systems*. B.S., National Cheng Kung (Taiwan) M.S., Duke; Ph.D., N. C. State.
- Charles A. Church** (1967), *Associate Professor, Mathematics*. B.S., Virginia Polytechnic Institute and State University; Ph.D., Duke.
- Kim D. Churchill** (1990), *Lecturer, Sociology*. B.A., M.A., UNCG.
- Clifton B. Clark** (1965), *Professor, Physics and Astronomy*. B.A., M.A., Arkansas; Ph.D., Maryland.
- James L. Clark** (1979), *Lecturer, English, Executive Director of Creative Writing*. B.A., Florida State; M.Div., Duke; M.F.A., UNCG.
- Margaret E. Clark** (1990), *Lecturer, Information Systems and Operations Management*. B.A., Mississippi State; M.A., Georgia.
- Stanley D. Clark** (1990), *Lecturer, Romance Languages*. A.B., Th.B., God's Bible College; M.R.Ed., Nazarene Theological Seminary; M.Ed., UNCG.
- Barbara N. Clawson** (1973), *Professor, Child Development and Family Relations*. B.S., Iowa State; M.S.H.E., UNCG; Ph.D., Iowa State.
- Judith A. Cline** (1990), *Lecturer, Music*. B.M., Drake; M.M., California.
- Ned A. Cline** (1990), *Lecturer, English*. B.S., Catawba.

- James Clotfelter** (1977), *Professor, Political Science, Department Head*. B.A., U.N.C. at Chapel Hill; M.A., Wisconsin; Ph.D., U.N.C. at Chapel Hill.
- Converse D. Clowse** (1962), *Associate Professor, History*. B.A., M.A., Vermont; Ph.D., Northwestern.
- George M. Coggins, Jr.** (1991), *Lecturer, Management and Marketing*. B.B.A., M.B.A., National; D.B.A., U.S. International.
- Malcolm J. Colbert** (1988), *Lecturer, Political Science*. B.A., M.P.A., UNCG.
- William L. Coleman** (1971), *Assistant Professor, Anthropology*. B.A., Western Kentucky; Ph.D., Indiana.
- William A. Collins** (1989), *Professor, Accounting, Department Head*. B.S., Massachusetts; M.B.A., State University of California at San Jose; Ph.D., Washington.
- William C. Collins** (1985), *Professor, Art*. B.F.A., Rhode Island School of Design; M.F.A., Illinois.
- Mary V. Compton** (1988), *Visiting Assistant Professor, Communication and Theatre*. B.A., Greensboro College; M.Ed., UNCG; M.Ed., Smith; Ed.D., Virginia.
- George H. Conklin** (1985), *Lecturer, History*. B.A., Tennessee; M.A., M.L.S., Ph.D., U.N.C. at Chapel Hill.
- James C. Cooley** (1965), *Associate Professor, History*. B.A., Franklin College; M.A., Ph.D., Indiana.
- Diane L. Cooper** (1986), *Lecturer, Counseling and Specialized Educational Development, Assistant to the Vice Chancellor for Student Affairs*. B.S., Miami; M.Ed., Missouri; Ph.D., Iowa.
- Theresa R. Cooper** (1990), *Assistant Professor, Mathematics*. B.S., St. Mary's Dominican College; M.S., Southwestern Louisiana; Ph.D., Louisiana State.
- Nancy F. Courts** (1967), *Assistant Professor, Nursing*. B.S., Emory; M.S., U.N.C. at Chapel Hill.
- Howard E. Covington** (1985), *Lecturer, English*. B.A., Florida.
- Sarah L. Cowan** (1983), *Assistant Professor, Clothing and Textiles*. B.S.H.E., Ph.D., UNCG.
- Kay J. Cowen** (1984), *Lecturer, School of Nursing*. B.S.N., East Carolina; M.S.N., UNCG.
- Patti L. Cox** (1988), *Adjunct Instructor, Counseling and Specialized Educational Development, Staff Psychologist, Counseling and Testing Center*. B.A., Ph.D., Missouri.
- Richard Cox** (1960), *Professor, School of Music*. B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Northwestern; Diploma, Conservatoire national de la musique, Paris, France.
- Debra Crews** (1988), *Assistant Professor, Exercise and Sport Science*. B.S., Wisconsin; M.S., Ph.D., Arizona State.
- William E. Crowther** (1986), *Associate Professor, Political Science*. A.B., Humboldt State; M.A., Ph.D., UCLA.
- Richard A. Crutchfield** (1989), *Lecturer, Romance Languages*. B.A., B.S., M.A., UNCG.
- Carol W. Culian** (1985), *Lecturer, Mathematics*. B.S., Plattsburgh State; M.Ed., UNCG.
- John S. Curtis** (1971), *Instructor, Biology*. B.A., Guilford College; M.A., UNCG.
- Linda N. Curtis** (1974), *Assistant Professor, Biology*. B.A., M.A., UNCG; Ph.D., U.N.C. at Chapel Hill.
- Keith Cushman** (1976), *Professor, English*. B.A., Harvard; Ph.D., Princeton.
- Ann Cutter** (1983), *Lecturer, Biology*. B.A., Guilford College.
- Linda C. Danford** (1989), *Lecturer, Classical Studies*. B.A., Smith College; M.A., Yale.
- Stephen C. Danford** (1976), *Associate Professor, Physics and Astronomy*. B.A., Dartmouth; M.S., Ph.D., Yale.
- Mary B. Daniels** (1990), *Lecturer, Romance Languages*. B.A., UNCG; M.A., Wisconsin-Madison.
- Donald G. Darnell** (1964), *Professor, English*. B.S., Texas Tech; M.A., Oklahoma; Ph.D., Texas at Austin.
- Stephen F. Dattalo** (1981), *Lecturer, Romance Languages*. B.A., Ohio State; M.Ed., UNCG.
- Judith F. Davie** (1981), *Lecturer, Pedagogical Studies and Supervision*. B.A., Birmingham-Southern; M.S., A.M.D., Ph.D., Florida State.
- Charles E. Davis** (1969), *Associate Professor, English*. B.A., Davidson; M.A., Ph.D., Emory.

Teaching Faculty

- Claire E. Deal** (1990), *Lecturer, Communication and Theatre*. B.A., Mercer; M.A., Furman; M.F.A., UNCG.
- Jo Anne Deans-Hums** (1987), *Lecturer, School of Nursing*. B.S.N., M.S.N., UNCG.
- Barbara D. DeBaryshe** (1988), *Assistant Professor, Child Development and Family Relations*. B.A., Swarthmore; M.A., Ph.D., SUNY at Stony Brook.
- Keith G. Debbage** (1988), *Assistant Professor, Geography*. B.S., Dundee (Scotland); M.S., Surrey (England); Ph.D., Georgia.
- Laurie U. deBettencourt** (1989), *Assistant Professor, Pedagogical Studies and Supervision*. B.S., M.Ed., Ph.D., Virginia.
- Sara A. deBot** (1989), *Lecturer, Chemistry*. B.M., Rollins College; B.S., Winston-Salem State; M.S., UNCG.
- Anthony J. DeCasper** (1975), *Professor, Psychology*. B.A., Akron; M.A., Ph.D., Emory.
- Ruth H. DeHoog** (1990), *Associate Professor, Political Science, Director, Master of Public Affairs Program*. B.A., Calvin College; M.A., Ph.D., Michigan.
- Charlene Dellinger** (1989), *Lecturer, Communication and Theatre*. B.A., Appalachian State; M.A., UNCG.
- Anne W. Deloria** (1975), *Associate Professor, Dance*. B.S., M.S., Michigan.
- John A. D'Emilio** (1983), *Associate Professor, History*. B.A., M.A., M. Phil., Ph.D., Columbia.
- Donald V. DeRosa** (1985), *Professor, Psychology, Provost*. B.A., American International College; M.A., Ph.D., Kent State.
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- Arnold Doren** (1978), *Associate Professor, Art*. B.F.A., Rochester Institute of Technology.
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- Mary W. Helms** (1979), *Professor, Anthropology*. B.A., Pennsylvania State; M.A., Ph.D., Michigan.
- Herbert T. Hendrickson** (1968), *Associate Professor, Biology*. B.S., Ph.D., Cornell.
- Vincent C. Henrich** (1990), *Assistant Professor, Biology*. B.S., Notre Dame; M.Sc., Ph.D., Ohio State.
- Gary M. Henschen** (1987), *Clinical Professor, Psychology*. B.S., Davidson College; M.D., U.N.C. at Chapel Hill.
- Harvey B. Herman** (1969), *Professor, Chemistry*. B.S., Polytechnic Institute of Brooklyn; Ph.D., Syracuse.
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- David G. Herr** (1973), *Associate Professor, Mathematics*. B.E.E., M.S., Georgia Institute of Technology; Ph.D., U.N.C. at Chapel Hill.
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- John J. Hidore** (1980), *Professor, Geography*. B.A., State College of Iowa; M.A., Ph.D., State University of Iowa.
- Theodore Hildebrandt** (1976), *Professor, Mathematics*. A.B., A.M., Michigan; S.M., Massachusetts Institute of Technology; Ph.D., Michigan.
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Teaching Faculty

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- Richard T. Whitlock** (1967), *Associate Professor, Physics and Astronomy*. B.S., Capital; M.S., Ph.D., Western Reserve.

Teaching Faculty

- Scott W. Whitt** (1991), *Lecturer, Economics*. B.A., UNCG.
- Craig J. Whittaker** (1985), *Assistant Professor, School of Music*. B.M., SUNY at Potsdam; M.M., Northern Illinois; D.M.A., Arizona.
- Eddie P. Whittington** (1990), *Lecturer, Mathematics*. B.S., M.A., Appalachian State.
- Ruth A. Wieser** (1988), *Lecturer, Exercise and Sport Science*. B.A., Westhampton College; M.F.A., M.S., UNCG.
- J. K. Williams** (1970), *Associate Professor, School of Music*. B.M.E., M.M., Ph.D., Indiana.
- Kathleen Williams** (1988), *Associate Professor, Exercise and Sport Science*. B.S., UNCG; M.S., Ph.D., Wisconsin.
- Martha D. Williams** (1990), *Lecturer, Communication and Theatre*. B.A., UNCG.
- Nicholas C. Williamson** (1983), *Associate Professor, Management and Marketing*. B.A., M.B.A., Ph.D., U.N.C. at Chapel Hill.
- Pamela A. Wilson** (1991), *Lecturer, Leisure Studies*. B.S., M.A., U.N.C. at Chapel Hill.
- Catherine R. Wineburg** (1989), *Lecturer, Social Work*. B.A., Pittsburgh; M.S.W., U.N.C. at Chapel Hill.
- Robert J. Wineburg** (1980), *Associate Professor, Social Work, Department Chair*. B.A., Utica College; M.S.W., Syracuse; Ph.D., Pittsburgh.
- Tony R. Wingler** (1976), *Associate Professor, Finance*. B.A., Guilford College; M.S.B.A., UNCG; D.B.A., Kentucky.
- Daniel T. Winkler** (1986), *Assistant Professor, Finance*. B.S., Florida; M.B.A., Central Florida; Ph.D., South Carolina.
- Susan E. Wise** (1990), *Lecturer, Biology*. B.A., UNCG.
- Charles J. Woelfel** (1978), *Professor, Accounting*. Ph.B., Notre Dame; M.S., Butler; Ph.D., Texas; CPA, State of Texas.
- Sabrina N. Woodbery** (1991), *Lecturer, Economics*. B.A., M.A., UNCG.
- Naurice F. Woods, Jr.** (1989), *Lecturer, Black Studies*. B.F.A., U.N.C. at Chapel Hill; M.F.A., Florida State; M.F.A., UNCG; Ph.D., Columbia Pacific.
- Kieth C. Wright** (1980), *Professor, Library and Information Studies*. B.A., Willamette; M.Div., Union Theological Seminary; M.L.S., Ph.D., Columbia.
- James M. Wren** (1990), *Visiting Associate Professor, Communication and Theatre*. B.A., Heidelberg College; M.F.A., Florida.
- Richard B. Wursten** (1985), *Adjunct Associate Professor, School of Music, Director, Music Listening Center*. B.S., Utah State; M.M., M.L.S., Illinois; Ph.D., Wisconsin.
- Lela A. Zacharias** (1975), *Associate Professor, English*. B.A., Indiana; M.A., Hollins College; M.F.A., Arkansas.
- Matthew D. Ziff** (1988), *Lecturer, Housing and Interior Design*. B.A., N.C. State; M.Arch., Virginia Polytechnic Institute and State University.
- Michael Zimmerman** (1988), *Associate Professor, Philosophy*. B.A., Yale; M.A., Ph.D., Massachusetts at Amherst.

EMERITUS FACULTY

- 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. (Deceased December 8, 1990)
- Peter J. Agostini** (1966), *Professor, Art, Emeritus* (1983).
- Donald B. Anderson** (1964), *Professor, Biology, Emeritus* (1970). B.S., B.S.Ed., M.A., Ph.D., Ohio State.
- Laura G. Anderton** (1948), *Professor, Biology, Emeritus* (1987). B.A., Wellesley; M.S., Brown; Ph.D., U.N.C. at Chapel Hill.
- Anne F. Baecker** (1960), *Professor, German and Russian, Emeritus* (1981). Ph.B., Marygrove College; M.A., Michigan; Ph.D., Cincinnati.
- Barbara B. Bair** (1973), *Associate Professor, School of Music, Emeritus* (1989). B.S., Ohio State; M.Ed., UNCG.
- Richard Bardolph** (1944), *Jefferson Standard Professor, History, Emeritus* (1980). B.A., M.A., Ph.D., Illinois; Litt. D., Concordia College.
- Susan E. Barksdale** (1943), *Associate Professor, Art, Emeritus* (1983). B.A., Woman's College of U.N.C.; M.A., Columbia.
- 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.
- Sarah F. Bell (Gaines)** (1967), *Associate Professor, Romance Languages, Emeritus* (1985). B.A., Greensboro College; M.A., Ph.D., U.N.C. at Chapel Hill.
- Pearl Berlin** (1971), *Professor, 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.
- Elisabeth A. Bowles** (1956), *Associate Professor, Pedagogical Studies and Supervision, Emeritus* (1990). B.A., Woman's College of U.N.C.; M.A., Ph.D., U.N.C. at Chapel Hill.
- Mary S. Brodish** (1976), *Associate Professor, School of Nursing, Emeritus* (1988). B.A., Wellesley; M.A., New York; M.N., Yale.
- M. Elaine Burgess** (1960), *Professor, Sociology, Emeritus* (1990). B.A., M.A., Washington State; Ph.D., U.N.C. at Chapel Hill.
- 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.
- Gilbert F. Carpenter** (1963), *Professor, Art, Emeritus* (1989). A.B., Stanford.
- Mildred L. Carr** (1958), *Head Circulation Librarian, Emeritus* (1980). B.A., College of William and Mary; B.S., Columbia.
- Robert S. Cline** (1976), *Professor, Finance, Emeritus* (1986). B.S., M.B., Syracuse; Ph.D., Pennsylvania.
- John P. Couch** (1958), *Associate Professor, Romance Languages, Emeritus* (1988). B.A., U.N.C. at Chapel Hill; Ph.D., Yale.
- Elizabeth Cowling** (1945), *Professor, School of Music, Emeritus* (1976). B.A., Carleton College; M.A., Columbia; M.M., Ph.D., Northwestern.
- James W. Crews** (1973), *Professor, Information Systems and Operations Management, Emeritus* (1989). B.S. M.Ed., Florida; Ed.D., Indiana.
- Richard N. Current** (1955), *Distinguished Professor, History, Emeritus* (1983). B.S., Oberlin College; M.A., Tufts; M.A., Oxford; Ph.D., Wisconsin.
- Lois J. Cutter** (1963), *Assistant Professor, Biology; Emeritus* (1984). B.A., M.S., Ph.D., Michigan.
- Robert A. Darnell** (1949), *Associate Professor, School of Music, Emeritus* (1988). B.M., Colorado; M.M., Texas.

Emeritus Faculty

- 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. (Deceased April 25, 1990)
- Charlotte Webster Dawley** (1944), *Associate Professor, Biology, Emeritus* (1968). B.A., Carleton; M.S., Washington; Ph.D., Minnesota. (Deceased May 25, 1990)
- Paul M. Descouzis** (1966), *Professor, Romance Languages, Emeritus* (1978). B.A., Notre Dame; M.A., Boston; Ph.D., Maryland.
- Louise Deshaies** (1972), *Assistant Catalog Librarian, Emeritus* (1987). B.A., Meredith College; M.S. in L.S., U.N.C. at Chapel Hill.
- George W. Dickieson** (1938), *Associate Professor, School of Music, Emeritus* (1977). B.M., Salem College; M.M., Cincinnati Conservatory; L'Ecole Monteaux.
- Arthur W. Dixon** (1957), *Associate Professor, English, Emeritus* (1977). B.A., U.N.C. at Chapel Hill; Ph.D., Yale. (Deceased April 29, 1990)
- Craig L. Dozier** (1960), *Professor, Geography, Emeritus* (1985). B.A., Wisconsin; M.A., Maryland; Ph.D., Johns Hopkins.
- Lois V. Edinger** (1962), *Professor, Pedagogical Studies and Supervision, Emeritus* (1988). B.A., Meredith College; M.Ed., Ph.D., U.N.C. at Chapel Hill.
- Betty R. Erlandson** (1977), *Associate Professor, School of Nursing, Emeritus* (1985). B.S.N., M.S.N., Boston.
- Grace B. Farris** (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, Romance Languages, Emeritus* (1972). B.A., Clark; M.A., D.M.L., Middlebury.
- Eileen C. Francis** (1965), *Assistant Professor, Clothing and Textiles, Emeritus* (1990). B.S., M.S., Ph.D., Pennsylvania State.
- Lavina M. Franck** (1972), *Assistant Professor, Clothing and Textiles, Emeritus* (1986). B.S., Illinois; M.S., Wisconsin.
- Marian P. Franklin** (1959), *Professor, Counseling and Specialized Educational Development, Emeritus* (1990). B.A., B.M., St. Olaf College; M.S., Northwestern; Ed.D., U.N.C. at Chapel Hill.
- Virginia Gangstad** (1939), *Associate Professor, 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 State; M.A., New York.
- Joan Gregory** (1964), *Professor, Art, Emeritus* (1990). A.B., Montevallo; M.A., Ed.D., George Peabody College of Vanderbilt.
- 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, Art, Emeritus* (1970). B.A., Baylor; B.S., M.A., Texas.
- Lawrence E. Hart** (1966), *Professor, School of Music, Emeritus* (1981). B.M., M.M., Colorado; D.M.A., Eastman School of Music.
- Martha Elizabeth Hathaway** (1936), *Associate Professor, School of Home Economics, Emeritus* (1968). B.S., Woman's College of U.N.C.; M.A., Columbia.
- Charles R. Hayes** (1965), *Associate Professor, Geography, Emeritus* (1988). B.A., Knox College; M.S., Wisconsin; Ph.D., Chicago.
- Elma Josephine Hege** (1934), *Associate Professor, History, Emeritus* (1971). B.A., UNCG; M.A., Virginia; L.L.D., UNCG.

- Ruth C. Hege** (1961), *Instructor, English, Emeritus* (1979). B.A., Mt. Holyoke College; M.A. Columbia.
- Gail M. Hennis** (1950), *Professor, Physical Education, Emeritus* (1986). B.S., Purdue; M.A., Ph.D., State University of Iowa.
- Joseph S. Himes** (1969), *Excellence Fund Professor, 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., Woman's College of U.N.C.; B.S. in L.S., Columbia.
- Charles D. Hounshell** (1972), *Professor, Political Science, Emeritus* (1986). B.A., Emory and Henry College; Ph.D., Virginia.
- Eugenia McIver Hunter** (1935), *Professor, School of Education, Emeritus* (1970). B.A., Goucher College; M.A., Columbia; Ph.D., Ohio State.
- Melvin D. Hurwitz** (1977), *Professor, Clothing and Textiles, Emeritus* (1986). B.A., Harvard; M.S., Chicago; Ph.D., Cornell.
- Sarah W. Jones** (1952), *Assistant Professor, School of Business and Economics, Emeritus* (1983). B.S., M.S., Woman's College of U.N.C.
- Stanley L. Jones** (1970), *Professor, 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* (1976). 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., Woman's College of U.N.C.; M.A., Iowa State; Ph.D., Chicago.
- John W. Kennedy** (1956), *Professor, 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.
- Harriet J. Kupferer** (1961), *Professor, Anthropology, Emeritus* (1984). B.S., UNCG; M.A., Ed.D., New York; Ph.D., U.N.C. at Chapel Hill.
- Margaret A. Landon** (1971), *Associate Professor, School of Nursing, Emeritus* (1986). B.S., Siena Heights; M.S.N., Catholic University of America.
- William G. Lane** (1969), *Professor, English, Emeritus* (1987). B.A., Furman; M.A., Ph.D., Harvard.
- Ethel M. Lawther** (1931), *Professor, School of Health, Physical Education, Recreation and Dance, Emeritus* (1974). B.A., Brown; M.S., Wellesley. (Deceased September 7, 1990)
- Thomas J. Leary** (1968), *Associate Professor, Economics, Emeritus* (1988). B.A., Northeastern; M.A., Ph.D., Ohio State.
- 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.
- E. Louise Lowe** (1941), *Associate Professor, School of Home Economics, Emeritus* (1973). B.S., Georgia State College for Women; M.S., Georgia.
- Walter T. Luczynski** (1960), *Assistant Professor, History, Emeritus* (1986). B.A., New York; M.A., Michigan; Ph.D., Illinois.

Emeritus Faculty

- Guita Marble** (1949), *Associate Professor, Chemistry, Emeritus* (1970). B.A., M.A., Ph.D., Kansas.
- Thomas J. McCook** (1968), *Visiting Professor, School of Education, Emeritus* (1974). B.A., Boston College; Ed.M., Boston; Ed.D., Harvard.
- Rosemary McGee** (1954), *Professor, Physical Education, Emeritus* (1988). B.S., Southwest Texas; M.S., Illinois; Ph.D., State University of Iowa.
- E. Doris McKinney** (1970), *Professor, Physical Education, Emeritus* (1987). B.S., Sargent; M.S., Indiana; Ed.D., Boston; M.P.H., Minnesota.
- George E. McSpadden** (1967), *Professor, Romance Languages, Emeritus*. B.A., M.A., New Mexico; Ph.D., Sanford.
- Marjorie Memory** (1962), *Head Serials Librarian, Emeritus* (1979). B.A., UNCG; M.S.L.S., U.N.C. at Chapel Hill.
- Herman D. Middleton** (1956), *Excellence Fund Professor, Communication and Theatre, Emeritus* (1990). B.A., M.A., Columbia; Ph.D., Florida.
- Mary C. Miller** (1967), *Assistant Professor, Housing and Interior Design, Emeritus* (1986). B.S.H.E., M.S.H.E., Woman's College of U.N.C.; Ed.D., Columbia.
- 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. (Deceased March 3, 1991)
- Edwin Phillip Morgan** (1946), *Professor, School of Music, Emeritus* (1975). B.M., Tulsa; M.M., A.M.D., Eastman School of Music. (Deceased August 28, 1990)
- Inga B. Morgan** (1946), *Professor, School of Music, Emeritus* (1989). B.M., M.M., Eastman School of Music.
- Elizabeth W. Newland** (1967), *Head Catalog Librarian, Emeritus* (1984). B.A., Woman's College of U.N.C.; A.B.L.S., U.N.C. at Chapel Hill.
- E. William Noland** (1967), *Distinguished Professor, Sociology, Emeritus* (1978). B.A., M.A., West Virginia; Ph.D., Cornell.
- Andreas C. Nomikos** (1971), *Professor, Communication and Theatre, Emeritus* (1986). B.A., Ph.D., Athens, Greece.
- Franklin D. Parker** (1951), *Professor, History, Emeritus* (1983). B.A., Greenville; M.A., Ph.D., Illinois.
- Margaret S. Parrott** (1970), *Associate Professor, Library and Information Studies, Emeritus* (1989). B.A., North Texas State; M.S. in L. S., U.N.C. at Chapel Hill.
- Margaret Ellen Penn** (1946), *Professor, School of Home Economics, Emeritus* (1967). B.S., Kansas State; M.A., Columbia.
- Charlotte Perkins** (1960), *Assistant Professor, Communication and Theatre, Emeritus* (1977). B.A., M.A., Louisiana State.
- Eugene E. Pfaff** (1936), *Professor, History, Emeritus* (1977). B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Cornell.
- Russell E. Planck** (1967), *Lecturer, History, Emeritus* (1982). B.A., Seton Hall; M.A., Ph.D., Columbia.
- Eldon E. Posey** (1964), *Professor, Mathematics, Emeritus* (1988). B.S., East Tennessee State; M.A., Ph.D., Tennessee.
- Daniel O. Price** (1978), *Professor, Sociology, Emeritus* (1988). B.S., Florida Southern; M.S., Ph.D., U.N.C. at Chapel Hill.
- Ruth R. Prince** (1963), *Assistant Catalog Librarian, Emeritus* (1977). B.A., Meredith College; B.S., in L.S., U.N.C. at Chapel Hill.
- E. M. Rallings** (1966), *Associate Professor, Sociology, Emeritus* (1986). B.S., M.S., Clemson; Ph.D., Florida State.
- Anna Joyce Reardon** (1941), *Professor, 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.
- Frederick M. Rener** (1961), *Associate Professor, German and Russian, Emeritus* (1986). B.A., M.A., Ph.D., Toronto.
- Clara Ann Ridder** (1959), *Professor, School of Home Economics, Emeritus* (1978). B.S., Nebraska; M.S., Arizona; Ph.D., Cornell.
- Marie I. Riley** (1963), *Associate Professor, Physical Education, Emeritus* (1988). B.S., New York State Teachers' College; M.A., State University of Iowa; Ph.D., Florida State.
- Blackwell P. Robinson** (1956), *Associate Professor, History, Emeritus* (1981). B.A., U.N.C. at Chapel Hill; M.A., Duke; Ph.D., U.N.C. at Chapel Hill. (Deceased February 22, 1991)
- Hollis J. Rogers** (1947), *Associate Professor, 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 Salvín** (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.
- Sarah Sands** (1958), *Associate Professor, Biology, Emeritus* (1986). B.S., Salem College; M.T., Bowman Gray; M.S., Tennessee.
- Alvin Scaff** (1972), *Excellence Fund Professor, Sociology, Emeritus* (1978). B.A., Texas; B.D., Chicago Theological Seminary; M.A., Ph.D., Texas.
- Roy N. Schantz** (1967), *Associate Professor, History, Emeritus* (1988). B.A., Chicago; M.A., Columbia; Ph.D., New York.
- Juel P. Schroeder** (1965), *Professor, Chemistry, Emeritus* (1980). B.S., North Dakota; Ph.D., Wisconsin.
- Emeve P. Singletary** (1959), *Instructor, School of Home Economics, Emeritus* (1976). B.S.H.E., M.S., Woman's College of U.N.C.
- Edith V. Sloan** (1966), *Lecturer, Mathematics, Emeritus* (1983). B.A., Woman's College of U.N.C.; M.A., Wake Forest.
- Kendon Smith** (1954), *Alumni Professor, 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.
- Marian K. Solleder** (1966), *Professor, Public Health Education, Emeritus* (1988). B.A., Oberlin; M.A., Iowa; Ph.D., Ohio State.
- John Luther Steinmetz** (1961), *Instructor, Mathematics, Emeritus* (1968). B.S., U.S. Coast Guard Academy; M.A., Duke.
- 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, Art, Emeritus* (1969). B.F.A., Pennsylvania; M.A., Columbia.
- Catherine M. Turner** (1971), *Associate Professor, School of Nursing, Emeritus* (1988). Ph.B., Sienna Heights; B.S.N., M.S.N., Catholic.
- Celeste Ulrich** (1956), *Professor, School of Health, Physical Education, Recreation, and Dance, Emeritus* (1979). B.S., UNCG; M.A., U.N.C. at Chapel Hill; Ph.D., Southern California.
- 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.
- Robert W. Watson** (1953), *Professor, English, Emeritus* (1988). B.A., Williams; M.A., Ph.D., Johns Hopkins.

Emeritus Faculty

- Phyllis A. Webster** (1978), *Professor, Accounting, Emeritus* (1990). B.S., M.S., Indiana State; Ed.D., Northern Illinois; C.P.A., State of Indiana.
- Walter L. Wehner** (1969), *Professor, School of Music, Emeritus* (1985). B.M., M.M., Wichita State; Ed.D., Kansas.
- Rowena Wellman** (1943), *Associate Professor, Business Education, Emeritus* (1958). B.A., Iowa; M.A., Ph.D., Columbia.
- J. Nance White** (1951), *Associate Professor, Child Development and Family Relations, Emeritus* (1988). B.A., UNCG; M.Ed., U.N.C. at Chapel Hill; Ph.D., UNCG.
- Mozelle Williams** (1966), *Instructor, School of Home Economics, Emeritus* (1983). B.S.H.E., M.S.H.E., Woman's College of U.N.C.
- Sue Vernon Williams** (1926), *Head Reference Librarian, Emeritus* (1963). B.A., M.A., Randolph-Macon Woman's College; Certificate, Carnegie Library School, Atlanta. (Deceased June 14, 1990)
- James F. Wilson** (1964), *Professor, Biology, Emeritus* (1990). B.S., Southern Illinois; M.S., Iowa State; Ph.D., Stanford.
- Lenoir Chambers Wright** (1953), *Professor, 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

- Betty H. Carter** (1983), *Archivist*; B.A., Meredith College; M.A., Duke. Part-time.
- Barbara Beuthien Cassell** (1973), *Assistant Head 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.
- Kathryn M. Crowe** (1983), *Assistant Reference Librarian*; B.A., Randolph-Macon College; M.L.S., Indiana; M.A., Georgia.
- Kathleen T. D'Angelo** (1989), *Assistant Acquisition Librarian*; B.A., UNCG; M.S. in L.S., U.N.C. at Chapel Hill.
- Marla J. Edelman** (1984), *Head Serials Librarian*; B.A., M.S., Illinois.
- Nancy Clark Fogarty** (1970), *Head Reference Librarian*; B.A., M.A., UNCG; M.S. in L.S., U.N.C. at Chapel Hill.
- Robert F. Gaines** (1974), *Documents Librarian*; B.A., M.A.T., Vanderbilt; M.S. in L.S., Tennessee.
- Robert C. Galbreath** (1990), *Assistant Director for Collection Management*; B.A., Ph.D., Michigan; M.A., Harvard; M.L.I.S., Wisconsin-Milwaukee.
- Paul W. Hessling** (1986), *Assistant Catalog Librarian*; B.A., Wabash; M.S. in L.S., U.N.C. at Chapel Hill.
- Doris J. Hulbert** (1980), *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.
- Amy J. McKee** (1988), *Assistant Catalog Librarian*; B.S., M.L.S., UNCG.
- Emilie Ward Mills** (1972), *Special Collections Librarian*; B.A., M.F.A., UNCG; M.S., Illinois.
- Betty S. Morrow** (1985), *Assistant Serials Librarian*; B.A., Meredith College; M.L.S., UNCG.
- Thomas H. Patterson** (1990), *Associate Director*; B.A., St. Andrews Presbyterian College; M.A., M.L.S., Pittsburgh.
- Martha Williams Ransley** (1972), *Reserve 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.
- James W. Romer** (1986), *Head Acquisition Librarian*; B.A., Erskine; M.A., M.S. in L.S., Ph.D., U.N.C. at Chapel Hill.
- Nancy B. Ryckman** (1977), *Assistant Head 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.

ADJUNCT FACULTY

The purpose of adjunct faculty appointments is to recognize the contributions and expertise of persons who participate in the teaching and/or research of a given department but who are not employees of that department.

- Margery F. Adams** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Vice President, Patient Services, Catawba Memorial Hospital, Hickory).
- Peter T. Alford** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Steven M. Anderson** (1984), *Adjunct Assistant Professor, Biology*. B.A., Ph.D. (Associate Director of Molecular Pathology, Roche Biomedical Laboratories, Durham)
- H. Wallace Baird** (1973), *Clinical Lecturer, Chemistry*; B.A., M.D. (Pathologist, Moses H. Cone Memorial Hospital, Greensboro).
- Bruce G. Baldi** (1990), *Adjunct Assistant Professor, Biology*. B.A., M.S., Ph.D. (Postdoctoral Fellow, Friederich Miescher Institute, Basel, Switzerland).
- Martha D. Barham** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Director, High Point Regional Hospital, High Point).
- Roberta S. Barlow** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Nurse Specialist, Caldwell Memorial Hospital, Lenoir).
- Beverly N. Barnett** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Nurse Coordinator, Forsyth Memorial Hospital, Winston-Salem).
- Robert C. Baumann** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S., M.A.T., M.D. (Family Practice, Greenville Hospital System, Greenville, South Carolina).
- LaVonne H. Beach** (1983), *Adjunct Assistant Professor, School of Nursing*. B.S.N., M.S.N. (Vice President of Nursing, Women's Hospital of Greensboro)
- Jeffrey M. Berman** (1989), *Adjunct Assistant Professor, School of Nursing*; M.D. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Mary W. Bernheim** (1990), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Instructor, North Carolina Baptist Hospital, Winston-Salem)
- Robert A. Bever** (1990), *Adjunct Assistant Professor, Biology*; B.S., Ph.D. (Associate Director of Research and Development, Genetic Design, Incorporated, Greensboro)
- Dianne Bittikofer** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S. (Associate Director Dietary Services, Durham County Hospital Corporation, Durham).
- Mary Black** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S., M.S., Ph.D. (Clinical Dietitian and Certified Diabetes Educator, Wesley Long Community Hospital, Greensboro).
- Terrence D. Bogard** (1988), *Adjunct Assistant Professor, School of Nursing*; B.A., M.S., M.D. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Ruth Bokun** (1981), *Adjunct Assistant Professor, School of Nursing*; B.S., M.H.A. (Vice President of Nursing, High Point Regional Hospital, High Point)
- Debra Bolton** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.A., M.E. (Nutrition Educator, Bowman Gray School of Medicine, Winston-Salem).
- Martha A. Boschen** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N., C.G.N. (Manager of Older Adult Services, Wesley Long Community Hospital, Greensboro).
- David L. Bowton** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Sylvia E. Bradshaw** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Staff Development Coordinator, Catawba Memorial Hospital, Hickory).
- Evalyn Brendel** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S., M.S. (Chief of Nutrition and Dietetics for North Carolina, Division of Mental Health).

- Ellen Bronner** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S., M.S. (Director of Dietary Services, Rex Hospital, Raleigh).
- Franca Bossi** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S. (Nutrition Director, Duke Diet and Fitness Center, Durham).
- Nancy H. Brown** (1989), *Adjunct Assistant Professor, Child Development and Family Relations*; B.A., M.Ed., Ph.D. (Chief, Child Care Day Section, North Carolina Department of Human Resources, Raleigh).
- John F. Butterworth, IV** (1988), *Adjunct Assistant Professor, School of Nursing*; B.A., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Helen Canaday** (1958), *Adjunct Professor, Child Development and Family Relations*; B.S., M.S., Ed.D.
- James C. Carpenter** (1989), *Adjunct Assistant Professor, School of Nursing*; B.A., B.D., M.A., Ph.D. (Executive Director, United Services for Older Adults, Greensboro).
- Gail Corley** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S., M.S. (Chief Clinical Dietitian, V.A. Medical Center, Salisbury).
- Gail D. Crowe** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Director of Clinical Nursing, Medical Park Hospital, Winston-Salem).
- Robert Davis** (1988), *Adjunct Professor, Sociology*; B.A., M.A., Ph.D. (Professor, North Carolina A. & T. State University, Greensboro).
- Michael W. Day** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Nurse Specialist, Wesley Long Community Hospital, Greensboro).
- David M. Dewan** (1988), *Adjunct Associate Professor, School of Nursing*; A.B., M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Elizabeth K. Dickson** (1973), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Director, Carolina Birth Center, High Point).
- Betty J. Donley** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Director of Educational Services, High Point Regional Hospital, High Point).
- Joseph B. Dudley** (1975), *Adjunct Clinical Professor, Biology*; B.S., M.D. (Director, School of Medical Technology, Forsyth Memorial Hospital, Winston-Salem).
- P. Carolyn Dunn** (1988), *Adjunct Assistant Professor, Food, Nutrition, and Food Service Management*. B.S., M.S., Ph.D.
- James C. Eisenach** (1988), *Adjunct Assistant Professor, School of Nursing*; B.A., M.S., M.D. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Michael Ende** (1989), *Adjunct Clinical Professor, Psychology*; B.A., M.D. (Private Practice, Greensboro).
- Beatrice K. Erickson** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.Ed. (Associate Chief, Nursing Service for Education, Veterans Administration, Durham).
- Marilyn L. Evans** (1973), *Associate Professor, School of Nursing*. B.S.N., M.Ed., Ph.D. (Education Coordinator, Moses H. Cone Memorial Hospital, Greensboro).
- Herbert M. Floyd** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Toinette H. Fontrier** (1988), *Adjunct Assistant Professor, School of Nursing*; B.A., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Ann M. Fonville** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.P.H. (Vice President for Nursing, Caldwell Memorial Hospital, Lenoir).
- Arthur S. Foreman** (1988), *Adjunct Assistant Professor, School of Nursing*; A.B., M.D. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Jo Franklin** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S. (Assistant Vice President Nursing, Iredell Memorial Hospital, Statesville).
- Lynn Gilbert** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N., (Nursing Administrator, Catawba Memorial Hospital, Hickory).
- Beverly B. Goodwin** (1989), *Adjunct Assistant Professor, School of Nursing*; A.A., B.S.N., M.S.N. (Patient Care Coordinator, Hospice of the Piedmont, Inc., High Point).

Adjunct Faculty

- Glenn P. Gravlee** (1988), *Adjunct Associate Professor, School of Nursing*; B.S.M., M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Kathryn M. Greenwood** (1985), *Adjunct Professor, Clothing and Textiles*; B.S., M.S., Ed.D. (Director, Center for Apparel Marketing and Merchandising, Oklahoma State University, Stillwater).
- Frances C. Gwinn** (1987), *Adjunct Clinical Teaching Instructor, Biology*; B.A. (Staff Technologist, Moses H. Cone Memorial Hospital, Greensboro).
- Wilma S. Hammett** (1984), *Adjunct Assistant Professor, Housing and Interior Design*; B.S.H.E., M.S.H.E., Ph.D. (Interior Design Specialist, North Carolina State University, Raleigh).
- Kelly Hart** (1990), *Adjunct Clinical Instructor, Biology*; B.S. (Instructor, Moses H. Cone Memorial Hospital, Greensboro).
- Timothy N. Harwood** (1989), *Adjunct Assistant Professor, School of Nursing*; A.A.S., A.B., M.D. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Charles M. Hassell** (1972), *Clinical Lecturer, Biology*; B.S., M.D. (Visiting Lecturer, Moses H. Cone Memorial Hospital, Greensboro).
- Barry W. Hawthorne** (1989), *Adjunct Assistant Professor, School of Nursing*; A.D.N., B.S.N. (Head Nurse, Moses H. Cone Memorial Hospital, Greensboro).
- Patricia A. Hayes** (1973), *Adjunct Assistant Professor, School of Nursing*; B.S.N. (Associate Director of Nursing Education, Bowman Gray School of Medicine, Winston-Salem).
- Steven C. Hayes** (1976), *Adjunct Professor, Psychology*; B.A., M.A., Ph.D. (Professor and Director of Clinical Training, University of Nevada, Reno).
- Elizabeth H. Heermans** (1979), *Adjunct Clinical Instructor, Biology*; B.A., M.T., (ASCP), S.H.; (Instructor, Moses H. Cone Memorial Hospital, Greensboro).
- Glenda H. Herman**, *Adjunct Associate Professor, Housing and Interior Design*; B.S., M.S., Ph.D. (Extension Housing Specialist, North Carolina State University, Raleigh).
- Sue S. Herrin** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Nursing Quality Assurance Coordinator, North Carolina Baptist Hospital, Winston-Salem).
- Theodore J. Heyneker** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Nancy J. Higginson** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.A. (Vice President of Nursing, Moses H. Cone Memorial Hospital, Greensboro).
- Harol Hoffman** (1986), *Adjunct Professor, Anthropology*. B.S., Ph.D.
- Gail Hogan** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S. (Nutritionist, Yadkin County Health Department, Yadkinville).
- David D. Hood** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Patricia H. Horton** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.Ed. (Director, North Carolina Baptist Hospital, Winston-Salem).
- Howard Jacobson** (1978), *Adjunct Professor, Biology*; B.S., B.M., M.D. (Pathologist, Moses H. Cone Memorial Hospital, Greensboro).
- Beth H. Jaekle** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Director, Nursing Information Services, Moses H. Cone Memorial Hospital, Greensboro).
- Francis M. James, III** (1988), *Adjunct Professor, School of Nursing*; B.A., M.D. (Professor, Bowman Gray School of Medicine, Winston-Salem).
- Kimberly L. Jarrett-Pulliam** (1986), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Associate Director of Nursing, Wesley Long Community Hospital, Greensboro).
- Martha R. Johnson** (1982), *Adjunct Professor, Food, Nutrition and Food Service Management*; B.S., M.S., Ed.D. (Assistant Director, Home Economics Extension, North Carolina State University, Raleigh).
- William E. Johnston** (1988), *Adjunct Associate Professor, School of Nursing*; B.A., M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Fred D. Jung** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.A., Ph.D. (Project Director, Moses H. Cone Memorial Hospital, Greensboro).

- Charles M. Kelly** (1983), *Adjunct Assistant Professor, Biology*. B.S., Ph.D. (DNA Analyst, Genetic Design, Inc., Greensboro).
- Jeffrey S. Kelly** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Nancy Kennon** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; A.B. (Child Nutrition Director, Greensboro Public Schools, Greensboro).
- Sharon D. Kerr** (1986), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Assistant Director of Nursing Education, Bowman Gray School of Medicine, Winston-Salem).
- Jeffrey M. King** (1989), *Adjunct Assistant Professor, School of Nursing*; B.A., M.D. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Charles E. Kirkpatrick, Jr.**, (1986), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Director, Nursing Services, Moses H. Cone Memorial Hospital, Greensboro).
- Debra G. Kiser** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Education Coordinator, Forsyth Memorial Hospital, Winston-Salem).
- Rebecca W. Knight** (1984), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Program Specialist, Area Health Education Center, Moses H. Cone Memorial Hospital, Greensboro).
- Eric M. Kraus** (1985), *Adjunct Professor, Communication and Theatre*; B.A., M.D., M.S. (Physician, Greensboro).
- Carolyn J. Lackey** (1984), *Adjunct Associate Professor, Food, Nutrition and Food Service Management*; B.S.H.E., M.S., Ph.D. (Associate Professor, North Carolina State University, Raleigh).
- Wanda K. Lawrence** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Education Coordinator, Moses H. Cone Memorial Hospital, Greensboro).
- Betty B. Lease** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S. (Program Manager, Alamance Psychiatric Center, Burlington).
- John M. Lewis** (1988), *Adjunct Assistant Professor, School of Nursing*; B.A., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Mary L. Lindeman** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S., M.S. (Director of Dietetics, Catawba Memorial Hospital, Hickory).
- Daniel C. Longenecker** (1989), *Adjunct Instructor, School of Nursing*; B.S.N. (Oak Tree Family Enrichment Center, Greensboro).
- John B. Longenecker** (1989), *Adjunct Professor, Food, Nutrition and Food Service Management*; B.A., M.A., Ph.D. (Director, Institute of Nutrition, U.N.C. at Chapel Hill).
- Catherine Lord** (1990), *Adjunct Professor, Psychology*; B.A., Ph.D. (Clinical Director, U.N.C. at Chapel Hill).
- Carol Lundrigan** (1983), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Director of Nursing Education, Bowman Gray School of Medicine, Winston-Salem).
- Jacquelyn W. McClelland** (1989), *Adjunct Assistant Professor, Food, Nutrition and Food Service Management*; B.S., M.S. Ph.D. (Extension Food and Nutrition Specialist, North Carolina State University, Raleigh).
- Linda F. McCutcheon** (1983), *Adjunct Assistant Professor, School of Human Environmental Sciences*; B.S., M.S., Ph.D. (Home Economics Extension, North Carolina State University, Raleigh).
- Colin McKinley** (1989), *Adjunct Assistant Professor, School of Nursing*; M.D. (Bowman Gray School of Medicine, Winston-Salem).
- Margaret G. McMahan** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Director of Patient Care, Wilkes General Hospital, Wilkesboro).
- R. Bruce McPherson** (1990), *Adjunct Professor, Educational Administration, Higher Education and Educational Research*; B.A., M.Ed., Ph.D. (Professor, Western Carolina University, Cullowee).
- Mary E. Maccini** (1985), *Adjunct Associate Professor, Clothing and Textiles*; B.A., M.Ed., Ph.D.
- Gordon L. Mandell** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Instructor, Bowman Gray School of Medicine, Winston-Salem).

Adjunct Faculty

- Nancy B. Maree** (1987), *Adjunct Assistant Professor, School of Nursing*; B.S., M.S. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Sandra M. Maree** (1987), *Adjunct Assistant Professor, School of Nursing*; B.S., M.Ed. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- John Martine** (1983), *Adjunct Clinical Instructor, Food, Nutrition, and Food Service Management*; (Director, Food and Nutritional Services, Moses H. Cone Memorial Hospital, Greensboro).
- Martha L. Miller** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Instructor, Mitchell Community College, Statesville).
- Edith M. Millsaps** (1979), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Nursing Director, Guilford County Public Health Department, Greensboro).
- Grover R. Mims, III** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Janice B. Moorefield** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Instructor, High Point Regional Hospital, High Point).
- Adelma E. Mooth** (1978), *Adjunct Professor, School of Nursing*; B.A., M.A., Ed.D.
- Jenny W. Morris** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Director, Critical/Special Care Nursing, North Carolina Baptist Hospital, Winston-Salem).
- Joyce M. Moser** (1986), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Nursing Consultant, Moses H. Cone Memorial Hospital, Greensboro).
- Nial P. Murray** (1988), *Adjunct Assistant Professor, School of Nursing*; M.B., B.Ch., B.A.O. (Ireland). (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Michael A. Olympio** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Christine M. Ordon** (1983), *Adjunct Clinical Instructor, Food, Nutrition, and Food Service Management*; B.S. (Food Service Director, Moore Memorial Hospital, Pinehurst).
- Jeffrey S. Palmer** (1988), *Adjunct Clinical Instructor, School of Nursing*; B.S.N., M.S. (Clinical Instructor, North Carolina Baptist Hospital, Winston-Salem).
- Alfredo L. Pauca** (1988), *Adjunct Associate Professor, School of Nursing*; M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Robert G. Paul** (1975), *Adjunct Visiting Lecturer, Communication and Theatre*; B.A., M.S., Ph.D. (Associate, Duke University Medical Center, Durham).
- Betsy C. Payne** (1981), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Associate Director of Nursing, High Point Regional Hospital, High Point).
- Beverly M. Perdue** (1989), *Adjunct Assistant Professor, School of Nursing*; M.Ed., Ph.D. (Geriatric Health Care Consultant, New Bern).
- Maribeth S. Peters** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Assistant Director of Nursing, North Carolina Baptist Hospital, Winston-Salem).
- Betty C. Petree** (1989), *Adjunct Assistant Professor, School of Nursing*; DIP. (Staff Nurse-Anesthetist and Clinical Instructor, North Carolina Baptist Hospital, Winston-Salem).
- Patricia H. Petrozza** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Donald S. Prough** (1988), *Adjunct Associate Professor, School of Nursing*; B.A., M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Richard L. Rauck** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Camille N. Reese** (1990), *Adjunct Instructor, School of Nursing*; B.S.N., M.S.N. (Assistant Director of Nursing Education, Bowman Gray School of Medicine, Winston-Salem).
- Paul G. Robertie** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S., M.S., M.D. (Anesthesia House Officer, Bowman Gray School of Medicine, Winston-Salem).
- Elliot J. Robins** (1983), *Adjunct Assistant Professor, Child Development and Family Relations*. B.A. M.A., M.S.W., Ph.D. (Assistant Professor, Antioch University, Ohio).
- Anne T. Rogers** (1988), *Adjunct Assistant Professor, School of Nursing*; M.B.Ch.B. (Scotland).

- (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Raymond C. Roy** (1988), *Adjunct Associate Professor, School of Nursing*; B.S., Ph.D., M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Roger L. Royster** (1988), *Adjunct Associate Professor, School of Nursing*; B.A., M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Mary M. Sappenfield** (1990), *Adjunct Instructor, School of Nursing*; B.S., M.A. (Nursing Director, Guilford County Health Department).
- Harriette D. Saunders** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Director, Maternal Child Division, High Point Regional Hospital, High Point).
- Marsha Schofield** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S., M.S. (Assistant Chief Clinical Dietitian, Duke University, Durham).
- John A. Schrull** (1987), *Adjunct Associate Professor, School of Nursing*; M.B.A., B.B.A. (Director, Wesley Long Community Hospital, Greensboro).
- Phillip E. Scuderi** (1988), *Adjunct Assistant Professor, School of Nursing*; B.A., B.S., M.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Chung W. Seo** (1981), *Adjunct Professor, Food, Nutrition, and Food Service Management*; B.S., M.S., Ph.D. (Professor, North Carolina A. & T. State University, Greensboro).
- Anita P. Sherer** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Nurse Specialist, Moses H. Cone Memorial Hospital, Greensboro).
- Betty Shils** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S. (Chief Clinical Dietitian, North Carolina Baptist Hospital, Winston-Salem).
- Peggy H. Shore** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Nurse Specialist, Caldwell Memorial Hospital, Lenoir).
- Anna A. Simkins** (1983), *Adjunct Associate Professor, Clothing and Textiles*; B.S., M.S., Ph.D. (Associate Professor, North Carolina A. & T. State University, Greensboro).
- Barbara C. Smith** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Staff Development Instructor, North Carolina Baptist Hospital, Winston-Salem).
- Frostenia M. Smith** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Acting Vice President of Nursing, Moses H. Cone Memorial Hospital, Greensboro).
- Jean G. Smith** (1975), *Adjunct Clinical Instructor, Biology*; B.S. M.T., (ASCP), M.Ed. (Program Director, Moses H. Cone Memorial Hospital, Greensboro).
- Kevin L. Speight** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S., M.D. (Nurse Instructor, Bowman Gray School of Medicine, Winston-Salem).
- Susan S. Stamper** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Coordinator, Wellness Program, Appalachian State University, Boone).
- David J. Steele** (1988), *Adjunct Assistant Professor, Psychology*; A.B., M.Div., M.A., Ph.D. (Director, Mental Health Continuing Education, Greensboro Area Health Education Center, Greensboro).
- Mary C. Steuterman** (1990), *Adjunct Professor, Biology*; B.A., M.D. (Medical Director, Moses H. Cone Memorial Hospital, Greensboro).
- Rebecca A. Stewart** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Shift Supervisor, High Point Regional Hospital, High Point).
- Margot T. Stock** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Associate Professor, East Carolina University, Greenville).
- Mary S. Styres** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S., M.P.H. (Director, Nursing Services, Caldwell County Health Department, Lenoir).
- Patricia K. Suggs** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S., M.Ed., Ph.D. (Assistant Professor, Bowman Gray School of Medicine, Winston-Salem).
- Sallye A. Taylor** (1988), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Vice President for Nursing, Forsyth Memorial Hospital, Winston-Salem).
- Geraldine M. Thompson** (1988), *Adjunct Clinical Instructor, School of Nursing*; B.S.N., M.S. (Clinical Instructor, North Carolina Baptist Hospital, Winston-Salem).

Adjunct Faculty

- Margaret S. Thompson** (1990), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Nurse Anesthetist, Women's Hospital of Greensboro).
- John D. Tolmie** (1988), *Adjunct Associate Professor, School of Nursing*; B.A., M.D., C.M. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Cynthia C. Tomlin** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Director of Nursing Education, Forsyth Memorial Hospital, Winston-Salem).
- Nadine F. Tope** (1975), *Adjunct Assistant Professor, Food, Nutrition, and Food Service Management*; B.A., M.S., Ph.D. (Extension Specialist, North Carolina State University, Raleigh).
- Ricord W. Torgerson** (1989), *Adjunct Assistant Professor, Biology*; B.S., M.P.V.M., D.M.V. (Senior Veterinarian, North Carolina Zoological Park, Asheboro).
- Henry C. Turner** (1988), *Adjunct Associate Professor, School of Nursing*; B.A., M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Brenda L. Volling** (1990), *Adjunct Assistant Professor, Child Development and Family Relations*; B.S., M.S., Ph.D. (Post-doctoral Fellow, Carolina Consortium on Human Development, Chapel Hill).
- Barbara Watts** (1990), *Adjunct Clinical Instructor, Biology*; B.A., M.A. (Instructor, Moses H. Cone Memorial Hospital, Greensboro).
- Duke B. Weeks** (1988), *Adjunct Professor, School of Nursing*; B.S., M.D. (Professor, Bowman Gray School of Medicine, Winston-Salem).
- Rheudolph J. Wells** (1976), *Adjunct Professor, Communication and Theatre*; B.S., M.D. (Private physician, Greensboro).
- Josie N. White** (1951), *Adjunct Professor, Child Development and Family Relations, Professor Emeritus*; B.A. M.Ed., Ph.D.
- Nancy S. White** (1986), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Nurse Educator, Charter Hills Hospital, Greensboro).
- Johanna P. Winchester**, (1990), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Vice President of Nursing, Wesley Long Community Hospital, Greensboro).
- Maria S. Wolfe** (1989), *Adjunct Assistant Professor, School of Nursing*; B.S.N., M.S.N. (Clinical Nurse Specialist, North Carolina Baptist Hospital, Winston-Salem).
- Frank B. Wood** (1988), *Adjunct Associate Professor, Psychology*; B.A., M.Div., M.A., Ph.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Gary P. Zaloga** (1988), *Adjunct Associate Professor, School of Nursing*; B.S., M.A., M.D. (Associate Professor, Bowman Gray School of Medicine, Winston-Salem).
- Stephanie Zuzik-Neilson** (1989), *Adjunct Clinical Instructor, Food, Nutrition and Food Service Management*; B.S., M.S. (Director, Clinical Nutrition Division, Charlotte Memorial Hospital and Medical Center, Inc., Charlotte)

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.

Administrative Assistants/Administrative Secretaries

Rebecca Askew, Department of Communication and Theatre
Marilyn M. Barker, Admissions, B.S.S.A.
Judith G. Pollack, Business and Student Services
Betty C. Bullington, Development and University Relations
Cordie Cahill, Joseph M. Bryan School of Business and Economics
Dianna T. Carter, School of Music, B.M., M.M.
Lynne B. Crye, University Police
Gayle Fible, University Publications
Jean Hall, Provost's Office, B.A.
Karen M. Haney, College of Arts and Sciences
Marlene B. Hansen, School of Nursing
J. Thomas Heldreth, Academic Advising and Support Services, B.S.
Lana W. Hepler, Student Affairs, B.S.
Yvonne Howard, Graduate School, B.A.
Carol Johnson, Graduate School, B.A.
Dawn Lambert, Registrar's Office
Leona Layer, School of Health and Human Performance
Sylvia Lippard, School of Human Environmental Sciences
Norma Rhe Markham, Student Affairs
Bobbie D. McDaniel, Intercollegiate Athletics
Myrna McGlamery, Student Health Service
Sylvia G. Mims, Development and University Relations
Frances H. Minton, Physical Plant
Catherine J. Peatross, Library
Rebecca W. Simpson, Human Resources
Glenda K. Sparks, Continuing Education, B.S.S.A.
Kathleen T. Sumner, School of Education
E. Nelda Tatum, Computing and Information Systems
Marsha M. Whitt, Financial Aid, A.S.
Laurel E. Zeiss, Special Support Services, B.M.

Office of Administration and Planning

Office of the Vice Chancellor for Administration and Planning

Emily Herman, Assistant to the Vice Chancellor, B.S.
Jane Long, Administrative Secretary V, B.A.

Institutional Research

Aloha E. Bryson, Assistant Director, B.S., M.A., Ph.D.

Management Information Systems

Martin H. Reeves, Associate Director, B.S.
Robert J. Iscaro, Applications Development Projects Manager
Duane H. McCartney, Applications Development Projects Manager, B.A., M.A.

Administrative Staff

Charles D. Barbour, Operations Manager III
Dennis W. Funk, Operations Manager III, B.S.

Systems and Networks

E. Lee Erickson, Computer Networks Coordinator

Office of Business Affairs

Office of the Vice Chancellor for Business Affairs

Helen Ward, Assistant to the Vice Chancellor
Sherry Greeson, Administrative Assistant

Business and Student Services

James M. Pollack, Director, Administrative Services, B.S.
Jim Lanier, University Book Store
Richard Johnson, Manager, ARA Food Services, Inc.
Robert T. Tomlinson, Director, Residence Life, B.S., M.Ed., Ed.D.
Jerry D. Williamson, Director, Public Safety and Police, B.A.

Facilities

Jack Colby, Director, Physical Plant, B.S.M.D., M.B.A.
Fred A. Patrick, Director, Engineering and Construction Management, B.S.Arch.
Robert Wilson, Director, Facilities Planning, B.S.Arch.

Finance

Wesley Perry, Manager, Systems and Procedures, B.A.
Jill Goodman, Manager, Special Accounting Services, B.S.
Dennis A. Press, Controller, B.S., M.B.A.
Steven W. Rhew, Manager, Financial Planning and Budget Analysis, B.S., C.P.A.
Carol S. Sanders, Contracts and Grants Officer, B.S.S.A.
Donald C. Skeen, Internal Auditor, B.S., C.P.A.

Human Resources

Sarah L. Benson, Director, Position Management and Organizational Development, B. A.
Anora R. Robbins, Director, Recruitment and Employee Relations, B.A.
Christine H. Bobb, Director, Training and Development, B.S., M.P.A.

Office of Development and University Relations

Office of the Vice Chancellor for Development and University Relations

Betty Bullington, Administrative Assistant

Development

Maria Griffin, Director of Development for The School of Music, B.A., M.P.A.
Weston Hatfield, Director of Development for the College of Arts and Sciences, B.A., M.A.

Information Services

J. Steven Gilliam, Assistant Director, B.A.

University Publications Office

Charles M. Wheeler, Assistant Director, B.A.
Betsey Wells, Graphic Designer, B.F.A.

Robert C. Cavin, Photographer, B.A.
Catherine Lewis, Editor of *Campus* and Staff Writer, B.A.
Susan Manchester, Editorial Assistant, Part-time.
Kimberly Potts, Graphic Artist, A.A.S.

Library Staff

Lillian M. Adcock, Serials Department, B.S.
Debra T. Anderson, Circulation Department, B.S.
Amy L. Avers, Documents Division, B.F.A.
Patricia R. Black, Catalog Department, B.A.
Amy M. Bobbitt, Documents Division, B.S., M.F.A.
Susan M. Brusnahan, Serials Department
D. Keith Buckner, Administrative Offices, B.F.A., M.F.A.
Timothy D. Buckner, Reserve Reading Division, B.A.
Gaylor R. Callahan, Reference Department, B.A., M.A., M.L.S.
Robert B. Clair, Circulation Department, A.B.
John M. Doherty, Circulation Department
Margaret M. Dower, Catalog Department, B.A.
Kathryn Dowlen Gaines, Serials Department, B.S.
Cathy Lea Griffith, Reserve Reading Division, B.A.
Lynn L. Harris, Serials Department, B.A., M.A.
Wilma J. Haynes, Serials Department
Barbara J. Haywood, Circulation Department
Laura B. Hayworth, Reference Department, B.A.
Shirley C. Howell, Acquisition Department
Modgie Enzlow Jeffers, Acquisition Department, B.A.
George A. Keck, Catalog Department, B.A., M.Div., B.A., M.F.A.
Anna M. Khan, Circulation Department
Fred S. Laurence, Serials Department, B.A.
Teresa B. Lee, Administrative Offices
Joshua L. McKaughan, Catalog Department, B.A., M.A.
Cora H. Mathewson, Circulation Department, B.A.
Elizabeth C. Michael, Reference Department, B.A., M.F.A.
Jeffrey A. Miles, Circulation Department, B.A., M.A., M.F.A.
Lois S. Miller, Catalog Department, B.A., M.Ed.
John L. Overly, Administrative Offices, B.A.
Clara A. Palmer, Catalog Department, B.F.A.
John M. Picard, Catalog Department, B.A., M.F.A.
Ella L. Ross, Special Collections Division, B.A.
Francia White Rubio, Serials Department, B.A.
Janis Holder Rutan, Catalog Department, B.A., M.L.S.
Nancy B. Schmidt, Acquisition Department
Cynthia B. Slater, Catalog Department, B.A.
Margaret A. Sterling-Decker, Circulation Department
Sandra Rosebud Sutton, Acquisition Department
Virginia C. Swanson, Acquisition Department
Jimmy Ray Thompson, Conservation/Bindery, B.F.A.
Sigrid M. Walker, Acquisition Department
Anne E. Wilkinson, Documents Division, A.B., M.F.A.
Tammy L. Williams, Reserve Reading Division
Cynthia Veal Zaruba, Catalog Department, B.S.

Administrative Staff

Office of the Provost

Academic Advising and Support Services

Jean G. Wall, Assistant Director, B.A., M.S.H.E., Ph.D.

Karen A. McCormack, Assistant to the Director, B.S., B.A., M.A.

Pamela A. Wilson, Assistant to the Director, B.S., M.S.

Jimie L. Oleson, Acting Coordinator of Learning Assistance and Retention, B.A., M.A.

Admissions Office

Jerry W. Harrelson, Associate Director, B.S., M.Ed.

Malinda B. Richbourg, Assistant Director, B.S.H.E.

Ellen A. Barnes, Assistant Director, B.A., M.Ed.

Patricia H. Wall, Assistant Director, B.A., M.Ed., C.A.S.

Katherine L. Knapp, Assistant Director, B.A.

Walter M. Pritchett, Assistant Director, B.A.

Alice P. Bittinger, Assistant Director, B.A.

Matthew E. Ledford, Assistant Director, B.S.

Michael F. Scott, Assistant Director, B.S.

Vicky G. Sparrow, Assistant Director, B.A.

Continuing Education

Nora S. Reynolds, Associate Director, A.B.

Margo Bender, Program Coordinator, B.A., M.A., Ph.D.

Teresa Burcham, Program Coordinator, B.S.

Kathleen Forbes, Program Coordinator, B.A., M.Div.

Karen Hogarth, Assistant Director, B.S., M.S., M.Ed.

Gail Warnecke, Program Coordinator, B.A.

Financial Aid

Susan B. Morris, Assistant Director, Loans, B.A., M.Ed.

Abigail L. Rodgers, Assistant Director, Scholarships, B.A., M.A.

Michael Whitfield, Assistant Director, Grants, B.A., M.Ed.

Jean C. Keller, Coordinator of College Work-Study

Mark Hoffman, Counselor, B.A., B.S.

Learning Resources Center

Duane King, Coordinator - Electronic Technical Services

Timothy Barkley, Coordinator - Creative Services, B.E.D.

Mary L. Schumaker, Coordinator - Media Services and Assistant Director, B.A., M.L.S.

Nancy B. Foster, Assistant Coordinator of Media Services, B.S.H.E., M.L.S.

Provost's Office

Elizabeth S. Griggs, Assistant to the Provost, B.A., M.F.A.

Registrar's Office

Ellen H. Robbins, Associate Registrar, B.A., M.Ed.

Special Support Services

James E. Harrington, Counselor, B.S., M.Ed.

Gladys E. Huggins, Reading and Study Skills Specialist, B.S., M.S.

Elizabeth Appiah, Tutor Coordinator, B.S., M.S.

Summer Session

Nora S. Reynolds, Associate Director, A.B.

Office of Student Affairs

Aycock Auditorium

Jan Atkinson, Manager of Event Services, B.A.

Campus Recreation

Matthew W. Hackett, Assistant Director, Facilities and Club Sports, B.S., M.A.

Jane E. Long, Intramural Coordinator, Special Events and Summer Programs. B.S., M.S.

Career Planning and Placement Center

Lydia C. Arledge, Assistant Director, Job Location and Development, B.S., M.S.

Nancy A. Borkowski, Assistant Director, Office Operations, B.S., M.S.

Nancy P. Robinson, Assistant Director, Career Counseling, B.A., M.A.

Heather D. Schwartz, Career Counselor, B.S., M.S.

Ronald M. Watson, Assistant Director, Employer Relations, B.A., M.Ed.

Counseling and Testing Center

Jon W. Maaske, Assistant Director, B.A., M.F.A., Ph.D.

Patti L. Cox, Staff Psychologist, B.A., M.A., Ph.D.

Kimberley Dudley, Staff Psychologist, B.A., M.S., Ph.D.

Sylvia L. Willie, Office Manager/Test Supervisor, B.A.

Elliott University Center

Gabrielle Y. Brown, Assistant Director, Cultural/Leadership Programs, B.S., M.A.

John L. Watson, Assistant Director of Elliott University Center for Student Activities, B.A., M.S.

Terrell E. Weaver, Assistant Director of Elliott University Center for Operations, B.S.S.A.

Ellen Waterson, Program Advisor, B.S., M.Ed.

Intercollegiate Athletics

Lynne C. Agee, Associate Athletic Director, Head Coach, Women's Basketball, B.S., M.S.

Patrick Barratt, Assistant Men's Soccer Coach, B.S.

Raymond T. Buckner, Sports Information Director, B.A.

Mary Jo Campbell, Head Coach, Women's Softball, Assistant Athletic Trainer, B.S., M.Ed.

Teresa K. Dail, Head Coach, Volleyball, B.S., M.A.T.

Michael Gaski, Head Coach, Men's Baseball, B.A., M.A.

Harold G. Hall, III, Associate Athletic Director, Head Coach, Men's and Women's Golf, B.A., M.A.

Daniel G. Henley, Head Athletic Trainer, B.A., B.S., M.Ed.

Kimberly K. Johnson, Assistant Women's Basketball Coach, B.S.

Andreas W. Koth, Head Coach, Men's and Women's Tennis, B.S., M.Ed.

John R. Montgomery, Associate Athletic Director; Director, Spartan Excellence Fund, B.S., M.F.

Michael H. Parker, Head Coach, Soccer, B.S., M.Ed.

Tamara Perkins, Assistant Coach, Women's Volleyball, B.S.

Carol A. Peschel, Assistant Coach, Women's Basketball, B.S.

John S. Poland, Head Coach, Women's Soccer, B.A., M.S.

Cathy S. Roberts, Equipment/Facilities Supervisor, B.S.

James R. Wyatt, Head Cross Country Coach, Compliance Officer, B.S., M.S.

Administrative Staff

Residence Life

Ross Fraser, Associate Director, Operations and Finance, B.S., M. A.

Elgina Manual, Associate Director, Personnel, B.S., M.A.

Guy Sanders, Associate Director, Student Development, B.A., M. A., M.Ed.

Mary E. Griffin, Assistant Director, Services

Student Health Center

Megan G. Evans, Associate Director for Administration, B.S.

Mary Lu Sanders, Medical Records Manager

Michelle Burue, Health Educator, B.A., M.P.H.

Weatherspoon Art Gallery

Ann Dortch, Assistant to the Director, B.M.

Trevor Richardson, Curator of Exhibitions, M.F.A.

Barbara Brady, Registrar, B.A.

Michelle Ozment, Assistant Registrar, B.A.

Jack Stratton, Preparator, B.A.



"Physical culture" was required of all students at State Normal: ". . . each student is required to spend some time each day, if weather be suitable, in out-door exercise, walking or games." Dressed for play, these members of the Senior Basketball team of 1900 were known as "the Naughty Naughts".

FACULTY COMMITTEES

ELECTED COMMITTEES

Faculty Senate (35 voting members elected from the College of Arts and Sciences, the Schools, and the Library in accordance with the number of voting members of the faculty in each electoral division; 12 nonvoting members, including the Provost, the immediate past Chair of the Senate, 4 Vice Chancellors, the Dean of the Graduate School, a representative from the Council of Deans, 2 graduate students, and 2 undergraduate students). Exercises the legislative powers of the General Faculty.

Promotions and Tenure Committee of the Faculty Senate (Chair of the Faculty Senate, serving as Chairman; 6 faculty members). Advises the Chancellor on the promotion and/or change in tenure status of faculty. Assures faculty counsel at the point where recommendations from the Deans of the Schools and the College and the Director of the Library have been completed. On occasion initiates consideration of faculty members whom it considers meritorious of promotion and/or change in tenure status.

Budget (6 faculty members; 1 ex officio: Chair of the Faculty Senate; 2 adjunct members: Provost, Vice Chancellor for Business Affairs). 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 Faculty Senate concerning appointment of faculty members to standing committees.

Curriculum (9 faculty members-at-large; 7 faculty representatives, including 1 from each School and 1 from the College of Arts and Sciences; 1 ex officio: Associate Provost; 1 adjunct member: Registrar). Approves introduction of new courses for undergraduates; evaluates courses and programs for new undergraduate majors and degrees; and makes recommendations to Faculty Senate.

Due Process (7 faculty members). Receives evidence, conducts hearings, and reports its findings and recommendations on appeals concerning discharge of a faculty member or application of impermissible grounds in a tenure decision.

Faculty Assembly of The University of North Carolina (4 delegates, 3 or 4 alternates). Represents this faculty in the Assembly's deliberations. Gathers and exchanges information on behalf of the faculties of the sixteen constituent institutions of The University. Advises, through proper channels, the President of The University, the Board of Governors, the General Assembly, and other governmental agencies on University-wide matters.

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 (6 elected faculty members; 6 appointed faculty members; 1 ex officio: Dean of the Graduate School serving as Chairman; 2 adjunct members: Associate Dean of the Graduate School, Associate Provost; 2 graduate student members). Participates with the Dean in making policy for 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; 5 adjunct members; 2 undergraduate student members). Recommends policies governing admissions and serves as a clearinghouse 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; 3 adjunct members; 2 student members: 1 undergraduate, 1 graduate). 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: Registrar; 2 adjunct members; 3 student members: 2 undergraduate, 1 graduate). Makes recommendations to Faculty Senate for University Calendar, examination schedules, and class scheduling policy.

Campus Planning (5 faculty members; 2 ex officio: Associate Vice Chancellor for Facilities, Chairman of Traffic Committee; 3 adjunct members; 3 student members: 2 undergraduate, 1 graduate). 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, with no more than one person from one unit to serve at the same time; 1 EPA nonteaching member; 1 AASA member; 1 ex officio; 1 adjunct member: Director of Athletics; 4 student members: 3 undergraduate, 1 graduate). 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 Vice Chancellor for Student Affairs about selection of the Director and key personnel.

Campus Security (5 faculty members; 1 AASA member; 1 ex officio: Director of Public Safety and Police; 3 undergraduate student members, 1 serving as Vice Chairman). Acts as liaison between the University Police Force and the University community. Receives and distributes information concerning campus security problems and needs, and makes recommendations regarding these conditions. Functions as a mediator/advisor in the resolution of complaints about University Police personnel, if requested.

Campus Stores (5 faculty members; 1 ex officio; 5 student members: 4 undergraduate, 1 graduate). 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: Registrar; 1 adjunct member: Faculty Marshal; 4 student members: Chief Marshal, Assistant Chief Marshal, President of Senior Class, 1 graduate student). Recommends policy in relation to convocation and commencement activities to the Chancellor. Plans and recommends convocation and commencement activities to the Chancellor and works with the Commencement Steering Committee to see 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, and minority representation; 1 AASA member; 1 nonacademic employee; 1 ex officio: University Counsel; 3 adjunct members. Reviews and advises administration and faculty regarding the implementation of affirmative action policy for equal employment opportunity and provides information as needed to the University community.

Faculty Center Committee (9 faculty members: 1 from each School, 2 from the College of Arts and Sciences, 1 from the Library; 1 member from the Council of Deans; 1 AASA member; 1 nonteaching EPA employee; 1 ex officio). Promotes the use of the Faculty Center among UNCG faculty and staff and serves as the responsible body modifying existing policies and establishing any needed new policies for the use of the Center.

Faculty Government (7 faculty members). Conducts continuous review of The Constitution of the Faculty and proposes amendments to it to the Faculty Senate and to the General Faculty.

Faculty Salary and Benefits (6 faculty members; 1 ex officio; 1 adjunct member. Concerns itself with all matters which pertain to faculty salary and benefits including insurance programs for health, life, disability, home, and automobile; tax-sheltered annuities; state and alternative retirement plans.

Faculty Welfare (5 faculty members; 1 AASA member; 1 ex officio). Focuses on all matters pertaining to the welfare of members of the faculty.

Fellowship and Special Studies Awards (6 faculty members; 1 ex officio; 1 adjunct member). 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. Elects its own chairman.

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 Promotion (5 faculty members: at least 1 from the Department of Public Health Education, 1 from the Department of Food, Nutrition & Food Service Management, 1 from the School of Nursing; 2 AASA members; 1 nonteaching EPA; 2 undergraduate students; 1 graduate student; 1 ex officio; 1 adjunct member: Associate Vice Chancellor for Human Resources). Serves to coordinate and help promote health-related activities in the UNCG community. Advises the appropriate University administrators, offices, councils and committees on the initiation of new health policies, programs and activities as well as on those already in existence.

Honorary Degrees (5 faculty members; 1 ex officio). Receives and screens recommendations for persons to receive honorary degrees and recommends these persons to the Faculty Senate and to the General Faculty for action. These recommendations are presented to the Provost and the Chancellor. The Board of Trustees takes the final action.

Intercollegiate Athletics (5 faculty members: 3 from general faculty, 2 from Health and Human Performance - 1 female, 1 male; 4 student members: 3 undergraduate, 1 graduate; 2 ex officio: Director of Athletics, Faculty Representative to NCAA; 1 adjunct member: Chairman of Student Financial Aid Committee). Monitors and reports on intercollegiate athletics at UNCG. Concerns itself with the academic well-being of the student athletes and the integrity of the

Faculty Committees

intercollegiate athletics programs. Hears and acts on complaints and suggestions about intercollegiate athletics from students, faculty, and staff.

Library Committee (10 faculty members; 1 ex officio: Director of Library who serves as Secretary; 1 adjunct member; 3 student members: 2 undergraduate, 1 graduate). Recommends to and advises the Director of the Library on policies and procedures which will give the Library its most effective role in the University; acts as liaison agency in interpreting Library policies to the faculty and the student body and faculty/student opinion to the Director of the Library.

Performing Artist Series (6 faculty members; 3 from outside the performing arts and 1 from each of the following areas: School of Music, Department of Dance, Theatre Division; 1 ex officio: Assistant Director for Cultural and Leadership Programs; 3 student members: 2 undergraduate, 1 graduate). Schedules series of programs in the performing arts that are of interest to the University community and related to the academic program.

Piney Lake Committee (7 faculty members; 1 ex officio: Director of Piney Lake; 2 undergraduate 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 of Natural Sciences, Social and Behavioral Sciences, and Humanities; 1 ex officio: Director of Research Services; 1 adjunct member). Receives and acts upon requests for faculty research grants.

Residence Appeals (5 faculty members; 2 adjunct members, including the University Counsel). 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: 2 undergraduate, 2 graduate). Considers University policies affecting women students, and women faculty and staff members and attempts to provide support as appropriate. Elects its own chairman.

Student Financial Aid (10 faculty members; 1 ex officio; 2 adjunct members: Director of Admissions, Chairman of Intercollegiate Athletics Committee; 4 student members: 3 undergraduate, 1 graduate). Oversees all matters related to student financial aid.

Traffic (5 faculty members; 1 AASA member; 4 student members, including 1 town student and 1 graduate student - male and female; 1 ex officio: Director of Administrative Services). 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 undergraduate student members). Develops recommendations for Faculty Senate action on academic policies and requirements for undergraduates.

SPECIALLY 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: 1 undergraduate, 1 graduate). Reviews and updates procedures, facilitates exchange of information, and maintains a file of research materials on the evaluation of teaching.

STATISTICAL SUMMARIES

Enrollment Summary for The Fall Semester 1990

	1990
Seniors	2,472
Juniors	2,230
Sophomores	1,944
Freshmen	2,200
Graduates	2,703
Specials and Unclassified	343
Total	11,892
Extension	878
TOTAL COLLEGIATE ENROLLMENT	
FALL 1990	12,770

Summer School 1990

Summer Session	5,442
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Summary of Earned Degrees Granted at UNCG on May 13, 1990

Source: Institutional Research

Doctor of Philosophy	30
Doctor of Education	45
Doctor of Musical Arts	4
Specialist in Education	9
Certificate of Advanced Study	6
Master of Arts	49
Master of Arts in Liberal Studies	1
Master of Education	141
Master of Library Science	40
Master of Science	1
Master of Science in Home Economics	4
Master of Fine Arts	46
Master of Music	25
Master of Business Administration	79
Master of Science in Business Education	8
Master of Public Affairs	8
Master of Science in Nursing	58
TOTAL GRADUATE DEGREES	554
Bachelor of Arts	438
Anthropology	6
Art	4
Biology	37
Chemistry	3
Drama	7
Economics	15
English	75
French	2
Geography	11
German	1
History	37
Interdepartmental	5

Mathematics	10
Media Studies	57
Music	1
Philosophy	2
Political Science	24
Psychology	58
Religious Studies	5
Sociology	14
Spanish	7
Speech Communication	57
Bachelor of Science	745
Accounting	71
Business Administration	4
Business Education	7
Chemistry	4
Clothing & Textiles	39
Dance	12
Economics	7
Education of the Deaf	15
Elementary Education	123
Finance	51
Food & Nutrition	17
Health Education	12
Home Ec in Business & Community	14
Home Economics Education	2
Housing & Interior Design	36
Information Systems & Operations Mgt	50
Management	148
Marketing Education	1
Mathematics	8
Middle Grades Education	33
Physical Education	12
Physics	3
Plan II	1
Recreation	24
Social Work	32
Speech Pathology and Audiology	19
Bachelor of Science in Home Economics	26
Bachelor of Science in Medical Technology	3
Bachelor of Fine Arts	52
Art Education	8
Art, other	33
Dance	3
Drama	8
Bachelor of Music	21
Bachelor of Science in Nursing	96
TOTAL BACHELOR'S DEGREES	1,381
TOTAL EARNED DEGREES	1,935

Statistical Summaries



Top: The Class of 1919 was the first to wear academic regalia for commencement exercises.

Middle: The faculty march in the Recessional at the 1990 Commencement.

Bottom: Celebrations were common among the 1,900 students who received degrees during the 1990 Commencement.

APPENDIX I

The University of North Carolina Policy on Illegal Drugs

The University of North Carolina at Greensboro seeks to maintain an environment that supports the pursuit and disseminating of knowledge. All members of the academic community — students, faculty, and staff members — share responsibility for protecting the academic environment by exemplifying high standards of professional and personal conduct. Use of illegal drugs by any member of the community interferes with the activities through which the goals of the University can be realized. Therefore, such practices will not be tolerated. The University will take all actions necessary, consistent with law and University policy, to eliminate the use of illegal drugs from the University community.

This policy has been developed in accord with "The University of North Carolina Policy on Illegal Drugs," adopted by the Board of Governors January 15, 1988. It establishes the framework for programs designed to educate the campus community on the harmful effects of illegal substances and to assist afflicted persons in their efforts to become rehabilitated. It also provides guidance for punishing violators.

I. Applicability

This policy is applicable to the following: students, faculty, senior administrative officers, non-faculty EPA employees¹, and SPA employees².

II. Notice

A. Article 5 of Chapter 90 of the *North Carolina General Statutes* makes it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances." As citizens, all members of the University community are expected to know these laws. The *North Carolina General Statutes* are readily available in the Library.

B. This policy shall be publicized in catalogs and other materials prepared for all enrolled and prospective students and in appropriate materials distributed to faculty members, senior administrative officers, non-faculty EPA employees, and SPA employees.

III. Educational and Rehabilitation Programs

A. The University shall establish and maintain a program of education designed to help all members of the University community avoid involvement with illegal drugs.

This program shall emphasize these subjects:

1. the incompatibility of the use or sale of illegal drugs with the goals of the University
2. the legal consequences of involvement with illegal drugs
3. the medical implications of the use of illegal drugs
4. the ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities

B. The University shall provide information about drug counseling and rehabilitative services (campus-based or community-based) available to students and employees.

C. Persons who voluntarily avail themselves of these University services or programs are assured that applicable professional standards of confidentiality will be observed.

IV. Disciplinary Proceedings and Sanctions

A. Preliminary Determinations

The University will initiate a disciplinary proceeding against a student, faculty member, senior administrative officer, EPA non-faculty employee, or SPA employee whenever **both** of these requirements are met:

1. there is a reasonable basis for believing that the person has violated this policy or North Carolina law pertaining to controlled substances
2. the alleged conduct is deemed to harm the interests of the University

Requirement (1), above, can be satisfied by **either** of the following:

- (a) a conviction or a guilty plea resulting from criminal prosecution
- (b) independent evidence obtained by University officials including police officers.

It should be noted that though an offense may be the subject of legal action by the civil authorities, University officials are nonetheless free to initiate disciplinary action that may result in additional penalties.

When the above requirements are met, the University will initiate disciplinary action against the alleged violator according to established procedures that safeguard the rights and interest of students and employees. Procedures will vary, depending on classification of the person facing disciplinary action:

Students

Judicial Policies Related to Student Conduct for the The University of North Carolina at Greensboro, approved by the Chancellor

Faculty Members

The University of North Carolina at Greensboro's Regulations on Academic Freedom, Tenure, and Due Process, Section 7. Discharge or Imposition of Serious Sanction, adopted by the Board of Trustees

Senior Administrative Officers

Policies Concerning Senior Administrative Officers of The University of North Carolina, adopted by the Board of Governors

Non-Faculty EPA Employees

Personnel Policies for Designated Employment Exempt from the State Personnel Act, adopted by the Board of Trustees

SPA Employees

Relevant regulations of the Office of State Personnel

Decisions reached by these processes are reviewable according to normal appeal mechanisms.

- B. Penalties for students, faculty, senior administrative officers, and non-faculty EPA employees: For these persons, the penalties to be imposed may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. The following minimum penalties shall be imposed for the particular offences described:

1. Trafficking³ in Illegal Drugs

(a) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in "Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methqualone), any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

(b) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

2. Illegal Possession of Drugs

(a) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statute 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

(b) For a first offense involving the illegal possession of any controlled substance identified in Schedules II through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing at his/her own expense, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.

- (c) For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, senior administrative officers, or EPA non-faculty employees.

3. Suspension Pending Final Disposition

When a student, faculty member, senior administrative officer, or non-faculty EPA employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion or regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee, concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

C. Penalties for SPA Employees

Discipline for SPA employees is prescribed in regulations published by the State Personnel Commission. Violations of this policy and of North Carolina state law on controlled substances shall be deemed "personal misconduct" actionable under these rules. Penalties for offenses described herein will be in accord with state policy.

V. Oversight and Reporting

A. A campus coordinator will be responsible for overseeing all actions and programs relating to this policy.

B. The Chancellor shall submit annually to the Board of Trustees and to the President of the University a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following: (1) a listing of the major education activities conducted during the year; (2) a report on any illegal drug-related incidents, including any sanctions imposed; (3) an assessment by the Chancellor of the effectiveness of the campus program and; (4) any proposed changes in the policy on illegal drugs.

VI. This policy shall be effective with the beginning of Fall Term, 1988.

¹Non-faculty personnel whose employment is exempt from the State Personnel act

²Staff personnel whose employment is subject to the State Personnel Act

³The term "trafficking" is used in its generic sense, not in its specific application to selling, manufacturing, delivering, transporting, or possessing controlled substances in specified amounts that is the subject of North Carolina General Statute 90-95 (h).

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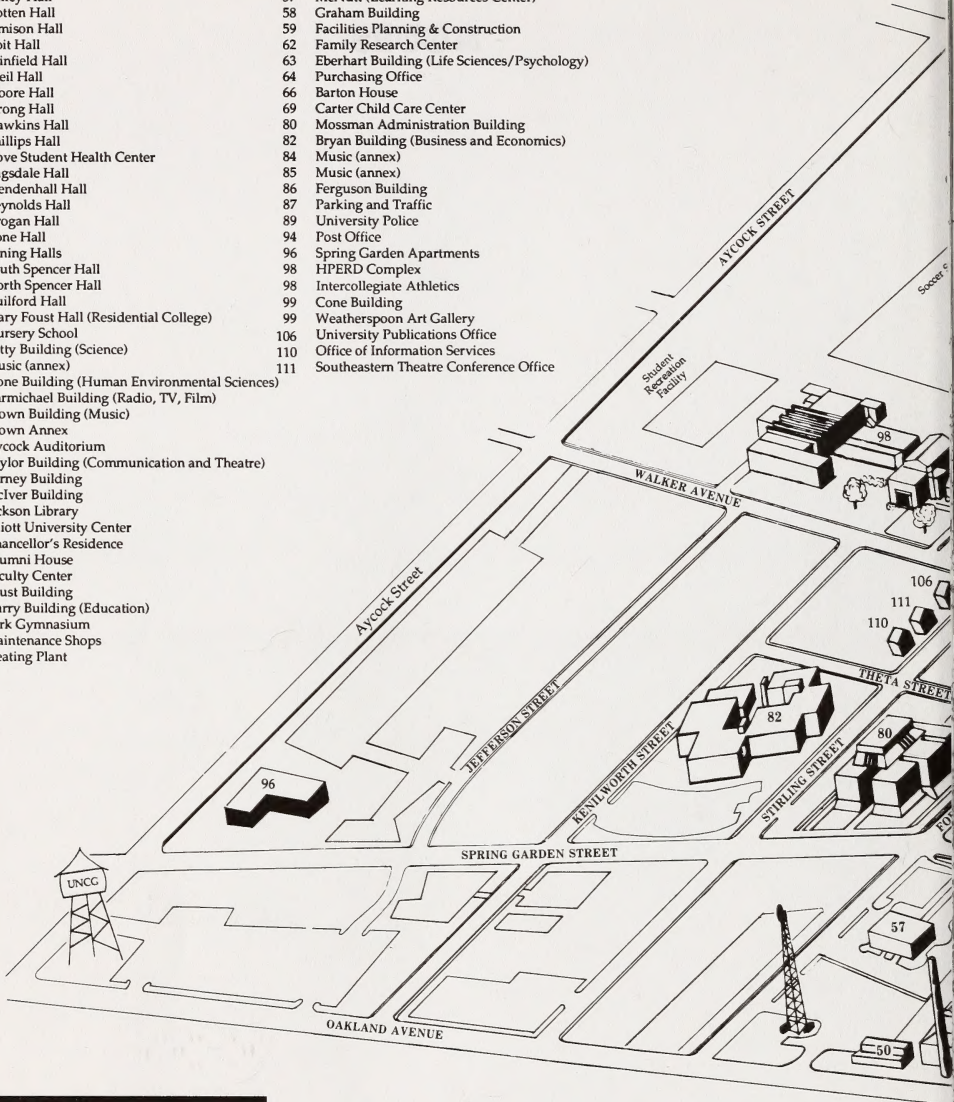
Men's Basketball at UNCG will join Division I of the NCAA beginning in Fall 1991.

NOTES

NOTES

Campus Buildings (Numerical List)

- | | | | |
|-----|---|-----|--|
| 4 | Shaw (International House) | 50 | Campus Supply Store |
| 5 | Hinshaw Hall | 51C | Music (annex) |
| 6 | Gray Hall | 56 | Moore Building (Nursing) |
| 7 | Bailey Hall | 57 | McNutt (Learning Resources Center) |
| 8 | Cotten Hall | 58 | Graham Building |
| 9 | Jamison Hall | 59 | Facilities Planning & Construction |
| 10 | Coit Hall | 62 | Family Research Center |
| 11 | Winfield Hall | 63 | Eberhart Building (Life Sciences/Psychology) |
| 12 | Weil Hall | 64 | Purchasing Office |
| 13 | Moore Hall | 66 | Barton House |
| 14 | Strong Hall | 69 | Carter Child Care Center |
| 15 | Hawkins Hall | 80 | Mossman Administration Building |
| 15A | Phillips Hall | 82 | Bryan Building (Business and Economics) |
| 16 | Gove Student Health Center | 84 | Music (annex) |
| 17 | Ragsdale Hall | 85 | Music (annex) |
| 18 | Mendenhall Hall | 86 | Ferguson Building |
| 19 | Reynolds Hall | 87 | Parking and Traffic |
| 20 | Grogan Hall | 89 | University Police |
| 21 | Cone Hall | 94 | Post Office |
| 22 | Dining Halls | 96 | Spring Garden Apartments |
| 23 | South Spencer Hall | 98 | HPERD Complex |
| 24 | North Spencer Hall | 98 | Intercollegiate Athletics |
| 25 | Guilford Hall | 99 | Cone Building |
| 26 | Mary Foust Hall (Residential College) | 99 | Weatherspoon Art Gallery |
| 27 | Nursery School | 106 | University Publications Office |
| 29 | Petty Building (Science) | 110 | Office of Information Services |
| 30 | Music (annex) | 111 | Southeastern Theatre Conference Office |
| 31 | Stone Building (Human Environmental Sciences) | | |
| 32 | Carmichael Building (Radio, TV, Film) | | |
| 33 | Brown Building (Music) | | |
| 33A | Brown Annex | | |
| 34 | Aycock Auditorium | | |
| 35 | Taylor Building (Communication and Theatre) | | |
| 37 | Forney Building | | |
| 38 | McIver Building | | |
| 39 | Jackson Library | | |
| 40 | Elliott University Center | | |
| 41 | Chancellor's Residence | | |
| 42 | Alumni House | | |
| 43 | Faculty Center | | |
| 44 | Foust Building | | |
| 45 | Curry Building (Education) | | |
| 45A | Park Gymnasium | | |
| 48 | Maintenance Shops | | |
| 49 | Heating Plant | | |



Residence Halls

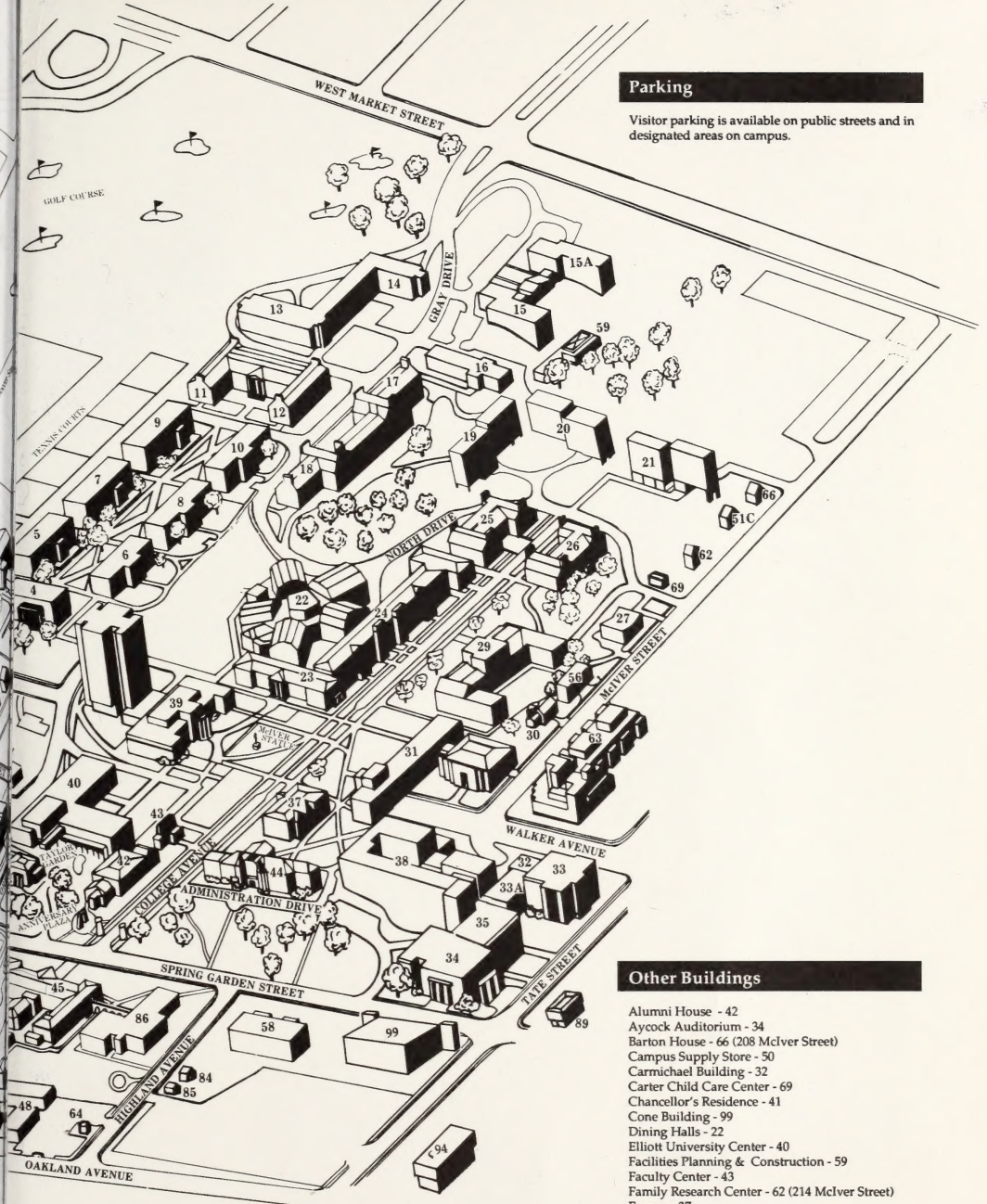
- Bailey - 7
- Coit - 10
- Cone - 21
- Cotten - 8
- Gray - 6
- Grogan - 20
- Guilford - 25
- Hawkins - 15
- Hinshaw - 5
- Jamison - 9
- Mary Foust (Residential College) - 26
- Mendenhall - 18
- Moore - 13
- North Spencer - 24
- Phillips - 15A
- Ragsdale - 17
- Reynolds - 19
- Shaw (International House) - 4
- South Spencer - 23
- Strong - 14
- Weil - 12
- Winfield - 11

Classroom Buildings

- Brown (Music) - 33
- Brown Annex - 33A
- Bryan (Business and Economics) - 82
- Curry (Education) - 45
- Eberhart - 63
- Ferguson - 86
- Graham - 58
- HPERD (Health, Physical Education, Recreation, and Dance) - 98
- McIver - 38
- Moore (Nursing) - 56
- Petty - 29
- Stone (Human Environmental Sciences) - 31
- Taylor - 35

Parking

Visitor parking is available on public streets and in designated areas on campus.



Other Buildings

- Alumni House - 42
- Aycock Auditorium - 34
- Barton House - 66 (208 McIver Street)
- Campus Supply Store - 50
- Carmichael Building - 32
- Carter Child Care Center - 69
- Chancellor's Residence - 41
- Cone Building - 99
- Dining Halls - 22
- Elliott University Center - 40
- Facilities Planning & Construction - 59
- Faculty Center - 43
- Family Research Center - 62 (214 McIver Street)
- Forney - 37
- Foust Building - 44
- Gove Student Health Center - 16
- Heating Plant - 49
- Intercollegiate Athletics - 98
- Jackson Library - 39
- Maintenance Shops - 48
- McNutt (LRC) - 57
- Mossman Administration Building - 80
- Music annexes - 30, 51C, 84, 85, (320 & 210 McIver Street, 527 & 529 Highland Avenue)
- Nursery School - 27
- Office of Information Services - 110
- Park Gymnasium - 45A
- Parking and Traffic - 87 (426-428 Forest Street)
- Post Office - 94 (525 Tate Street)
- Purchasing Office - 64 (536 Highland Avenue)
- Southeastern Theatre Conference Office - 111 (506 Stirling Street)
- Spring Garden Apartments - 96
- University Police - 89
- University Publications Office - 106
- Warehouse - 97 (2900 Oakland Avenue) Not Shown
- Weatherspoon Art Gallery - 99

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Admissions Office

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Greensboro, NC 27412-5001
(919) 334-5243

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