

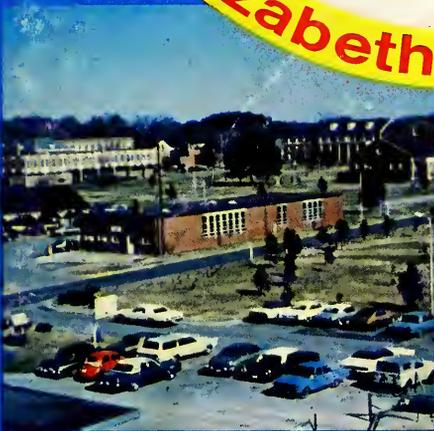
elizabeth city state university

CATALOG



'77-'79

elizabeth city, n.c.



## ACCREDITATION AND MEMBERSHIPS

Elizabeth City State University is accredited by the Southern Association of Colleges and Schools and the North Carolina State Department of Public Instruction. In addition to its accreditation, the University as a whole, or through components of it, has current membership in various professional and/or learned organizations. Memberships are held in the following:

American Council on Education	Music Educators National Conference
American Association of Collegiate Registrars & Admissions Officers	National Association of College Deans & Registrars
American Association of Colleges for Teacher Education	National Association of Intercollegiate Athletics
American Association of Higher Education	National Association of Athletic Directors
American Association of School Administrators	National Collegiate Athletic Association
American Association of State Colleges and Universities	North Carolina Association of Collegiate Registrars & Admissions Officers
American Library Association	North Carolina Library Association
American Personnel & Guidance Association	North Carolina Placement Association
American Psychological Association	North Carolina Psychological Association
Associated Collegiate Press	Office for the Advancement of Public Negro Colleges (OAPNC)
Association of College Unions	Southeastern Library Association
Association of Departments of English	Southern Association of Collegiate Registrars & Admissions Officers
Association of Governing Boards	College Language Association
Association of Teacher Education Institutions	North Carolina Academy of Science
Central Intercollegiate Athletic Association	North Carolina Association of Colleges for Teacher Education
College Entrance Examination Board	North American Association of Summer Sessions
College Foundation, Incorporated	North Carolina Association of Summer Sessions
College Placement Council, Incorporated	
Intercollegiate Music Association	
Intercollegiate Press	

Elizabeth City State University reserves the right to make any necessary changes in this catalog. The University, however, will undertake to keep such changes to a minimum feasible level and to give prior notice of such changes whenever possible or practical.

Copies of the general catalogs are made available to all students registered at the University, high school guidance counselors, and college and university libraries. Additional copies are available for \$2.00 from the Office of Admissions, Elizabeth City State University, Elizabeth City, North Carolina 27909.

*Augustine Hoggaard*

# **Elizabeth City State University**

**CATALOG 1975-1977**  
(WITH ANNOUNCEMENTS FOR 1977-79)

**ELIZABETH CITY, NORTH CAROLINA 27909**

#### **NON-DISCRIMINATION**

Elizabeth City State University is dedicated to equality of opportunity within its community. Accordingly, Elizabeth City State University does not practice or condone unlawful discrimination, in any form, against students, employees, or applicants on the ground of race, color, national origin, religion, sex, age or handicap. Elizabeth City State University commits itself to seek positive action to secure equal opportunity.

Elizabeth City State University supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, The Equal Pay and Discrimination Acts, The Rehabilitation Act of 1973, Section 504 of the Rehabilitation Act of 1973, and Executive Order 11246.

*Jacklynne  
Hoggard*



**Bronze sculpture:**

**"Life, Liberty, Pursuit of Happiness"**

by: Vincent J. de Gregorio, Ph.D.,

Chairman, Department of Art, Elizabeth City State University

**Student Assistance:**

Rebecca C. Spivey, Senior, Art Major, Elizabeth City State. . . . Wilbur Davis  
Jr., Alumnus, Elizabeth City. . . . Class '75.

**Inscription:**

In commemoration of the celebration of the American Bicentennial, 1776-1976,  
a presentation to the citizens of the community by Elizabeth City State University.

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# **GENERAL INFORMATION**

## **The University of North Carolina**

The University of North Carolina was chartered in 1789 and opened its doors to students in 1795. Throughout most of its history, it has been governed by a Board of Trustees chosen by the Legislature and presided over by the Governor. During the period 1917-1972, the Board consisted of one hundred elected members and a varying number of *ex-officio* members.

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

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

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

A revision of the North Carolina State Constitution (Article IX, Sec. 8) adopted in November 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . . ." In slightly different language, this provision had been in the Constitution since 1868.

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

The constitutionally authorized Board of Trustees was designated the Board of Governors, and the number was reduced to thirty-two members elected by the General Assembly, with authority to choose their own chairman and other officers. The Board is "responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." Each constituent institution, however, has its own board of trustees of thirteen members, eight of whom are appointed by the Board of Governors, four by the Governor, and one of whom, the elected president of the student body, serves ex-officio. The principal powers of each institutional board are exercised under a delegation from the Board of Governors.

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

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

#### **Elizabeth City State University: Brief History**

Elizabeth City State University has been a growing, co-educational, undergraduate, public, state-assisted institution since its inception on March 3, 1891. The bill to establish the institution was introduced by **Hugh Cale**, a black representative from Pasquotank County, as House Bill 383 in the North Carolina General Assembly during the 1891 session. Initially, the institution was created, by law, as a normal school for the specific purpose of "teaching and training teachers" of the black race "to teach in the common schools" of North Carolina. It was named State Colored Normal School and began operation on January 4, 1892, with a budget of \$900.00, a faculty of two members, and a student enrollment of 23.

In 1899, the institution survived a state-wide effort to consolidate normal schools and, during the same year, began its first summer session. The school was moved to its present and permanent location on September 9, 1912.

Between 1891 and 1928, the curriculum was expanded from elementary and secondary school level courses to two-year "normal" courses under the leadership of **Peter Weddick Moore**. The enrollment was increased from 23 to 355 students and the faculty

from two to 15 members by the time Dr. Moore retired as President-Emeritus on July 1, 1928.

Under the leadership of **John Henry Bias**, second president, who served from July 1, 1928 to his death on July 15, 1939, the Secondary-school Department was discontinued in 1931. The institution was elevated from a two-year normal to a four-year teachers college in 1937. Its name was officially changed to Elizabeth City State Teachers College by an act of the North Carolina General Assembly as of March 30, 1939. In addition to the purpose of "teaching and training teachers" of the black race to teach in the common schools of North Carolina, a second purpose was added: the training of elementary-school principals for rural and city schools. Thus, the first Bachelor of Science degrees (which were in Elementary Education) were awarded by the College to 26 graduates in May, 1939.

**Harold Leonard Trigg**, who served as the third president from November 18, 1939 until he resigned on December 31, 1945, laid plans for physical expansion, concentrated his efforts and skills in strengthening the faculty and improving the curricular offerings, and aided students through the medium of the National Youth Administration at the College.

**Sidney David Williams**, who became the fourth president of the College, served from January 1, 1946 until he retired on August 31, 1958. During his administration, the Association of Colleges and Schools, an organization of black institutions, recognized the College as an "A"-rated institution in 1948; the vocational-technical program was organized in 1957; and improvements were made in the curricula as well as in the physical plant. He was honored by being appointed the second President-Emeritus of the institution by the Board of Trustees on September 16, 1969. Dr. Williams died January 21, 1974.

The institution reflected multi-dimensional growth and development under the administration of **Walter Nathaniel Ridley**, who served as the fifth president from September 1, 1958 through June 30, 1968. Curriculum offerings were expanded between 1959 and 1963 from a single Elementary Education major to 12 additional academic majors with a multi-choice of majors and concentrations in several of the 10 departments of instruction for students pursuing teaching programs and in the non-teaching areas of biology, English, chemistry, mathematics, and social sciences.

The College was elevated from the "approved" list to full membership in the Southern Association of Colleges and Schools in De-

ember, 1961. Its accreditation has been reaffirmed by this regional accrediting agency since.

The name of the institution was officially changed from Elizabeth City State Teachers College to Elizabeth City State College by an Act of the North Carolina General Assembly in 1963, but it remained a predominantly teacher-training institution. The vocational-technical curriculum, which was established in 1957 to provide training in automobile mechanics, brickmasonry, cosmetology, radio and television, was discontinued in August, 1964. The Area of Education, the Academic Area, and the grouping of departments under each were discontinued on July 1, 1967.

When Dr. Ridley's administration ended on June 30, 1968, the institution's landholdings had been increased from 121 to 160 acres. The plant had been expanded from 24 buildings to one comprising 36 brick and frame buildings for administrative, instruction, housing, and operative purposes. The classroom and library buildings had been completed. Construction had begun on the new cafeteria and student union buildings. Planned campus improvements and expansion also included a physical education facility, dormitories, faculty housing, improved roads and walks, and underground wiring. Improved facilities for students and staff had been accomplished. The financial aid program for students had been significantly increased. Faculty resources had been substantially upgraded, in keeping with the increase in financial resources. The total enrollment had reached its highest peak — a total of 1,013 students in 1965-66. A total of 197 students, then the largest number in the history of the institution, graduated with degrees in 1968, making the total number of graduates holding degrees more than 3,400 since 1939.

**Marion Dennis Thorpe**, who became the first chancellor when Elizabeth City State University was made one of the 16 senior institutions of The University of North Carolina on July 1, 1972, served as the sixth president from July 1, 1968 through June 30, 1972.

Dr. Thorpe's administration showed immediately a vigorous continuance of efforts to improve the University academically and physically. Among these efforts have been additions to and revisions in the administrative and secretarial personnel; the employment of additional experienced faculty members with doctorate degrees; special programs for all freshmen; greater stress on action in institutional development, research, and placement; and increased emphasis on inter-institutional cooperation.

During Dr. Thorpe's administration, several key positions have been established and filled. Among these are the following: Assistant to the Chancellor, Coordinator of Federal Programs, Director of Student Personnel Services, Director of University Center, Director of Development, Administrative Secretary to the President, Central Supplies and Bookstore Manager, University Archivist-Historian, Director of the Office of Recruitment, Admissions, Registration and Records, with two full-time Recruiters, Vice Chancellors, University Planning Director, OSHA Officer, Coordinator of Long Range Planning, Director of Student Activities and a Job Developer. In 1976, during Dr. Thorpe's administration, the trustees conferred the first title of professor emeritus on a faculty member.

Elizabeth City State College was one of the oldest and last of the public, state-supported institutions in North Carolina to be honored by the changing of its name from "college" to "university." Effective July 1, 1969, the College became Elizabeth City State University through Chapter 801 of the 1969 Session Laws, ratified June 11, 1969. This Act and Chapter 130 of the 1969 Session Laws broadened the major purpose and scope of operations of the then 78-year-old institution.

#### **Location: Setting for Historical Tours and Recreation**

The student who is interested in attending an institution nestled in surroundings of early historical sites of America and rich in a wide variety of excellent opportunities for tours, fun, and invigorating sports will find ECSU, which is based in Elizabeth City near the mouth of the Pasquotank River, to be an ideal place to study.

ECSU offers the student opportunities to pursue a degree program in the relatively mild climate of the great Albemarle Sound area — in an area of historic firsts:

1. birth of the first white child in America, on Roanoke Island; gathering of the first "Tea Party" in America, at Edenton; site of the first open rebellion against British rule in 1677, 100 years before the Boston Tea Party;
2. near the site of the first known public school and home of the person believed to be the first black female teacher in North Carolina; site of the meeting in Pasquotank County of the first General Assembly of North Carolina; three miles from the world's largest Coast Guard Air Base; and home of the International Cup Regatta;
3. near the Great Dismal Swamp Canal, which was completed in 1822 and is the oldest canal still in operation in the United States;
4. near Edenton, one of the oldest towns in North Carolina; Hertford, on the beautiful Perquimans River, the most scenic in the Albemarle,



where the oldest house in North Carolina is located and the first deed recorded in North Carolina is to be found;

5. near the Outer Banks — birthplace of a new world; the Lost Colony; the flying site of the first airplane by the Wright Brothers at Kitty Hawk; toll free bridges, and the highest sand dunes.

In addition to being able to study in an intriguing location combining history-land and romantic legend; near facilities for hunting and fishing, notable Currituck County, the "Refuge of the American Sportsman"; unlimited with opportunities for pleasant living, ECSU offers varied social, cultural, religious, recreational and education programs, organizations, clubs, fraternities, and sororities.

In terms of distance, from points of entrance, Elizabeth City is only 45 miles south of Virginia's Norfolk-Portsmouth metropolitan area; 55 miles west of the Atlantic Ocean and the famed Outer Banks, where farther down is the Hatteras National Seashore Park; 165 miles east of Raleigh, and 211 miles north of the seaport town of Wilmington, where the battleship USS *North Carolina* is berthed. From a broader range, in terms of distance, the city is approximately 250 miles south of Washington, our Nation's Capital; 500 miles south of New York; 300 miles northeast of Charlotte, North Carolina, and 550 miles northeast of Atlanta, Georgia.

United States Highways 17 and 158 make the city and the University easily accessible to automobile and bus routes from all points. Trailways Bus Lines serve the city. Hotels and motels are available to accommodate overnight visitors.

## ECSU Buildings and Grounds

The University has approximately 829 acres of which approximately 87 represent the campus proper; about 68 acres comprise the former farm on Weeksville Road (N. C. 168); a 639-acre tract reserved for educational research is in Currituck County; and 35 acres comprise other holdings designed for residential or expansion purposes. ECSU has 50 temporary and permanent structures for instruction, housing, storage and other operations — many with provisions for the handicapped and several having CD and Red Cross shelter ratings. Primary structures and special purpose land areas are described as follows:

The **Athletic Field**, reworked for practice usage and containing a small field house is the remainder of the former site of intramural and inter-collegiate athletics.

**Bedell Hall**, an attractive hexagonal-shaped air-conditioned cafeteria capable of serving over 2000, was completed 1969 and named for the late Mamie Bedell (1910-1971), former food service supervisor.

**Bias Hall**, a three-story dormitory with normal capacity for 128 students and used primarily for Freshman and Sophomore women, was erected 1938, renovated 1954, 1964, 1973, and named for the late John Henry Bias (1879-1939), second president.

**Butler Hall**, a three-story dormitory with normal capacity for 120 men, was erected 1926, added to in 1939, renovated 1955, 1964, 1973, and named for the late John Henry Manning Butler (?-1944), second teacher at the institution.

**Cale Hall**, a three-story dormitory housing 36 senior women and some faculty women, was erected 1956 and named for the Honorable Hugh Cale (1835-1910) who introduced legislation establishing the institution.

**Cardwell-Hoffler Infirmary**, an air-conditioned structure with 20 beds and housing the Health Careers Recruitment Counseling Center, was erected 1952, renovated 1973, and named for the late University Physicians, George Washington Cardwell (1872-1942) and Ernest Linwood Hoffler (1883-1963), a former trustee.

**Central Supply** (1930) is a former dwelling converted for a temporary campus supply center.

**Doles Hall**, a three-story dormitory with normal capacity for 72, and housing Junior and Senior women, was erected 1956 and named for the late John Thomas Doles (1873-1948) and Mary DeLoatch Doles, former faculty members.

**G. R. Little Library**, an attractive air-conditioned two-story building, erected 1966 to replace the 1939 structure which the Library outgrew, was named for the late George Roscoe Little, Sr. (1873-1954), former trustee chairman. Currently (1977) the building is being renovated and a two-story addition is being constructed.

**Golf Driving Range** (with clubhouse) was established 1972 on a portion of the "farm" area.

**Hollowell Drive**, a campus thoroughfare, was dedicated February 28, 1965 in honor of the late Isabella Hollowell '95 (1872-1973), a member of the first class (1892) and benefactor of the University.

**Industrial Arts Shop**, a two-story building and one of the oldest on campus (erected 1918) has served through the decades for "manual training," as a laundry and following 1963 renovations, as temporary Industrial Arts instructional space and storage area.

**Johnson Hall**, a two-story air-conditioned classroom building erected 1966, also houses faculty offices, educational media center, institutional research and archives offices, science labs, art studios and Industrial Arts shops and a lecture room. It is named for Evelyn Adelaide Johnson, first professor emeritus (Music) at the Institution.

**Lane Hall**, believed to be the oldest building on campus (erected 1909), once housed the entire academic and administrative operations of the entire institution. It was later modified to be the cafeteria. Renovations in 1961 improved such service while 1973 renovations and air-conditioning converted the building to its present use with classrooms, labs, offices, special programs and copy center. It is named for the late Frances Lane Blas (1879-1943), wife of the second president.

**Lester Hall**, two-story air-conditioned science building with classrooms, labs, offices and a lecture room, was erected 1952, renovated 1973, and named for Aurelius P. Lester, a retired faculty member and former registrar.

**McLendon Hall**, formerly the *Ark* and among the oldest buildings, was once a schoolhouse. It has housed various operations but currently houses the Laboratory Nursery/Kindergarten with its adjacent playground, as well as the laundry service. Erected 1920, it was renovated 1957 and 1965 and named for the late Lucille M. McLendon, former teacher-training supervisor.

**Maintenance Building**, containing shops, auto repair facilities, offices and security headquarters, was erected 1958 and a portion renovated in 1969.

**Mitchell-Lewis Hall**, a three-story dormitory with normal capacity for 176 women, was erected 1969 and named for the late Edna Harris Mitchell (1901-1963) and the late Eva Jane Lewis (1884-1946), former faculty members.

**Moore Hall**, a two-story structure, was erected 1922 and added to, in 1939 with funds from the Federal Works Agency of the Public Works Administration. Further renovations and/or interior modifications occurred in 1961, 1967, 1970-1971 and 1976-1977. Formerly the chief administration and classroom building, it now houses classrooms, communications and math labs, academic and administrative offices, the data processing center, postal room and an air-conditioned auditorium equipped with projection room, movie screen, a new grand piano and three-manual organ. The

building was named for Peter Weddick Moore (1859-1934), first president and first president-emeritus.

**Nature Trail** (outdoor classroom) was established 1974 to expand instructional opportunities for ecological and related studies.

**Physical Education Building**, an air-conditioned two-story structure, is a building in two phases, first erected 1969 and a large addition completed 1976. It is a commanding facility housing classrooms, academic offices, dance and exercise studios, olympic-size swimming pool, spacious lounge areas, the first elevator on campus, a gymnasium seating 4500, therapy and gymnastic rooms and second-floor game areas.

**Ridley Hall**, air-conditioned and of striking design, houses student union activities which through the years have been designated "Pirate's Den," "Lighthouse" and "University Center." Erected 1969 and named for Walter Nathaniel Ridley, fifth president, it contains a lounge, bookstore, meeting rooms, student and administrative offices, television lounge, dining and game rooms, barbershop facilities, darkroom and snack bar.

**Student Services Building** (formerly laundry, Pirate's Den, Lighthouse, Publications Building, Galley) houses such offices as counseling, guidance and testing, director of housing, career placement and other administrative offices. It was erected 1923. Various renovations for revised building functions (including former security headquarters) occurred in the 1960's.

**Symera Hall**, a three-story dormitory for men (formerly housed women), is the first dormitory and is believed to be the second oldest building on campus. Erected 1912, it was rebuilt in 1949 and renovated 1975 with normal capacity for 96 students. It is named for the late Symera Raynor Moore (1860-1922), wife of the first president.

**Tennis Courts**, for instruction, recreation and intercollegiate matches, erected 1958.

**Thorpe Hall**, air-conditioned administration building, has successively housed the library, academic operations and the student union. Erected 1939 with an addition in 1959, it was renovated 1967, 1971 and 1973. It houses chancellor's, business and other administrative offices, and records center. It is named for Marion Dennis Thorpe, sixth president and first chancellor.

**Wamack Hall**, a three-story dormitory with normal capacity for 124 men, was erected 1969 and named for the late Timothy Hiram Wamack (1915-1972), former faculty member.

**Williams Hall**, a two-story structure, was erected 1951 for physical education and fine arts. Renovated 1963-1964 and 1975-1976, it houses the music department and student activities center. In addition to classrooms, academic offices, studios and music library, it has a gymnasium seating 1500 which can be converted to an auditorium seating 2500. It is named for the late Sidney David Williams (1892-1974), fourth president and second president-emeritus.

**Under construction** are Dixon Hall for Industrial Arts, two-story, air-conditioned and named for McDonald M. Dixon, former trustee chairman;

Supply and Service Building, air-conditioned maintenance and security headquarters; and an addition to the G. R. Little Library.

Among former structures and facilities are the Art Studio (completed 1959, razed 1969); the Quarterdeck, former apartment converted for temporary male housing (razed 1975); and West Lodge, Quonset design, completed 1960 and designed for 55 male freshmen (razed 1974).

### **Philosophy, Purpose, Objectives, Aims and Goals**

Elizabeth City State University is an institution of higher education functioning under the government of the State of North Carolina. The North Carolina State Constitution affirms that education is the citizen's birthright and sets forth the State's obligation to maintain the right and encourage its fulfillment. The State's earliest constitution recognized that higher education was a part of the State's educational responsibility and proclaimed that "all useful learning shall be duly encouraged and promoted in one or more universities." A revision of State Law pertaining to higher education as adopted in November 1970 set the stage and priority for such an educational institution as Elizabeth City State University.

In November of 1968 the North Carolina Board of Higher Education, functioning under a request from the Governor of the State of North Carolina, had presented its long-range planning report for higher education, titled *Planning for Higher Education in North Carolina*. This Report stated (as an excerpt from actions of the North Carolina General Assembly) that the primary purpose of Elizabeth City State College (College at that time) "shall be the undergraduate preparation of young men and women for teaching in the public schools of the State. Such other programs may be offered as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriations made therefor (G.S. 116-45)."

On July 1, 1969, when this institution became Elizabeth City State University, the stated mission (purpose) as published in the General Statutes of North Carolina, was as follows:

The primary purpose of Elizabeth City State University shall be to provide undergraduate instruction in the liberal arts and sciences, to prepare teachers, and to undertake such other undergraduate, graduate and professional programs as are deemed necessary to meet the needs of the state.

These laws opened new educational dimensions for Elizabeth City State University as a regional university whose mission (purpose) included:

Undergraduate instruction in the liberal arts, fine arts, and sciences and in the learned professions including teaching, these being defined as those professions which rest upon advanced knowledge in the liberal

arts and sciences; said regional universities shall provide for research in the liberal arts and sciences, pure and applied.

The authority of the State Board of Higher Education was repealed and merged under a "Board of Governors" for the entire system of higher education in North Carolina. The Board of Governors was given the power to determine the missions, functions, educational activities and academic programs of the institutions and the degrees that each may award. The power of the Board "shall not be restricted by any provision of law (in) assigning specific functions or responsibilities to designated institutions, the power herein given superseding such provisions of law." G. S. 116-11 (3). The Board must plan and develop a coordinated system of higher education for the State and prepare a long-range plan for that system. (G. S. 116.11 (1).)

ECSU has set forth priority output and process goal areas (in addition to statements on its philosophy, purpose, objectives and aims) which are used as guides for evaluating its over-all effectiveness and year-to-year need for orderly, planned change. To do this, an objective, national, survey instrument was administered to the faculty-staff, the student body, administrators, trustees, and other persons of the University community.

According to the inventory, and the objective findings, and in order of preference the *output* goal areas selected for emphasis were:

1. individual personal development
2. academic development
3. intellectual orientation
4. vocational preparation
5. public service
6. social egalitarianism
7. meeting local needs
8. humanism/altruism
9. social criticism/activism
10. advanced training
11. research
12. cultural/aesthetic awareness
13. traditional religiousness

To insure a climate which will facilitate achievement of the University's output goals areas, the following priority *process* goal areas were emphasized:

1. community (effective interaction and communication between constituent groups)
2. democratic governance
3. intellectual/aesthetic environment
4. innovation

5. accountability/efficiency
6. academic and personal freedom
7. off-campus learning

The University's program of instruction rests fundamentally on the idea that a liberal education, as well as a vocational or professional education, is indispensable for generating a truly free society. Secondly, it rests on the belief that the means of acquiring excellence should be available.

These two principles go hand in hand. If it is vital that the students take on the mental habits and values necessary to thoughtful and knowledgeable citizenship, it is also important that every student be able to acquire a sense of professional direction. The curriculum must be structured, then, so that each student may pursue those studies which promote thought and knowledge-gain about man and his environment, and/or occupational bent.

Fundamental to the fulfillment of this philosophy and the realization of goals is the continuous awareness on the part of students, faculty, staff, administrative personnel, alumni, and community of the importance of providing the proper atmosphere for the intellectual development of qualified students and maintaining a strong student body, faculty and staff, alumni and community dedicated to scholarship and the purposes of the University. Moreover, the University must strive to exist as a model community which breeds a sensitivity to the dignity of others and which is relevant to the needs of a rapidly changing and on-going society.

### **Philosophy and Purpose**

Elizabeth City State University is dedicated to the purpose of educating students regardless of race, creed, color, or sex and of bridging any gaps which are evident in order that all students admitted may receive a university education so vital for the world of life and work. The University further dedicates itself to both structured and unstructured learning situations that enable the institution's programs to be applicable to its student constituency. The structured and unstructured learning situations are designed to occur, insofar as possible, off as well as on the university campus proper.

Philosophically those of us at Elizabeth City State University believe that the essence of democracy is faith in the essential worth of each individual human being. The foundation upon which a democracy rests is its school. The thorough preparation of students to become productive citizens and leaders functioning within a democracy, then, is the chief responsibility which we must assume.

Since our democratic way of life relies upon the reasoning of all citizens to determine human action, there must be a literate body of citizens. Mere literacy, however, is not a sufficient safeguard. It is essential to have not only well informed citizens but also citizens who are willing to accept the responsibilities of community living — citizens who realize that our American society is a changing one working toward the democratic idea. The "good life" requires the individual to adjust constantly to changing socio-economic conditions.

By declaration and organization, the major purposes of this University are the total development of good citizens and the preparation of its students as thoroughly-trained and professional teachers and workers. These purposes emphasize the education of the whole person — mentally, emotionally, physically, socially, esthetically, and spiritually.

### **Objectives**

In order to implement its philosophy and purposes Elizabeth City State University seeks through objectives:

1. to assist students in the development of attitudes and interests related to better citizenship and to develop an understanding of themselves in relation to others in their community, the state, the nation, and the world;
2. to help its students acquire skills in the communication of ideas by listening to and reading, speaking, and writing effectively the English language (this may be supplemented by other languages);
3. to provide vocational as well as avocational experiences which enable students to live constructive social lives and to develop an appreciation of and a respect for inherent wisdom and values of the present and past through knowledge and discoveries, as well as art forms of their own and other cultures;
4. to encourage student growth through the use of methods which involve independent thought, intelligence, self-directed activities and research;
5. to prepare with thoroughness persons for various occupations or professions, including teachers for the elementary and secondary schools, and to develop the skills necessary to prepare themselves to assume roles of responsible members of the professional, social, economic, political, and intellectual community; and
6. to develop in each student a fund of general knowledge about humankind and specific knowledge in his or her field, as well as skill in performance in his or her chosen work, and to be continuously cognizant of new knowledge and always ready to meet the challenge of new ideas, situations, and problems.

Thus, the University seeks to provide educational opportunities and experiences which are varied in nature, excellent in quality and designed for the fulfillment of the needs of the individual and society.

### **Aims**

As corollaries to the stated objectives, Elizabeth City State University aims to:

1. provide high level and high quality educational opportunities and experiences designed in such a manner to reach all who can benefit from such opportunities and experiences, taking admitted students (including the disadvantaged) from where they are toward their fullest potential;
2. continue and increase the emphasis upon excellence in learning and teaching in particular;
3. provide opportunities for the University to function as a "Community" in the sense of furthering social and cultural development within the students as well as within the total university community — some of that community being outside the setting of the University property and/or boundaries proper;
4. provide students with an overall education which will help them understand other cultures and other people with a proper emphasis on their own understanding of themselves and their own culture. (This implies an obligation for the University to help those outside of the University's boundaries proper to understand themselves as well as the enrolled student);
5. emphasize the need for students to prepare for specific job assignments and work assignments and preferences in modern-day changing society, as well as for graduate and professional study;
6. provide students with activities that will enable them to respond effectively to a rapidly and ever-changing world using as a base intelligence, reasoning ability, and ethical as well as moral standards;
7. advance learning and knowledge so that the search for both becomes a continuing process without the factor of the formal classroom, and in such a manner as to encourage and develop scholarship, research, artistic, creative and professional abilities and achievement;
8. function not only as an institution of equal opportunity but to strive to serve as an institution of equal or superior achievement;
9. make all who are part of this educational institution accountable for the achievement of educational excellence; and
10. make one of its basic aims the search for truth and knowledge, and secondly, the giving of practical service when it is able to do so.

## **ADMINISTRATIVE AND ACADEMIC SUPPORT SERVICES**

### **THE LIBRARY**

The G. R. Little Library is a fully air conditioned, well-lighted, comfortable, two-level structure. It is an attractive center for the intellectual life on the campus. Its primary purpose is to provide the book and non-book materials needed to support and stimulate classroom instruction and programs of research. As an integral part of the instructional process, the resources and services of the Library contribute significantly to the total educational program of the University.

The Library's new addition is expected to be completed in the Fall of 1978. This addition will enable the Library to house 150,000 volumes and space to add shelving for another 25,000 volumes. The completed building will seat 500 students.

The floor plans are laid out superbly in regards to the functions and the interaction of one department to another. The new addition and renovations of the old building will contain the most modern standards of lighting, ventilation, and soundproofing that could be found. Books and periodicals are arranged in open stacks to permit ease of access. We have open stacks to house 4,000 periodicals. The Library will house a Special Collection Room, conference rooms, seminar room, student lounge, group study rooms, faculty study rooms, locked individual carrels for students, and a complete media center.

Open stacks afford students direct access to all books and periodicals, except those in special collections. Through the cooperation of the staffs of the Basic Education and Enrichment Program, the Department of Modern Languages, the Library, and other components, freshmen are provided experiences and given systematic instruction in the effective and efficient use of library materials so that books and libraries may contribute to their intellectual development.

### **Archives and Records Center**

The ECSU Archives was formally established July 1, 1970, and the Records Center shortly thereafter. The University Archives is the official memory of the University. The Records Center is a way station for inactive records awaiting either permanent retention or destruction. Both are Planning, Research & Development components.

By collecting material of the past, the Archives serves the present — and by collecting material of the present, it serves the future. Our Archives and Records Center, then, are bridges between the past

and the future — a bridge comprising assorted current forms of records, from paper and Teletype tape to photographs, University Seals and computer printouts. The Archives also contains some records related to the community, thus providing even greater dimension to this memory bank. Campus and off-campus exhibits present samples of archival holdings.

### **Copy Center**

The Copy Center at Elizabeth City State University has grown with the University of which it is a part. It is located in Lane Hall, staffed by a personnel of two and under the supervision of the Business Office. Most of the printing produced by the Copy Center consists of standard forms, exams, letters and reports. However, the Center also produces index cards, letterhead stationery, and envelopes which are sold through the University's central store for supplies.

The equipment consists of the Xerox 9200 and the A.B. Dick 369 Offset Press.

### **Data Processing**

The Data Processing Center renders services to the University in several areas. It assists the administrative officers and faculty of the University in data processing operations, in systems analysis required for computer program development, providing and assisting in data entry and retrieval through online interactive terminal communications, designing forms for computer processing uses, and the evaluation of the effectiveness of data processing utilization.

Some examples of computer applications are course scheduling, registration, budget accounting, and facilities inventory.

The Center uses a Microdata Reality Computer, which has the capabilities of simplifying complex ways of sorting, manipulating, and retrieving data through an Information Management System. The programming languages used by the system are Report Program Generator, Assembler, English and the universal programming language, Data/Basic.

### **Developmental and Alumni Affairs**

The Office of Development at Elizabeth City State University was established on January 1, 1969. As part of a national trend, this office became one of the four main divisions of the University's Administration, responsible for coordinating the overall fund-raising and alumni affairs with close articulation with public relations ac-

tivities. Under recent re-organization, its operations are coordinated by the University Planning Director, one of four line officers. It also advises and assists the Chancellor in planning and executing programs to interpret the goals and needs of the University.

The Office of Alumni Relations is a component of the Office of Development. Under the Assistant Director of Development, the Office keeps an updated listing of graduates of the University; seeks to locate those alumni with whom communication has been lost; seeks to involve the alumni in recruiting students and contributing, annually, to the Elizabeth City State University Foundation's Fund-Raising Campaigns. Many functions of this office are coordinated with the General Alumni Association, the Office of Career Counseling and Placement, the Admissions Office and other departments.

### **Educational Media Center**

The Educational Media Center, which was begun as an audio-visual center in Lester Hall in 1951, is a vital component of Elizabeth City State University. The Center, located since 1966 on the second floor of Johnson Hall, may well be regarded as a "pumping station" with pipe lines to every facility within the University to convey media materials and services. The layout and room design are above average in appearance, as well as functional.

Under a revised system of organization within the Center's function, four distinct areas are provided for the University community: (1) instruction, (2) production, (3) service, and (4) research within the professional field of educational media.

Services are rendered to adjacent counties and communities through academic workshops and other events.

### **Faculty Council**

The Faculty Council was instituted to work for the total promotion of the University. It advises the Vice Chancellor for Academic Affairs (or all Vice Chancellors) and the Chancellor on matters pertaining to the institution that are of interest to the faculty and serves as an organ for faculty decision-making concerning its own interest.

The Faculty Council consists of all persons employed full-time who have teaching responsibilities and who have academic rank.

### **Health Careers Center**

The Health Careers Recruitment and Counseling Center is a component of the North Carolina Health Manpower Development Program which began in 1971 to help increase the number of health

professionals in North Carolina, especially those from minority and disadvantaged backgrounds. In 1973, the ECSU Center was established. The Program's central office is located in Chapel Hill and there are two other Regional Centers on the campuses of North Carolina Central University and Pembroke State University. The ECSU Center:

1. Provides information on over 200 different health careers and on the many health career training programs available in North Carolina and elsewhere;
2. Counsels persons seeking careers in any one of the health professions for which training is available in the 16 constituent institutions of the University of North Carolina, technical institutes and community colleges;
3. Conducts a Clinical Work-Study Summer Health Program providing clinical and academic enrichment experiences for minority college students interested in a health or health-related career;
4. Distributes health careers recruitment materials, makes presentations to high school health careers clubs and at health fairs and health career days.

### **Institutional Research**

The Office of Institutional Research is considered the "watchman" for the coordination of all significant research and statistical reports for the University. It is directly responsible for (1) coordinating institutional research as a means of bringing together data on the history and development of the University, (2) collecting and codifying statistical data relative to the current status of the University, (3) preparing of reports required of the University, (4) assisting other administrative officers and providing necessary information and data analyses for making intelligent decisions and planning for development, and (5) furnishing agencies with institutional information on reports needed by them relative to the long- and short-range plans of the University. It is a Planning, Research & Development component.

### **OSHA (Occupational Safety and Health Act)**

The OSHA Office was established in 1974 with a director and secretary. Operating under the Chancellor through the Vice Chancellor for Fiscal Affairs, this office oversees safety and health protection for the University. It is also responsible for safety seminars and training sessions benefitting all persons at ECSU. The campus has achieved compliance with state and national OSHA guidelines.

### **University Planning**

The Office of the Coordinator of University Planning was established October, 1974. It is responsible for establishing a cooperative and coordinated program for planning for the present and future development of the University. As a result of the new organizational structure, established July, 1976, the Coordinator of Planning works closely with the Office of Institutional Research, reports to and works directly with the University Planning Director on all matters pertaining to long- and short-range planning.

This Office also articulates long-range planning activities of the University of North Carolina as relates to this campus as part of that system.

### **Public Information Services**

The Office of Public Information, a component of the Division of Planning, Research and Development, is currently located in Moore Hall. Staffed with an Information-Communications Specialist and an Administrative Assistant/Photographer, the Office disseminates news releases to mass media outlets, produces Development and Alumni Newsletters and Brochures, provides photographic services, produces Public Affairs Programs for radio and/or television, provides assistance in the preparation of other related publicity and promotional materials, provides information for use by outside requesting agencies, and performs other public relations functions in support of the University's programs and services.

### **University Security**

For the protection of campus and visiting personnel as well as institutional facilities, Elizabeth City State University has a security force with officers on duty 24 hours a day. They are charged with enforcing institutional laws and regulations, including campus traffic and parking ordinances. The University community is expected to comply with the University laws and regulations. Officers' authority extends on and off campus, including the power of arrest, in their dual role as institutional security officers and deputy sheriffs of Pasquotank County. The Security Office is located in the Supply and Service Building.

### **Vehicle Registration and Parking Information**

Every student desiring to park on the campus is required to register his or her vehicle with the Security Office and pay a parking fee, in which will be included the vehicle registration fee. Each student is allowed to register no more than one vehicle.

The parking system includes three (3) classes of parking decals, designated by color. Each decal is either blue, red or green. In order to park a vehicle on campus, the student operating said vehicle must purchase a parking decal.

A **blue decal** entitles the purchaser to a reserved parking space. The blue decal bears a number, and that number also appears on the corresponding parking space. The purchaser of a blue decal is guaranteed a particular parking space to be used by him or her. Blue spaces are located closest to administrative offices and classroom buildings.

A **red decal** entitles a person to park in less preferred areas and there will be no particular space guaranteed to him or her. There are ample red spaces, since less red decals are issued than red spaces. Most red spaces are located in close proximity to the student residence halls. Red decals do not guarantee a specifically reserved space to the purchaser.

Also located on the campus are **green parking** lots. These parking lots provide less expensive parking areas and are located farthest away from the center of the campus.

The current fee schedule for registration and parking is as follows:

	Blue	Red	Green
Fiscal Year (beginning July 1) .....	\$30.00	\$20.00	\$ 2.00
Academic Year .....	25.00	15.00	2.00
One Semester .....	12.50	7.50	2.00
Summer School .....	5.00	5.00	5.00

The University reserves the right to adjust these fees as it becomes appropriate and necessary.

The decals are sold on a first-come, first-served basis, with no distinction being made among faculty, staff and students.

Each person registering a vehicle is urged to obtain a copy of the *ECSU Parking and Traffic Safety Regulations*, available from the ECSU Security Office.

## **SUPPORTIVE GROUPS**

### **ECSU Cluster Programs**

The National Alliance of Businessmen (NAB), in an effort to improve the ability of minority college graduates to compete in the private sector job market, and to increase the graduate's potential for upward mobility once employed, established the Cluster Program concept in 1970.

Basically, businessmen cooperate with the minority college

through seminars, on-campus training and teaching, providing necessary equipment, materials and funds and providing the college with their expertise so that students in specific areas will be better prepared to enter the business world at the time of their graduation. These aims are implemented through the ECSU Cluster Program.

### **ECSU Foundation**

On February 2, 1971, the Elizabeth City State University Foundation was chartered by the State of North Carolina as a nonprofit organization exclusively responsible for receiving, managing, administering, investing, holding and disbursing contributions, grants, bequests and property for the University's program, students, faculty, staff and facilities.

The ECSU Foundation, while being a distinct entity, was formed specifically to guarantee the existence of greater educational opportunities at the University. It is a creative approach to the solution of the problem of spiraling costs of higher education, particularly for historically deprived institutions.

### **ECSU Educational Office Personnel**

The Elizabeth City State University Chapter of North Carolina Association of Educational Office Personnel was organized March 8, 1972. Its purpose is to improve and upgrade professional skills and knowledge in order to carry out duties and responsibilities more effectively.

Chapter projects include an annual scholarship presented on Honors Night, a "Boss of the Year" banquet, participation in the Thanksgiving "Ministry of Kindness" program sponsored by the Office of Religious Activities and a "Child of the Year" project benefiting a needy child from an adjacent county.

### **ECSU General Alumni Association**

The General Alumni Association of Elizabeth City State University was organized in 1903 and incorporated by the State of North Carolina on November 27, 1959. The objectives of the Association, as set forth in Section 3 of the Act incorporating it are:

- (a) to foster and encourage loyalty and cooperation among graduates and former students and to promote the policies and programs of the University and of the General Alumni Association;
- (b) to cooperate with the faculty and administration of the institution in improving and promoting its interests and perpetuating its principles;

- (c) to stimulate interest in and encourage attendance at annual meetings of the Alumni Association for the program, aims, and activities of the institution, including extra-curricular activities of its students, and faculty.

The Association attempts to maintain contact with alumni and assists in the promotion and organization of local Alumni chapters throughout the nation.

### **Harmony Club**

The Harmony Club was organized August 12, 1965 under the first president, the late Mr. Joseph C. Glass. Made up of members of the Maintenance Department, the Club supports the institution, extends benevolences to members and assists in the community where possible. Its activities have included Christmas social events, retirement dinners and support of the ECSU Foundation.

### **Hugh Cale Foundation**

The Hugh Cale Memorial Scholarship Fund was established in 1973 to provide scholarships to attract new students with superior abilities and special talents to ECSU. For information, contact the Chairman:

Mr. Jeff E. Smith  
4509 East Cornwallis Road  
Durham, North Carolina 27707



**STUDENT SERVICES  
AND  
CAMPUS LIFE**

## **Student Personnel Services**

Student Services at Elizabeth City State University are structured to facilitate the adjustment of students to the academic and non-academic environment of the campus. The central purpose of Student Services is to create and promote the kind of environment in which students may develop into mature, well-balanced citizens, self-disciplined and aware of the life-long process of education and individual fulfillment. The Student Services Program is designed to foster student initiative, student responsibility, and the rights of students to plan and execute. The program provides opportunities for involvement, creativity, innovation, accomplishment, and a climate which is conducive to intellectual stimulation and growth, happiness and productivity and the maximum development of each student. It also provides special services for those students who meet academic and non-academic difficulties they cannot resolve themselves without guidance and counseling from trained and experienced personnel.

## **Counseling Center**

Counseling and guidance services in the areas of personal-social problems and academic and vocational problems are available to all students through the University Counseling Center located in the Student Services Building.

The Center offers individual and group counseling through activities designed to assist students in achieving maximum personal growth, effective educational progress, vocational goals and social and emotional maturity.

The Center maintains a Conference room which contains college bulletins, vocational information and other materials of interest to students.

## **Testing Service**

One of the services of the Counseling Center is the testing program. The Center coordinates required testing by the University and administers individual tests as requested.

The Center also serves as a center for national testing programs such as the Scholastic Aptitude Test, National Teachers Examination, Law School Admission Test, College-Level Examination Program, Miller Analogies Test, Graduate Record Examination, Graduate Management Admission Test and tests for various government agencies.

For information about these tests contact the Director of Guidance, Counseling and Testing.

## **Career Counseling and Placement**

The University maintains a Career Counseling and Placement Office as an integral part of Student Affairs. The Center assists graduating seniors and alumni in securing employment commensurate with their education, skills, interests, and abilities. The Center maintains placement credentials for seniors and graduates and functions as a liaison agency between the University and public school systems, colleges, businesses, government agencies, and industries seeking personnel. The Center also maintains a Career Library.

Emphasis is placed on making the student body intelligently aware of the requirements of the many career opportunities that exist in the working world and the changing nature of occupations. Also, students are assisted in defining their career and educational goals.

Employer representatives are provided facilities and professional assistance which enable them to select candidates to meet their employment needs.

All seniors should register with the Career Counseling and Placement Office at the beginning of the academic year in which they expect to graduate.

## **Housing**

Elizabeth City State University is primarily a residential institution. The majority of the students live in seven residence halls, three for men and four for women on campus, due to limited off-campus housing accommodations. Nevertheless, the University reserves the right to approve the housing and housing assignments of all students, whether on or off the campus. The University also reserves the right to make changes in room assignments, to transfer students from one residence hall to another, or to require any student who it considers, for any reason, an undesirable tenant to vacate a residence hall room or off-campus accommodation.

Each University student is required to maintain an up-to-date local address in the Office of Student Affairs and in the Registrar's Office.

All housing policies and regulations established with regard to standards of health, safety, and general welfare of students in residence halls and the maintenance of residence halls and rooms by students in compliance with these standards are executed by and through the Office of Student Housing. Each residence hall is staffed with a director and assistants who are charged with general re-

sponsibility for the building and welfare of its occupants. Students are urged to participate through residence organizations with the directors and their staff in planning residence hall programs and related activities. Student representatives are also encouraged to assist in developing standards of conduct, determining social regulations, and stimulating an atmosphere for wholesome group living and studying in residence halls.

A student who accepts an assignment in any University residence hall at the beginning of a semester is responsible for the payment of the room rent for the entire semester. A student who is admitted to a residence hall after a semester begins is responsible for the payment of the room rent fee for the balance of the semester on a prorated basis. No student is admitted to a residence hall unless he/she has been officially admitted to the University by the Director of Admissions and presents a Certificate of Acceptance to the Office of Student Housing. Any student who has been properly admitted to enroll may report for occupancy of a room on arrival dates designated on the academic calendar. Residence halls are officially closed during Christmas holidays, vacation periods, and between sessions.

Each residence hall room is basically furnished, but students are expected to bring or supply their own blankets, bedspreads, small rugs, curtains or drapes, study lamp, and other items according to individual tastes. Bed sheets, pillowcases, and towels are furnished to and exchanged for students on a weekly basis. Each student is expected to observe residence hall regulations and to take care of the furnishings in the room. The occupants of each room are held directly responsible for all damages to room furnishings. If it cannot be proven that one person is solely responsible for the damages, all occupants of the room are held jointly liable. Damage to public areas is assessed to all occupants of the residence hall or designated area involved until such time as those causing the damage can be determined.

Students may not have in their rooms any major electrical equipment such as cooking appliances, air-conditioning units, and other similar electrical equipment. Small electrical equipment such as lamps, radios, record players, sewing machines, hair dryers, and razors are permitted. No attachments are to be placed on or to the room walls, ceilings, windows, plumbing, or electric wiring without official approval. Furthermore, under no condition are students permitted to keep pets, firearms, or weapons of any kind in residence halls, rooms, or on university property. The University reserves the right to inspect all rooms in residence halls.

Any campus resident student who forfeits or violates his/her right to reside in a residence hall, who is suspended for academic or disciplinary reasons, or who withdraws from the University for other reasons must vacate his/her room within 24 hours after notification.

### **Laundry Service**

As part of its regular services to students, the University provides for finished laundering of clothing and linen. This service is also available to faculty and staff members on a charge basis.

### **Food Services**

The University cafeteria, Bedell Hall, is a recent, modern, attractive completely air-conditioned building, capable of serving 2,000 students. The cafeteria and Snack Bar in the University Center are catered for the University. All students residing in residence halls on the campus are expected to board in the cafeteria. Multiple-choice, nourishing meals are served at the lowest possible cost by a skilled dietetic and management staff. Meal tickets are issued to boarding students upon payment for board in advance by the semester or on a monthly basis. Off-campus students are extended the privilege of food service for individual meals at the announced prices in the cafeteria or at the same price rates as boarding students by the semester or month. Meal tickets are non-transferable and no refund is made for unused meal tickets. The University reserves the right to deny food service to any student who is delinquent in paying for board or who violates the established regulations with regard to behavior in the cafeteria.

### **Health Service Center**

The University Health Center located in Cardwell-Hoffler Infirmary is staffed with a physician, a registered nurse, and nurse's aides to provide and supervise the health services of the University community. The responsibility for providing adequate health services is delegated to the University Physician, accompanied by the Supervisor of Health Services, in cooperation with the Vice Chancellor for Student Affairs.

A student initially admitted to the University must provide evidence of a complete physical examination on a medical form provided by the Director of Admissions and certified by a physician. In addition to this initial examination, the University reserves the right to require a physical examination during any time the student is enrolled at the University. All other students are required to submit, upon returning at other times, complete health forms and evidence

of a serology test. A student cannot be officially admitted until a health record is submitted and approved by the appropriate officials.

### **Bookstore**

The University Bookstore, which is located in the Ridley Center, offers a book rental system. Regular school supplies, postage stamps, jackets, sweaters, emblems, souvenirs, and other articles are also sold in the Bookstore. Students may purchase textbooks if they desire.

### **Ridley University Center**

The University Center is the community center of the University, for all the members of the University Family — students, faculty, administration, alumni and guests. It complements the educational program of the University.

It serves as a laboratory for citizenship and training of students in social responsibility and leadership. It provides a cultural, social, and recreational program, aiming to make free time activity a co-operative factor with educational pursuits.

Its goal is the development of persons as well as intellects. Student officers assist the Center staff in achieving this goal.

### **The United Campus Religious Fellowship (UCRF)**

The United Campus Religious Fellowship (UCRF) is an organization of students, faculty, and staff that seeks to enhance religious life on the campus. It provides opportunities for religious fulfillment and expression for all segments of the University Family, regardless of creed. The UCRF serves as the coordinating or sponsoring body for all religious activities at the University, including Sunday School, Vespers, Meditation Periods, Student Christian Association, Bible Study Class and Religious Emphasis Week.

Each year, the UCRF sponsors a "Baskets for the Needy" project prior to the Thanksgiving recess, and a "Religious Emphasis Week" during the second semester. These highlights of religious activities at Elizabeth City State University bring together all elements of the campus community in a beautiful demonstration of the inner aspects of man's moral and spiritual being.

### **Student Organizations & Publications**

Numerous general, social and special-interest student groups exist on campus. These include groups for student government, fra-

ternities, sororities, honor and recognition societies, departmental clubs, and organizations centered around various activities. The *Student Handbook* lists these groups and provides briefly their entrance criteria.

Student publications are the *Compass* (student newspaper), the *Viking* (yearbook), *Student Handbook* published by the Student Government Association, *Musical Vignettes* and the *Albatross* (creative writing).

### **Prizes & Awards**

Students receive numerous prizes and awards for outstanding scholarship and high-level contributions to the campus community. Several annual events are designed to highlight such deserving students, the chief one being Honors Night. Fraternities, sororities, faculty and staff members, alumni, clubs and other friends of the University combine efforts to make such recognition possible. The *Student Handbook* lists many of these prizes and awards.

### **Lyceum Attractions**

The Lyceum Series presents outstanding lecturers and artists. Some recent attractions are Count Basie, National Band of New Zealand, George Faison Universal Dance Group, Shakespearian plays, Shirley Chisholm, Walter Fauntroy and John Conyers (members of Congress), Broadway plays such as *Don't Bother me, I can't Cope* and the North Carolina Symphony. The Lyceum Committee programs and contracts these features, continuing a Lyceum tradition which began in modified form with the first ECSU session of 1892.

### **Post Office**

The University Post Office, which is located on the first floor of Moore Hall, serves as a center for receiving and mailing letters, as well as picking up incoming packages. Regular letters for students are delivered to the residence halls for distribution by residence counselors. Most residence halls are equipped with mail boxes for boarding students. Faculty and staff members are provided mail boxes in the Post Office upon request.



**ACADEMIC STRUCTURE  
AND  
PROGRAMS**

## **ACADEMIC STRUCTURE AND PROGRAMS**

To provide a broad, balanced, and integrated educational program to meet the various needs and aspirations of the student body, Elizabeth City State University is organized on a departmental basis. The heart of the University's organizational structure is made up of instructional programs which offer each student as wide an opportunity for exposure as is practical in as many academic areas of human endeavor as possible. All other functions of the University are in support, coordination, and supervision of its programs of instruction. At the nucleus of the instructional programs of each department is the faculty, which for academic administration, is organized into separate but distinctly interrelated departments, with assistance from appointed councils, committees, and administrative and supervisory personnel.

The University is divided into 12 departments of instruction, a Division of General Studies and a Division of Special Studies and Programs under the administrative leadership and supervision of the Vice Chancellor for Academic Affairs, departmental chairmen and directors. These departments offer various curricula leading to the degrees of Bachelor of Science, Bachelor of Science in Education, and Bachelor of Arts. The departments are as follows:

- Department of Art
- Department of Biology
- Department of Business and Economics
- Department of Education and Psychology
- Department of Geosciences
- Department of Industrial Arts and Technology
- Department of Mathematical Sciences
- Department of Modern Languages
- Department of Music
- Department of Physical Education and Health
- Department of Physical Sciences
- Department of Social Sciences

The successful completion of departmental and general institutional requirements qualifies a student to receive one of the three baccalaureate degrees.

The Bachelor of Science degree is awarded in teaching programs in Art, Biology, Business, Physical Education, English, Industrial Arts, Music, Chemistry, Mathematics, Social Sciences, History, Physics (bilateral) and Sociology.

The Bachelor of Science degree is also awarded in non-teaching programs in Biology, Chemistry, Mathematics, Business Adminis-

tration, Industrial Technology, Police Science Technology, Physics (bilateral), and Geology.

The Bachelor of Science in Education degree is awarded in Early Childhood Education (Kindergarten through grade three), Intermediate Education (grades four through nine) and Reading (Elementary Schools).

The Bachelor of Arts degree is awarded in non-teaching in English, History, Political Science, Social Sciences, Sociology, Sociology/Pre-Social Work.

### Majors, Minors, and Concentrations

A student has a choice of 31 curricular programs from which to select a major leading to a degree. Fourteen (14) of these are teaching and seventeen of these are non-teaching majors. There are 41 academic programs from which students may select minors and/or concentrations. These majors, minors and/or concentrations are outlined as follows:

**Table of Academic Programs With Concentrations and Minors**

MAJOR	Teacher Training	Degree	Minor	Concentration	Department
Art Education	X	BS		Accounting *Art	Business & Economics Art
Basic Business Education	X	BS			Business & Economics
Biology		BS	Biology		Biology
Biology	X	BS			Biology
			Black Studies Business	*Black Studies	Social Sciences
Business Administration		BS	Admin.		Business & Economics
Chemistry	X	BS	Chem.		Physical Sciences
Chemistry		BS			Physical Sciences
Comprehensive Business Education	X	BS			Business & Economics
			Computer Science		Math. Sciences
				*Dramatic Arts	Modern Languages Education & Psychology
Early Childhood Education	X	BSEd			Biology
				*Ecology Economics & Finance	Business & Economics
English	X	BS	English	*English	Modern Languages

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\*Intermediate Education majors may elect subject as a concentration.

## Table of Academic Programs With Concentrations and Minors

MAJOR	Teacher Training Degree	Minor	Concentration	Department
English		BA		Modern Languages
			Environmental Science	Geosciences
			French	Modern Languages
			*General Science	Physical Sciences
Geology		BS	Geology	Geosciences
History	X	BS	History	Social Sciences
History		BA		Social Sciences
Industrial Arts	X	BS		Industrial Arts & Technology
Industrial Tech.	X	BS		Industrial Arts & Technology
Intermediate Education	X	BSEd		Educ. & Psychology
			Management Marketing	Business & Economics
Mathematics	X	BS	Math.	Business & Economics
Mathematics		BS		Math. Sciences
			Media Educ.	Math. Sciences
			*Media Educ.	Educ. & Psychology
			Medical Technology	Biology
Music Education	X	BS	Music	Music
			*Music News Media	Modern Languages
Physical Education	X	BS		Physical Education & Health
Physics	X	BS	Physics	Physical Sciences
Physics		BS		Physical Sciences
			Police Science Tech.	
Police Science Technology		BS		Social Sciences
			Pre-Med./ Pre.-Dent.	Biology
			Psych.	Educ. & Psychology
Reading Education	X	BSEd		Educ. & Psychology
			*Reading Educ.	Educ. & Psychology
			*Social Studies	Social Sciences
Social Science	X	BS		Social Sciences
Social Science		BA		Social Sciences
Sociology	X	BS	Sociology	Social Sciences
Sociology		BA		Social Sciences
Sociology/ Pre-Social Work		BA		Social Sciences
			Spanish	Modern Languages
			*Special Educ.	Educ. & Psychology
			*Speech Path. & Audiology	Modern Languages
			Speech & Drama	Modern Languages

\*Intermediate Education majors may elect subject as a concentration.

## **Division of General Studies**

The General Education Program, a Division of the University, provides an opportunity for the student to sample various fields before becoming formally committed to any field. Many students enter the University with a definite plan of study; the General Education Program would then function to help those students select the courses which may enhance their intended major. However, those students are free to change their minds within the first two years and are equally eligible to select a major in any of the twelve departments of the University.

The General Education Program functions to advise students during their first two years and to prepare them for admission to one of the degree programs. All entering or transfer students in the lower division (freshmen and sophomores) will be registered in the General Education Program.

The General Education Program may also serve as a proving ground for students as they look toward the degree programs. This Division will assist both the student and the faculty in each degree program in determining the course of study the student should pursue.

The General Education Program provides academic advice and counseling by the way of the General Education Advisory Board which is composed of representatives of all twelve departments. This Division also provides a general education program with all of the required courses necessary to meet the specific educational requirements of all twelve departments.

To qualify for the Bachelor of Science, Bachelor of Science in Education, or the Bachelor of Arts degree, regardless of the major pursued, the Elizabeth City State University student must include in his or her curriculum certain General Education courses which are designed to provide fundamental knowledge, skills, and a broad cultural education.

The General Education Program is composed of a group of coordinated and interrelated courses which contain a body of knowledge commonly designated as liberal arts. Its aims are to prepare students to assume responsibility for meeting their own as well as society's needs and to become more alert, cultivated, and rational individuals. The term "general education," then, implies a commonality of experiences structured (1) to increase the student's ability to communicate ideas clearly; (2) to develop a sense of historical perspective in concern with themselves as members of society; (3) to give an in-depth understanding of the contributions of the humanities to one's inner spiritual life as well as the creative

achievements of mankind in art, literature, philosophy, and music; and (4) to provide the foundation for an appreciation of the roles mathematics and science play in today's living. The General Education Program seeks to prepare the student to live instead of just to make a living.

The General Education Program consists of 47-53 semester hours of credit distributed as follows:

**REQUIRED OF ALL MAJORS:** Entire Language Arts Workshop sequence, eight (8) semester hours, must be completed to meet the GEP requirements. This requirement is counted as a part of total required under Humanities and Fine Arts. Contemporary Living (01-001/01-002, one semester hour) is required of all new students and transfer students with less than 30 hours of credit.

**Communication Skills** ✓

20-101	Language Arts Workshop	4
20-102	Language Arts Workshop	4
	OR	
20-111	Language Arts Honors Workshop I	4
20-112	Language Arts Honors Workshop II	4

The Communications Performance Examination must be completed by all teacher education majors by the end of the first semester of the sophomore year.

**Humanities and Fine Arts** ✓

*(Select four (4) courses or ten (10) hours from at least three areas).*

- Art
- Dramatic Arts
- Humanities
- Library Science
- Literature
- Music

**Social and Behavioral Sciences** ✓

*(Select four (4) courses or twelve (12) hours from at least two areas).*

- Economics
- Geography
- History
- Philosophy
- Political Science
- Psychology
- Sociology

### **Modern Foreign Languages**

*(For each foreign language, the entire sequence (6 semester hours) must be completed to meet GEP requirements where required by a major).*

- French
- German
- Spanish

### **Natural Sciences and Mathematics**

*(Select (4) courses or twelve (12) semester hours: one course in mathematics and one course with a laboratory).*

- Biology
- Chemistry
- Computer Science
- Environmental Science
- Geology
- Mathematics
- Physics
- Physical Science

### **Physical Education and Health**

*(Select four (4) semester hours, one course coming from the Health area).*

- Health
- Physical Education (Freshman Service Courses)

### **Summary**

HUMANITIES AND FINE ARTS .....	18
MODERN FOREIGN LANGUAGES (if required by major) ...	6
NATURAL SCIENCES AND MATHEMATICS .....	12
SOCIAL AND BEHAVIORAL SCIENCES .....	12
PHYSICAL EDUCATION AND HEALTH .....	4
CONTEMPORARY LIVING .....	1
TOTAL .....	47-53

### **The Academic Skills Center**

As an integral part of the Division of General Studies, the Center designs and implements student-oriented activities geared to the individual academic needs of students enrolling at the lower division level of the University. Students who may benefit from the services of the Center are identified by the Admissions Office and assigned to the Academic Skills Center. The specific objective of this general education component is to improve the total academic-personal-social performance of the assigned student by helping him/her to acquire additional knowledge and skills in the particular area(s) in which a weakness is observed. The need for the service(s) of the Center is determined by pre-college performance records and entrance examinations.

A professional team comprised of a director and specialists in mathematics, reading, speech, and writing provides direct academic counseling and supportive services to students in laboratory type settings. The team monitors student progress closely and continuously communicates with the general education teachers to assure that the student's opportunities for academic progression are optimized.

As a result of experiences provided by the Center, the student is expected to demonstrate the following competencies:

- (1) an academic performance level (grade point average) which is determined as acceptable by the University
- (2) improved achievement scores on selected standardized tests
- (3) observable independence and self-reliance in the acquisition of academic knowledge and skills.

### **Teacher Education Program**

From its origin and throughout its history, Elizabeth City State University has been dedicated to the progress of teacher education. The institution has sought to develop a Teacher Education Program which satisfies the standards of accreditation in North Carolina as well as in many states.

The Teacher Education Council administers the Teacher Education Program which is made up of standards for admission to and retention in the program and requirements to be completed prior to student teaching and during student teaching. The standards and requirements are revised from time to time to meet new needs which may arise in the everchanging world of education and in order to include the most current and best practices in teacher education. All students who are candidates for the Teacher Education Program must pass proficiency tests in speech, and written English. These tests must be taken and passed by the end of the student's sophomore year. Transfer students in teacher education must also pass these tests.

### **Standards for Admission to the Teacher Education Program**

The standards for admission to the Teacher Education Program are as follows:

1. A student who wishes to be a candidate for admission to the Teacher Education Program must be formally recommended by the Chairman of the major department, followed by a formal application to the Office of Teacher Education during the second semester of the sophomore year.

2. At the end of the semester or at the end of the summer session, the student will be accepted or rejected on the basis of the following criteria:
  - a. A cumulative average of 2.00 or above;
  - b. Successful completion of 63 semester hours of course work (Junior status);
  - c. Satisfactory character and personality ratings submitted by University personnel;
  - d. Participation in co-curricular activities;
  - e. A departmental aptitude test (if one is required by the student's major department); and
  - f. Satisfactory interview with a designated Teacher Education Admission Committee.
3. A student whose application for admission has been rejected may re-apply during the next semester of enrollment if the reasons for rejection have been overcome.
4. A student who has not been admitted to the Teacher Education Program may neither begin nor pursue any course in the professional education sequence required in the curriculum of his or her major. The course, Foundations of Education (60-201), is exempt from this restriction and should be taken during the sophomore year.

### **Standards for Retention in the Teacher Education Program**

The standards for retention in the Teacher Education Program are as follows:

1. To remain in the Teacher Education Program, the student must maintain a cumulative average of 2.00 or above, and attitudes and behavior suited to the teaching profession.
2. A student who has been dropped from the Teacher Education Program, after having been admitted, may request re-admission after the reasons for having been dropped have been removed.

All candidates for the Teacher Education Program and those already in it should obtain a copy of *Teacher Education Standards of Admission and Retention*. Copies are available from the Chairman of Teacher Education.

**General Requirements for Student Teaching.** A student may do student teaching after satisfying the following requirements:

1. Has been accepted into the Teacher Education Program;
2. Achieved senior classification;
3. Has a minimum overall cumulative grade point average of

- 2.00 on a 4.00 grade point scale and the following:
- a minimum grade of "C" in Language Arts Workshop
  - a minimum cumulative grade point average of "C" in major or concentration courses
  - a minimum grade point average of "C" in each professional education course.
4. Has completed both General Education and Contributing Education courses required by the curriculum for the major;
  5. Has demonstrated proficiency in the Communications Performance Program;
  6. Made formal application for student teaching on or before dates announced by the Student Teaching Office;
  7. Fulfilled the Pre-Student Teaching Experience requirements;
  8. Demonstrated sound physical and mental health, as certified by an appropriate health officer to the University;
  9. Paid the required fees for student teaching;
  10. Established eligibility six weeks prior to the beginning of the 9-week period during which he or she plans to do student teaching;
  11. Removed all deficiencies, if any, by the established deadline;
  12. Was recommended by the appropriate department chairman for student teaching.

### **Special Studies and Programs**

The Division of Special Studies and Programs is designed to meet the wide range of instructional services which are not within the scope or which are broader than the scope of the twelve academic departments. Listed below are descriptions of these programs and their content.

#### **Description of Courses**

##### **01-001/01-002: Contemporary Living (1/2/1/2)** (formerly 01-101/01-102)

Gives beginning students a survey of the world in which they live, and broadens students' concepts in the areas of University life, learning to learn, educational and vocational planning, and inter-personal relations.

##### **01-400: Senior Seminar (1)**

Interdisciplinary approach to fundamental issues in society. Special concern given to family planning, personal insurance, banking, investments, credit and job analysis. Resource persons from the business and professional world are utilized.

##### **01-499: Independent Study (1-3)**

For selected students who can benefit from independent study and research relating to interdisciplinary studies.

**02-201: Humanities (4)**

One-semester course that deals with the many aspects of human creativity especially music, art, dance and drama. Emphasis is on the creative process as well as the resultant works of art. Students experiment with their own expression in various media and assess the work of others. In so doing, the student is given an opportunity to feel what the artist experiences in creating a painting, writing a play, making music, and creating a dance.

**03-306: Service-Learning Internship (6)**

A semester practicum in human and community development. Students assigned to sponsoring service-oriented agencies, function as full-time volunteers in projects designed to eliminate poverty-related problems. Joint supervision by the University and cooperating agencies. Repeatable to 18 semester hours.

**04-100: Peer-Tutor Tutorial Program (0)**

For Freshmen in the General Education Program, Special Services and Upward Bound students as well as for students on other levels. The program, aimed at solving academic problems on an individual basis, aids students who are markedly deficient in study skills and strengthens adjustments to university life by providing special group counseling and orientation experiences.

**04-150: Tutorial for Special Services Students (0) (formerly 04-100)**

To provide the student with the major study skills, timely meaningful tutorial services, and the opportunity to develop desirable study patterns — all of which will facilitate successful academic achievement. The student receives these services (1) on a structured and scheduled basis — to insure that all major skills and desirable study patterns are acquired by the close of the first year, and (2) on an as-needed basis — with need recognized by students, instructors, or advisors.

**Basic Education and Enrichment Program**

This is a Peer-Tutor Tutorial Program for regular freshmen, Special Services and Upward Bound students as well as for other students at Elizabeth City State University.

This Peer-Tutor Counseling Program is an excellent example of how freshmen and other students are assisted in solving academic and related problems on an individual basis.

The impact of the freshman year on the student is likely to be crucial to success in college and direction in life. The Program is designed primarily to aid and support freshmen during the year of transition to college.

**Cooperative Education**

Cooperative Education is a plan by which the student's education and career goals are joined by scheduling periods of academic

study and periods of employment. It is a work-study plan designed to integrate the student's classroom experience and on-the-job training. Co-op does not involve part-time work, but alternating semesters of temporary full-time work in positions pertinent to the student's career goals and courses of study. Co-op education is not designed to enable students to work their way through college nor to provide business and industry with inexpensive labor. It is a unique coordination of theories in the classroom with practical application concepts in a working situation.

Co-op education seeks to broaden the student's intellectual horizons, and at the same time, introduce the student to the world of business, industry, finance and people in preparation for careers after graduation.

To be eligible for the Co-op Program, students must be Juniors (63 semester hours) and have a cumulative grade-point average of 2.00 or above. Also character and personality must be acceptable to the cooperating employer.

### **Special Services**

Special Services offers assistance to any qualified student who meets the low-income criteria established by the United States Commissioner of Education, or who is physically disabled, or has limited English-speaking ability, and who is accepted or already enrolled.

Special Services assists young people to achieve their post-secondary academic ambitions and, whenever practical, encourages them not only to complete their undergraduate studies but also to go on to graduate or professional educational programs. Returning veterans and members of numerous communities have found Special Services to be of particular value.

Special Services offers tutoring, operates a reading laboratory, helps students plan their careers and often assists them in finding jobs.

### **Upward Bound**

Upward Bound helps high school students from families meeting low-income criteria, as established by the United States Commissioner of Education, to develop the skills and motivation necessary for success in college.

Upward Bound students are usually admitted after completion of the tenth and eleventh grades. The program is conducted during the summer as well as during the academic year. Participants generally

live on campus during the summer sessions and take part in a variety of academic, social, and cultural activities. They continue Upward Bound activities during the academic year, and also receive help with their ongoing school work.

Selection of students is based on the recommendations of teachers, counselors, social service agencies, or others who are well acquainted with them.

### **University Year for Action**

UYA is an innovative special ACTION Program that enables college students to earn a year of academic credit toward their baccalaureate degree while living and working in disadvantaged communities.

UYA's primary mission is to provide human resources on a volunteer basis to organizations and agencies working toward the elimination of poverty and poverty-related problems. Four goals are central to this mission: (1) to provide effective manpower to work on poverty problems; (2) to enlarge ECSU's role in assisting the local community; (3) to combine community services and academic study in an integrated one-year program; and (4) to decentralize volunteer programs at the local level by using ECSU resources.

There are four partners in the University Year for Action Program: (1) ACTION, which provides technical assistance, overall direction and funds for student allowances and administrative costs of the program; (2) ECSU, which organizes and manages the volunteer program, and its resources; (3) ECSU students, who serve for one year as full-time volunteers; and (4) local sponsoring organizations, which define jobs and supervise the volunteer's work.

A UYA volunteer must be a full-time student at ECSU and be at least 18 years old. They will be selected for their ability to deal with the public and for their previous experience in community service work. They should be mature, resourceful and self-motivated with a strong academic record. They must also recognize the value of experiential learning, relate community work to their educational and career goals, and be willing to work a full calendar year.

### **SUMMER SCHOOL PROGRAMS**

Summer School has been an integral part of the University since 1899, and continues to be one of the most important components of its total educational program. Qualified instructors are selected from educational institutions throughout the country and abroad.

The Summer School offers a program of courses, institutes, seminars, workshops, and other activities to meet the varied needs and interests of several categories of individuals.

Courses are offered according to the needs and interests of students in the areas of Art, Biological Sciences, Business, Education, English, Foreign Languages, Geosciences, Health, Industrial Arts and Technology, Mathematics, Music, Physical Education, Physical Sciences, and Social Sciences.

The Summer School Bulletin contains general information, including charges for tuition, fees, room, board for resident and non-resident students, and a list of courses to be offered each session.

All new students who are admitted to Summer School must meet the same general requirements as students admitted to the regular sessions. Transfer or unclassified students who intend to attend Elizabeth City State University for the first time during a summer session must apply for admission in time to fulfill all requirements for acceptance at least one week prior to the date of registration. Visiting students must present a letter of permission from the institution where they are studying toward a degree.

All correspondence for information, admission procedures, charges, and other questions relating to the Summer School should be addressed to:

The Director of Summer School  
Elizabeth City State University  
Elizabeth City, North Carolina 27909

**ADMISSIONS,  
EXPENSES, AND  
FINANCIAL AID**

## **ADMISSIONS:**

### **Office of Admissions and Recruitment**

The primary function of the Office of Admissions is to obtain all necessary information required for admissions, evaluate academic records, make determinations of eligibility for admissions, notify applicants of decisions rendered concerning admissions, and coordinate a smooth transition of students from high school and/or college to Elizabeth City State University.

The primary function of the Recruitment component is to identify and assist prospective students in securing and understanding information and forms for applying to the University.

### **Admission Policies and Procedures**

Elizabeth City State University welcomes applications from all students and accepts as many qualified applicants as available facilities and faculty can accommodate without regard to race, color, creed, sex or national origin. As an equal educational opportunity institution, no distinction is made on such bases in the admission of students in any of its programs or activities.

Prospective students must file an application for admission with the required records and other supporting materials, meet all conditions and receive a Certificate of Acceptance from the Director of Admissions before being permitted to register.

In applying for admission, the following steps should be taken as far in advance as possible since admission is granted on a rolling basis:

- A. An application for admission can be obtained from the Office of Admissions, Elizabeth City State University, Elizabeth City, North Carolina 27909. Complete the admission application carefully, and return as indicated on the form. Your request for admission should indicate the semester you plan to enter.
- B. A fee of \$10.00 must accompany the application. This fee is not refundable. The \$10.00 fee paid with the original application may be applied to a later entry within one calendar year. The fee will be applied to this entry only if the student notifies the Admissions Office of a change in plan before the beginning of the session for which he or she originally applied.
- C. An Application for Admission should be submitted with the necessary official transcripts and other required documents to the Office of Admissions at least ten days prior to the beginning of orientation for the semester for which the student is applying.
- D. Ask your high school principal or counselor to send a six- or seven-semester transcript if you are still in high school and a final report

upon graduation. If you are out of high school, have a complete transcript sent. If you have attended more than one high school, a single report is sufficient if it includes all your work; otherwise, a report will be needed from each high school attended.

- E. If you have attended another college or university, an official transcript of your record must be filed from each institution attended. If you are still enrolled in another college or university, a partial record may be used for considering admission, but a complete record will be required before your admission file is considered to be complete.
- F. New students are required to take the Scholastic Aptitude Test (SAT) before admission will be granted. Be certain to specify that your test record be sent to Elizabeth City State University. A visit to the campus is encouraged if convenient. In some situations, the University may require an interview before acting on an application for admission. Students are notified by mail if an interview is required.
- G. Health record, completed and certified by a physician, should be submitted on a medical form supplied by the Admissions Office and mailed directly to the Director of Student Health Services at Elizabeth City State University.
- H. An Intent to Enroll deposit of \$25.00 is required of all students. The Intent to Enroll deposit form will be sent with your Certificate of Acceptance.
- I. Students indicating an interest in campus housing will be sent a housing request. Admission to ECSU does not apply automatic reservation of on-campus housing.

NOTE: Admission procedures will be considered complete only when all required papers are returned to the University and all specified fees paid.

### **Academic Preparation for Admission to ECSU**

For admission to Elizabeth City State University one does not need to have chosen a particular program in high school; however, it is expected that the record of the student seeking admission will be in conformity with the following pattern:

- (1) Graduation from an approved high school or satisfactory completion of the GED Certificate shall ordinarily precede admission to the University.
- (2) Those planning to enter the University should be guided by the following standards in completing their preparatory academic work:
  - A. English — four (4) units, with strong emphasis on writing.
  - B. Mathematics — two (2) units. Students planning to specialize in the sciences should complete at least three units, preferably Algebra and Advanced Mathematics.
  - C. Social Sciences — two (2) units, basic to the understanding and

solution of contemporary problems in the community, nation, and world.

- D. The Sciences — two (2) units. For those who plan to specialize, three or four units would be helpful.
- E. Other subjects — six (6) units. These subjects should be of particular value in pursuing the student's college goals.

### **General Admission Standards**

#### **A. Admission of Freshman Students**

A student desiring admission as a Freshman must meet the requirements in this section and also any special requirements for the chosen curriculum or major:

1. Submit a formal application for admission and have the secondary school provide a transcript of high school credits, rank in class, scores on standardized tests and proof of high school graduation.
2. Present a minimum of 16 acceptable units of secondary school credit. In general, the 16 units must include: Science, two (2) units; English, four (4) units; Social Studies, two (2) units; Mathematics, two (2) units including Algebra as one of the units; and Other, six (6) units.
3. Achieve satisfactory scores on the Scholastic Aptitude Test (SAT). It is the applicant's responsibility to request that scores be sent to the Office of Admissions directly from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

#### **B. Admission of Transfer Students**

Elizabeth City State University follows the Guidelines for Transfer issued in May, 1974 by The University of North Carolina, General Administration, in accepting transfer credits for students who transfer from four year institutions (other than those in The University of North Carolina System), from two-year community colleges, and two-year technical institutes. Any student from one of these types of institutions is granted transfer credit for courses for which native students at ECSU would receive passing grades. This means, in terms of grades, a transfer student encounters neither advantages nor disadvantages over the native student.

1. Transcripts are given full value if the student is transferring from a college or university accredited by the Southern Association of Colleges and Schools or similar regional associations. For schools not regionally accredited, the recommendation contained in the current issue of the Report of Credits given by Educational Institutions published by the American Association of Collegiate Registrars and Admissions Officers, will be followed.
  - a. Each applicant should submit an official transcript bearing the original seal and signature of the official in charge of records from each college or university attended previously. The student will also need to submit any other records or letters which

the University may require to support the application for admission.

- b. A transfer applicant is expected to have maintained a "C" average (2.00 based on an "A" grade being 4 points) for all college work previously attempted and not be under suspension from the last college or university attended.
- c. A transfer applicant under academic suspension from the last institution attended will not be considered for admission during the period of suspension or if for an indefinite period, until six months have passed since the last date of attendance.
- d. A transfer applicant under disciplinary suspension will not be considered for admission until a clearance and a statement of the record for suspension is filed from the previous institution. When it becomes proper to consider an application from a student under suspension, the University must take into account the fact of the previous suspension.
- e. Transfer credit from a two-year college will not be accepted if that credit is earned after the total number of hours of credit accumulated at all institutions attended exceeds one-half the number of hours needed for the earning of a baccalaureate degree at ECSU.

2. Students from Non-Accredited Colleges:

The University may refuse to recognize credits from a non-accredited college or may admit the applicant on a provisional basis and provide a means for the validation of some, if not all, of the credits. The University will specify to the student the terms of the validation process at the time of provisional admission. Each student from a non-accredited college will be considered on his/her merits, and admission or rejection is at the discretion of the Admissions Committee.

C. Curriculum Adjustments for Transfer Students

1. The work of students who transfer from other institutions of higher education will be evaluated in terms of curriculum requirements at Elizabeth City State University. Courses covering similar areas will be accepted in lieu of courses required here. Students who have had two full years of a general education or a liberal arts curriculum will usually have satisfied many, if not all, of the requirements of the first two years. It should be understood that piecemeal work in several different institutions or an irregular pattern of work in a single institution will probably not meet many of the requirements of the first two years.
2. In determining the requirements for a baccalaureate degree, the records of transfer students having two or more years of college work will be examined in terms of the following requirements:
  - a. The number of hours required for the degree is reduced by the number of hours accepted by transfer

- b. All general education courses required for which no reasonable substitute can be found
  - c. All work of the majors and minors is required, excluding such specific requirements as may have been met by accepted transfer courses, where no acceptable transfer courses are presented. A transfer student is required to take the last 30 hours of work at this University.
  - d. Competence in reading, speaking, and writing is required of all candidates seeking degrees or University recommendation for certification.
3. In evaluating transcripts or records presented by the new transfer student the following practices are employed:
- a. College credits are evaluated and reported to the student in terms of Elizabeth City State University equivalents where they exist. Credit in courses for which this University does not have an equivalent is simply reported as credit accepted. The student is also provided with a report including general university requirements still to be met.
  - b. Transfer credit from a two-year college may be accepted to a maximum of 66 semester hours. These include the total number of hours of credit accumulated by the student at all institutions attended prior to attendance at the two-year college.
  - c. Credit earned in excess of the maximum credit acceptable from the two-year college is not applicable toward minimum total hours required for a degree. However, this work is entered on the student's record and may be used to meet specific course requirements.
4. Transfer students in a teaching program must fulfill the following requirements:
- a. All required courses in education, psychology, and teaching must be taken.
  - b. If courses equivalent to one or more of the common professional sequence courses can be determined, these may be accepted in lieu of like courses at this University if previously completed at an accredited four-year institution. Ordinarily, students will be required to fulfill all three phases of the common professional sequence prior to student teaching.
  - c. The same plan is followed in accepting credit for students who have completed a two-year program for teaching in the elementary school before transferring, except no credit will be awarded for professional education courses taken during this period. This no-credit policy covers courses or substitutions for courses included in the professional education sequence required in each department at Elizabeth City State University.

#### D. Evaluation of Transfer Credits of Applicants

The academic record of a transfer applicant is evaluated for admission as follows:

1. Incomplete (I) grades are not calculated in determining the applicant's cumulative grade-point average at the previous institution(s).
2. If a withdrawal failing grade (WF) was assigned to a student, the grade is not used in computing the student's cumulative grade-point average and that course has no transferability value toward the student's program at ECSU.
3. The academic record of a student who has been graded only by a Pass/Fail, Credit/No Credit, or Satisfactory/Unsatisfactory grading system is evaluated on an individual basis. The student who has been graded by one of these grading systems is not rewarded or penalized in assessing eligibility for admission, providing that the transcript of transfer credits is accompanied by letters of recommendation, written comments from faculty members, results of academic, aptitude and achievement tests, and other data.
4. In evaluating courses repeated by a transfer student, only the last grade and credit are counted in computing the cumulative grade-point average.
5. A transfer applicant's eligibility for admission is determined on the basis of his/her academic potential, previous academic and disciplinary records, recommendations, and, if necessary, a personal interview with the Director of Admissions.

#### E. Admission of Re-Admitted Students

Any qualified former student who withdrew from the University for a semester or longer and who wishes to return must re-apply for admission by submitting an application form, accompanied by a \$10.00 non-refundable processing fee.

1. A student who has terminated attendance without securing an honorable withdrawal may not apply for re-admission until his or her record has been cleared by filing a written petition for official withdrawal with the Vice Chancellor for Student Affairs.
2. A student who has been suspended for academic or other reasons and who wishes to reapply for admission must appeal in writing to the Committee on Admissions at least 10 days before the first day of registration for a given semester or summer school session.

#### F. Admission of Special Students

A special student is not a prospective degree candidate, who wishes to take advantage of opportunities for study provided by the University, and who can present satisfactory evidence of adequate preparation and ability to pursue successfully college-level work. One may apply for admission under the status of special student. A special student may later matriculate for a degree if he/she satisfactorily

meets admission standards and conforms to the general requirements of the University and appropriate department of instruction.

**G. Admission of Transient Students**

A transient student is one who takes courses for credit but is a degree candidate at an institution other than ECSU. He/she may be admitted to the University for any semester or summer school session with approval for enrollment in specific courses by the Vice Chancellor for Academic Affairs or equivalent officer of the institution regularly attended. One can apply by completing an admission application.

**H. Admission to Audit Classes**

Eligible students who wish to audit courses may do so by permission of the Assistant Dean for Special Programs and instructors. Students matriculated at ECSU may audit courses with the approval of their advisor and instructor(s) involved. The tuition and fees for auditing courses are the same as for taking courses for credit. The degree of participation in courses and examinations is optional with the instructor. Auditors receive no credit but are expected to attend classes as regularly as possible and to abide by the University rules and regulations governing conduct and health.

No grade and no quality points will be given, but the auditor's permanent record will reflect the courses audited.

### **College-Level Examination Program**

The College-Level Examination Program (CLEP) was established in 1965 by the College Entrance Examination Board (CEEB) to provide a means of measuring the academic achievement of those outside the mainstream of college education. CLEP was designed initially for those who had acquired their education outside the classroom, in non-accredited institutions, or through non-credit college courses, rather than those who had acquired their education in the traditional way. Students who have acquired knowledge through correspondence courses, extension courses, educational television, adult education programs, on-the-job training experience, and/or independent study are provided an opportunity to demonstrate their knowledge and validate their learning by receiving college credit on the basis of these examinations.

CLEP may be used as a means for providing credit and advanced standing by both newly accepted and enrolled students.

Publications about CLEP are available free on request to individual candidates wishing to take the examinations. CLEP MAY BE FOR YOU is a general description of the principal features of the program, including capsule descriptions of the examinations. *The Bulletin of Information for Candidates* provides information about how, when, and where to take the examinations. The two booklets, A

*Description of General Examinations and A Description of the Subject Examinations*, give detailed information about the examinations themselves.

Questions concerning the administration or use of CLEP at Elizabeth City State University should be directed to:

The Director

Guidance, Counseling and Testing Center

Elizabeth City State University

Elizabeth City, North Carolina 27909

Telephone (919) 335-0551, Extension 242

## **EXPENSES: TUITION AND FEES**

Charges for tuition and fees vary according to a student's legal status as a resident or non-resident of North Carolina. A non-resident student must pay a higher rate of tuition than that paid by a legal resident.

### **Residence Status For Tuition Payment**

1. **General:** The tuition charge for legal residents of North Carolina is less than for non-residents. "To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least the twelve months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this State. Student status in an institution of higher learning in this State shall not constitute eligibility for residence to qualify said student for in-state tuition." (North Carolina General Statutes 116-143.1(b) ).
2. **Minors:** A minor is any person who has not reached the age of eighteen years. The legal residence of a person under eighteen years of age at the time of first enrollment in an institution of higher education in this State is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.
3. **Adults:** An adult is any person who has reached the age of eighteen years. Persons eighteen or more years of age at the

time of first enrollment in an institution of higher education are responsible for establishing their own domicile. Persons reaching the age of eighteen, whose parents are and have been domiciled in North Carolina for at least the preceding twelve months, retain North Carolina residence for tuition payment purposes until domicile in North Carolina is abandoned. If North Carolina residence is abandoned by an adult, maintenance of North Carolina domicile for twelve months as a non-student is required to regain in-state status for tuition payment purposes.

4. **Military Personnel:** No person shall lose in-state residence status by serving in the Armed Forces outside the State of North Carolina. A member of the Armed Forces may obtain in-state residence status for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least the twelve months next preceding his, her, or their enrollment or re-enrollment in an institution of higher education in this State.
5. **Aliens:** Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.
6. **Property and Taxes:** Ownership of property in, or payment of taxes to, the State of North Carolina, apart from legal residence, will not qualify one for the in-state tuition rate alone.
7. **Change of Status:** The residence status of any student is determined as of the time of first enrollment in an institution of higher education in North Carolina except: (a) In the case of a nonresident student at the time of first enrollment who has subsequently maintained domicile as non-student for at least twelve consecutive months and (b) in the case of a resident who abandons legal residence in North Carolina. In either case, the appropriate tuition rate will become effective at the beginning of the first subsequent term enrolled.
8. **Responsibility of Students:** Any student or prospective student in doubt concerning residence status must bear the responsibility for securing a ruling by stating his or her case in writing to the Director of Admissions. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Director of Admissions of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

## **Financial Obligations**

All students are expected to meet their financial obligations to the University promptly and without notice from the Business Office. It is each student's personal responsibility to keep parents or guardians informed of all charges even though the Business Office sends periodic statements of accounts. Elizabeth City State University stresses promptness in the payment of accounts as an educational and business experience. Students whose accounts are more than 14 days overdue are subject to having their attendance in classes discontinued or being requested to withdraw from the University.

To avoid the loss of money while traveling, standing in line at the Business Office on registration day, or by theft, students are urged to make their entrance payments by mail at least 10 days before reporting to the University. Remittances should be sent directly by certified check, cashier's check, money order, or cash by registered mail to the Business Office, Elizabeth City State University. Personal checks are not accepted unless certified. Each check or money order should be made payable to Elizabeth City State University. A letter should be enclosed with each remittance stating clearly and specifically for what purpose and for whom the money is intended. Since any check or money order payable to Elizabeth City State University must be deposited in full to the student's account, money intended for personal use, books, supplies, and sundry items should not be included in the remittances for tuition and fees.

The established State Fiscal Policies and Regulations under which Elizabeth City State University operates state that all student accounts are due and payable on registration day and must be paid in full prior to the close of each semester for which the student is registered. An account which remains unpaid after the close of the semester is delinquent, and no grades, transcript of credits, or diploma may be issued by the Office of the Registrar to or for such student until the account is paid in full. Moreover, any student, who, having preregistered for a coming semester is, after two weeks or 14 days of the new semester, found to have a delinquent account for the previous semester, is subject to being dropped from enrollment unless the account is paid. The intent of this policy is primarily to place the responsibility for keeping accounts current on the student, rather than on the University. The policy is not considered unduly burdensome considering the many scholarships and loan funds which are available to needy and academically qualified students.

### **Charges and Collection Policy**

Although fixed charges for tuition and fees are kept to a minimum, the University, with the approval of the Board of Governors, reserves the right to alter these charges with or without prior notice, if costs of materials and services make it necessary.

Tuition and fee schedules are furnished upon request by the Business Office.

All charges for tuition and regular fees for each semester — including tuition, meals, room, laundry, and other fees — are due and payable on or before the day of official registration. If a student is unable to pay the full cost before or by registration day, parents or prospective independent students should contact the Business Office and make definite arrangements if full payment cannot be made as required.

### **Charges for Special Students**

Tuition and fee schedules for special students are furnished upon request by the Business Office.

### **Charges for Auditing Courses**

Charges for auditing courses are the same as those for taking courses for credit.

### **Charges for Summer Sessions**

Charges for the various summer sessions are listed in the summer school brochure.

### **Accounts of Veterans and War Orphans**

Veterans and war orphans are expected to pay tuition and fees on registration day in the same manner as other students. All veterans and sons and daughters of deceased or disabled veterans are cautioned of the necessity of bringing sufficient funds to pay all expenses for registration and to pay for books and supplies for at least a two-month period.

For assistance in processing Veterans Administration applications for benefits, every veteran or war orphan should confer with the Registrar as early as possible after his/her official class load has been finally determined for the semester. A veteran must carry at least 12 semester hours each semester in order to qualify for maximum benefits each month.

## **Special Charges and Fees**

### **Application Fee: \$10.00**

The application for admission must be accompanied by an application fee of \$10.00, which is not deductible or refundable.

### **Intent to Enroll Fee (General Deposit) \$25.00**

All students within three weeks after receiving the Certificate of Acceptance are to submit a deposit of \$25.00 in the form of a cashier's check, certified check, or money order (no personal checks accepted). This fee covers the entrance preparation and all incidental expenses incurred by the student such as library fines, lost books, damage to state and university fixtures and property, special medical expenses and delinquent accounts. This fee is refundable upon written notification by May 1st that the student will not attend ECSU; or within three weeks if accepted after that date. If enrolled in ECSU, this fee is refundable upon official withdrawal or graduation.

### **Room Deposit: \$25.00**

This fee will accompany the application for a room reservation. This amount will be credited to the student's account for the oncoming semester.

### **Late Registration fee: \$25.00**

The charge for the first day after the registration period is \$25.00 plus \$1.00 per day thereafter until registration is completed and all forms are completed and submitted to the proper offices. The maximum fee is \$30.00.

### **Student Teaching Fee: \$40.00**

The fee must be paid prior to student teaching.

### **Graduation Fee: \$40.00**

The graduation fee covers the cost of the diploma, senior dinner and related senior and commencement activities. It must be paid at least 45 days before the date of graduation.

### **Charge for Caps, Gowns etc.**

These items can be purchased through the University Bookstore at least 45 days prior to the date of graduation.

### **Transcript Fee: \$2.00**

Each student is entitled, upon request in writing, to one transcript without cost. For each additional transcript, a fee of \$2.00 is charged and payable in advance of issuance.

### **Replacement and Late Reporting for Identification (ID) Cards: \$2.00**

A charge is made for the replacement of a lost, destroyed, or misplaced ID card after the first one has been issued during registration. A student, faculty or staff member who fails to have an ID card made on the scheduled dates during registration must pay a \$2.00 fee to receive an ID card. No refund is made for a card which has been lost and found after it has been replaced.

### **Late and Lost Registration Packets and/or Permits: \$2.00**

Any student who misplaces, loses, or who fails to or is late turning in his or her registration packets or permit is charged this fee for replacement. (No refund is made in the event the original item(s) is later found.)

### **Refund Policies**

Refunds of tuition are made on the basis of an official Notice of Withdrawal filled out by the student, approved by the appropriate officials, dated on the day of withdrawal, and submitted to the Vice Chancellor for Student Affairs.

#### **Refunds for tuition are as follows:**

One to 14 days after official registration day	80 percent
15 to 21 days after official registration day	60 percent
22 to 28 days after official registration day	40 percent
29 to 35 days after official registration day	20 percent

No refund of tuition is made after 35 days of official enrollment in any semester.

All unused board charges are refunded, but there is no refund for fees, except for tuition, upon withdrawal after registration has been completed. Room rent is not refundable.

### **FINANCIAL AID PROGRAM**

The financial aid program at ECSU is designed to supplement the income of students and their parents in order to finance their post-secondary education. Students who are enrolled or accepted for enrollment and are citizens or permanent residents of the United

States are eligible to apply for financial aid. Assistance is available to eligible students in the form of grants, loans, scholarships and employment.

### **How to Apply**

Necessary forms for all financial aid are available through the Financial Aid Office at ECSU. To become eligible for assistance each applicant must:

- (1) Be admitted or accepted for admission
- (2) Apply for financial aid (The deadline dates are April 15 for new students and June 1, for continuing students.)
- (3) Have on file a needs analysis report showing financial need (These forms may be obtained from high school counselors or from us.)
- (4) Have on file the Student Eligibility Report for the Basic Educational Opportunity Grant
- (5) Show evidence of satisfactory academic progress.

We participate in the following programs:

**The Basic Educational Opportunity Grant (BEOG) Program** is available to students who apply, have not previously received a bachelor's degree, are U.S. citizens or permanent residents and are enrolled on at least a half-time basis. BEOG is the "floor" for a financial aid award. Therefore, students must apply for BEOG and receive a reply before other aid is awarded.

**The College Work Study Program (CWSP)** provides jobs for students who have shown financial need and must earn a part of their educational costs. Available to students who are enrolled at least half-time, the Program guarantees that College Work Study students earn at least the current minimum hourly wage.

**The National Direct Student Loan (NDSL) Program** is available to students who are enrolled at least half-time and have need of a loan. Repayment Period begins 9 months after graduation or withdrawal for other reasons. During the repayment period, 3 percent interest is charged on the unpaid balance of the loan principal. You may have up to 10 years to repay the loan.

**The Guaranteed Student Loan (GSL) Program** enables the student to borrow directly from a bank, credit union, savings and loan association or other participating lenders. The student may secure the address of his state agency from the Financial Aid Office. In order to qualify a student must be enrolled at least half-time. Repayment begins between 9 and 12 months after graduation or other withdrawal and may cover a ten-year period.

**The Supplemental Educational Opportunity Grant (SEOG) Program** is available to students with exceptional financial need who without the aid would be unable to continue their education. Students must be enrolled at least half-time. SEOG must be awarded in at least an equal amount with other programs. A student may not accept the SEOG unless he or she accepts the matching part of the financial aid package.

**The North Carolina Student Incentive Goal (NCSIG) Program** is administered by College Foundation, Inc. and is available to legal residents of North Carolina who are enrolled full-time, in good academic standing and who have substantial financial need. Awards of up to \$1,500.00 are offered only to students who have applied for the Basic Educational Opportunity Grant.

**College Foundation, Inc.** makes loans available to North Carolina students which may not exceed the total cost of education less other financial aid received. Loans are insured by the State Education Assistance Authority and must be repaid after graduation or withdrawal for other causes.

**Prospective Teachers Scholarship/Loan Fund** provides funds for students who are North Carolina residents and plan to teach in the State. Loans of \$600.00 to \$900.00 per academic or calendar year are made through the State Department of Public Instruction, Raleigh, North Carolina 27609.

### **Scholarships**

Limited North Carolina Non-Service Scholarships and General Scholarships are available to students who qualify. (See also, the Hugh Cale Foundation, page 23.)

### **OTHER FINANCIAL ASSISTANCE**

Various small loan funds are available whereby qualified students may secure short-term assistance.

**The Davis-Cale Student Loan Fund.** Established in 1959 with an initial contribution of \$1,000, by action of the Board of Trustees on December 17, 1963, the former Hugh Cale Student Loan Fund became known as the Davis-Cale Student Loan Fund, in honor of the late John Thomas Davis, a citizen of Elizabeth City. Mr. Davis established this fund as an expression of his faith in the program of the University and its students and because he early received valuable advice from Hugh Cale, the black legislator representing Pasquotank County in the North Carolina Assembly, who introduced the Bill founding the University in 1891.

**The First-Citizens Foundation Loan Fund.** This Fund was established in 1962 by the First Citizens Foundation, Incorporated, representing resources created from the estate of the late R. P. Holding, long-time President of First-Citizens Bank and Trust Company of Smithfield, North Carolina. The Fund represents \$500 placed in direct scholarship grants and \$1,000 placed in the Student Loan Fund of the University. These benefits result from efforts of Mr. Martin L. Wilson, '26, a former Trustee of the University and Mr. Frank P. Holding, President of the Foundation.

**The Isabella Hollowell Fund.** Established in 1962 by the late Miss Isabella Hollowell of Elizabeth City and Boston, Massachusetts, with an initial contribution of \$500, the Isabella Hollowell Loan Fund provides small loans for qualified students who need financial assistance with their education. Miss Hollowell entered the first class at the opening of the institution in 1892.

**The S. S. Morton Student Loan Fund.** Mrs. S. S. Morton, of Waverly, Virginia, but a native and retired teacher of Elizabeth City, established the S. S. Morton Student Loan Fund for the purpose of making small loans available to worthy single young women who are preparing to work in the primary grades.

**The Northeastern North Carolina Schoolmasters Loan Fund.** In 1959, the Northeastern North Carolina Schoolmasters Club, comprised of educators from several cities and counties surrounding the University, established the Northeastern North Carolina Schoolmasters Loan Fund for the purpose of granting small loans to students from northeastern North Carolina who need such funds to purchase books, to pay small bills, or otherwise to facilitate their education.

**The Washington County Loan Fund.** This loan fund was established by Mr. E. L. Owens of Washington, North Carolina, former member of the North Carolina Legislature, who, having established a similar fund at East Carolina University, felt the need for such a fund at Elizabeth City State University. The amount of \$300 has been deposited. The fund may be used for small loans to students from Washington County who have need of such loans to aid in the payment of expenses of their education at the University.

For brochures, application forms and additional information, please write to the Financial Aid Office, Elizabeth City State University, Elizabeth City, North Carolina 27909.



**ACADEMIC  
POLICIES AND  
REGULATIONS**

## **Academic Policies and Regulations**

The policies and regulations described in this section are University-wide in their scope. Various approved departmental or divisional policies and regulations are in addition to those set forth in this section. All are deemed to be in the best interest of the student. The University reserves the right to alter policies and regulations when circumstances require.

Chairmen of departments may approve for individual students academically justifiable substitutions or waivers in the several departmental curricula, subject to review and approval by the Vice Chancellor for Academic Affairs. Substitutions or waivers of institution-wide requirements for individual students may be made by the Vice Chancellor for Academic Affairs. All such modifications are to be initiated on the appropriate form, available from offices of department chairmen and the Vice Chancellor for Academic Affairs.

### **Office of the Registrar**

The Registrar's office is responsible for collecting grades and other academic information for the student's permanent academic record; monitoring course-loads and determining the academic status and classification of each student. It counsels and advises students on their progress toward graduation. This office certifies the enrollment of each student by sex, race, classification and residence status and issues transcripts to or for currently enrolled and former students.

### **Faculty Advisor**

Every faculty member is an instructor and academic advisor or counselor of students. Advisors are responsible for representing the University in academic relationships with individual students. They are responsible for helping the student clarify the objectives of the curriculum the student has chosen, assisting them concerning related academic problems, and referring them to other University services for assistance or information which the advisor cannot provide. To fulfill this responsibility, the advisor should take the initiative in establishing a relationship of mutual friendliness and respect, rapport and empathy.

Advising or counseling students must be a continuing process and not only associated with the advising for a semester's list of courses. If the faculty advisor maintains a good understanding of and personal interest in advisees, the actual "approving of trial study forms" will, in most cases, be a routine matter. Moreover, advisors

should work out their own system for advisee conferences within the framework of departmental and institutional policies and regulations.

In order to accomplish the objectives stated above, advisors should:

1. make themselves easily accessible to students by posting office hours and calling these hours to the attention of advisees;
2. be thoroughly familiar with the major curricula offered by departments and the University;
3. be able to interpret the general objectives of the curricular programs offered by departments and the University and to explain the contribution of specific courses to the achievement of these objectives;
4. be familiar with the University regulations and procedures of concern to students; e.g., scholastic probation and suspension regulations, registration procedures and dropping and adding courses, absence policy, procedures for transferring to another educational program, policy on cheating and plagiarism, and others;
5. be familiar with campus services available to students and refer advisees with special problems to offices providing these services, e.g., student financial aid, study skills, professional counseling, student health, housing, et cetera;
6. become acquainted with advisees and
  - a. know abilities, achievements, and background insofar as possible
  - b. know objectives, interests, motivations, and aspirations;
  - c. have some acquaintance with non-academic background — home influence, need for money, campus residence, et cetera;
  - d. develop an acquaintance outside the formality of an office, if possible, and make sure that the student knows the advisor as a professional and interested person;
7. keep some type of check-off list as part of each student's file to insure that departmental and institutional requirements will not be overlooked;
8. maintain an active file of information about each advisee;
9. acquaint advisees with career opportunities and refer them to other faculty members who are specialists in areas of the student's interest.

Normally, the advisor will have little contact with the parents of advisees; nevertheless, most parents welcome the privilege of knowing one person to whom they can turn if they feel it is necessary. Some advisors write parents of new advisees welcoming the parents to visit or write them should they wish to do so. Letters frequently are written to both the students and their parents in case of illness, special recognition, et cetera.

The advisor is often called upon to recommend advisees for employment; therefore, the most effective advisors keep informed

about available jobs so that their graduates can be placed in the best positions for which they are qualified.

### **Academic Year**

The academic year is divided into two semesters of approximately 16 weeks each, and a summer school which is divided into two sessions of approximately five weeks each.

### **Semester Credit Hour**

Elizabeth City State University evaluates all course offerings in terms of the unit of academic credit. A unit of academic credit is defined as a semester credit hour. A semester credit hour normally represents the completion of a course involving 50 minutes of lecture, recitation, reports, or a combination of directed learning activities each week for a semester. Thus, a course meeting for three class hours normally yields three semester hours of credit. Normally, two hours of laboratory work in science courses are equivalent to one semester hour of lecture.

### **Course Numbering and Departmental Numbers**

The numbering system for courses at Elizabeth City State University involves several generalities. Basically, all courses are numbered according to the following scheme:

100-199	Primarily for Freshmen
200-299	Primarily for Sophomores
300-399	Primarily for Juniors
400-499	Primarily for Seniors

Normally, students should not take courses more than one level above their academic classification. In general, courses should be taken in proper sequence.

A course normally requiring *two semesters for completion* is expressed thus: 30-101/30-102. Ordinarily, a student is required to complete the first half before being permitted to register for the second half of a two-semester course. For example, General Chemistry (30-101) should be taken before General Chemistry (30-102).

In the descriptions of courses, digits preceding the hyphen are departmental code numbers. Digits following the hyphen are course numbers. Thus, 75-121 represents a course offered by the Music Department. Course Number 121 represents "Introduction to Music Literature."

## **Registration**

All students are required to register at times and places specified in announcements issued by the Office of the Registrar. The dates of registration are listed in the Academic Calendar. Freshmen and transfer students, however, are required to be present on the first day to participate in orientation activities. Continuing and returning students must report for the purpose of registration for classes with their department chairman and/or advisors before the final day of registration, as specified in the academic calendar.

### **Official Registration and Late Registration**

To be officially registered for any semester or summer school session without paying the late registration fee, a student must have (1) paid or arranged to pay all tuition and fees; (2) properly registered for classes; (3) completed and submitted the registration packet containing all necessary cards, and a directory card to the Office of the Registrar; (4) had an identification (ID) card made; and (5) if a boarding student, obtained a meal book from the Business Office during the period specified in the registration procedures.

Failure to file a complete program of study with the Registrar by the last registration day prior to the first day of classes will result in an assessment of a late registration fee of \$25.00 for the first late day, plus \$1.00 per day for each additional day until official registration is completed. In addition to the assessment of a late registration fee, a student who loses or fails to turn in the registration packet, registration permit, or directory card must pay a fee of \$2.00.

### **Registration Load**

Registration load is defined as course or class load. A student who wishes to complete a degree program in four academic years must carry an average of approximately 16 hours each semester. The standard student load is 16 semester hours credit per semester.

A Freshman whose placement status indicates a need for special assistance in the areas of reading, language, speech, and/or writing skills should limit his or her load to 12 to 15 credit hours. This permits participation in the Academic Skills Center. Students thus receive specialized assistance.

Students who have previous cumulative grade-point averages below C or 2.00 may not register for more than 12 to 15 semester hours of credit.

Upperclassmen who have a previous cumulative grade-point average of 3.00 or above are permitted to carry a maximum of 21

credit hours per semester with the approval of their department Chairman and the Registrar on behalf of the Vice Chancellor for Academic Affairs and payment of the overload fee, currently \$10.42 per semester hour for in-state students and \$72.25 per semester hour for out-of-state students — upon registration for classes. *The overload fees must be paid at registration time.* (More than 18 semester hours constitutes an overload.)

A *special student* may carry up to 18 credit hours per semester.

A student who registers for fewer than 12 semester hours is considered a part-time student. A part-time student may or may not be matriculating for a degree.

Veterans who wish to receive full benefits from the Veterans Administration must carry no fewer than 12 credit hours each semester.

*In no instance, regardless of circumstance, shall any student be permitted to register for more than 21 credit hours in one semester.*

### **Change of Registration/Drop and Add**

A student is responsible for the schedule of courses for which he or she has officially registered; therefore, the program of study should be carefully planned under the guidance of the department advisor so that changes in registration will not become necessary at a later date. A student may, however, drop or add courses or change course sections with the approval of the advisor until the close of the registration period. After the close of the registration period a student may not drop a course, add a course, or change course sections without the recommendation of the Department Chairman and the approval of the Assistant Academic Dean — Administration. Any student who has official permission may drop a course within two weeks after the close of registration and receive a grade of "W" (withdrawal) without penalty, but may not add a course after the first week of late registration.

Any course officially dropped before the mid-term is assigned a grade of "W". Any course officially dropped after the mid-term shall be assigned a grade of "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing).

### **Classification of Students**

The classification of students is determined at the beginning of each semester and/or summer session. A student's classification is based on the number of hours passed rather than the number attempted or carried. The four classifications are as follows:

Senior	94 or more semester hours
Junior	63 to 93 semester hours
Sophomore	31 to 62 semester hours
Freshman	0 to 30 semester hours

### **Textbooks**

Textbooks or their equivalents are required in all courses. Students are expected to have secured textbooks and other necessary equipment and/or supplies for each course by the end of the second week after the beginning of each semester. An instructor may reserve the right to require every student enrolled in his or her course to possess textbooks, equipment, supplies, and/or uniforms necessary for the work of the course.

### **Student Responsibilities**

The University attempts to provide academic counseling to its students, but its basic policies and regulations place the responsibility for planning individual programs under the student. Every student is expected to become familiar with the general requirements of the University and the appropriate departmental requirements. Hence, each student is required to follow established procedures and to comply with the rules as stated in the catalog in force at the time of admission, unless attendance has been interrupted and/or the academic requirements have been revised during an absence. The University reserves the right to make changes in its academic policies and regulations at any time it deems necessary.

### **Syllabi and Outlines**

Course syllabi and/or outlines are required in all courses. They should be distributed to all students enrolled, to the Office of the Vice Chancellor for Academic Affairs, and the respective department chairmen.

### **Class Roll Books**

Class roll books are to be maintained by faculty members on a daily basis and submitted to the Office of the Vice Chancellor for Academic Affairs at the end of the school year, or before leaving the University.

### **Class Attendance**

Regular and punctual class attendance is an important obligation. The University assumes that students enrolled are matured to the

extent that they will voluntarily accept responsibility for regular class attendance. The importance of classes as a means of learning, the responsibility of the student to take full advantage of opportunities, and the privilege of each instructor to consider the attendance of a student are, therefore, essential factors in evaluating achievement in a course. Students must be held accountable for all course work whether or not they are present when class sessions are held.

A student who attends class sessions is always in a better position to benefit from and to contribute to class discussions, to participate in learning activities, and to listen to valuable presentations. In the classroom the student may also give reactions and listen to the reactions of classmates. A student's success in a course should not be based wholly on quiz, test, or examination scores but on total academic performance — a combination of many facets of participation in course work. The academic experience which results from regular and punctual class attendance cannot be fully measured by testing procedures and techniques alone.

The Vice Chancellor for Academic Affairs may grant an excuse for absences occasioned by personal illness, death in the immediate family, official representation of the University, or other legitimate cause.

Every student must bear responsibility for the academic consequences of absence from class. In the educative process both the class and the student may suffer a decided loss when the student is absent and repeated absences may subject the student to academic failure. In fact, if a student's repeated absences threaten academic progress or impede the progress of the class, he or she may be asked by the instructor, with the approval of the Vice Chancellor for Academic Affairs, to withdraw from the course with a grade of "WF" or "F".

Absences are counted from the day instruction begins. During a semester a student may be absent from class without a penalty a total equal to the number of regularly scheduled class meetings per week. Absences in excess of the number of regularly scheduled meetings of the class per week are considered to be overcuts.

### **Regular Course Examinations**

The use of written examinations as a means of determining achievement in the requirements of a course is considered by the University to be an important part of acceptable practice in education. Examinations are required in all courses; therefore, mid-semester and final-semester examinations are required in each

course. Every instructor is required to administer such mid-semester and final-semester examinations as deemed suitable to the content of the course. There should be no departure from the examination schedules as released by the Vice Chancellor for Academic Affairs. Each instructor is expected to adhere to the examination schedules unless an exception has been made with the knowledge and approval of the Vice Chancellor for Academic Affairs prior to the dates on which the examinations are to be given.

A copy of each mid-semester and final-semester examination must be submitted to the departmental chairman prior to its administration. All mid-semester and final-semester papers should be maintained by the instructor for at least one semester after the examinations have been given and made available, if necessary, to the chairman of the department and/or the Vice Chancellor for Academic Affairs as exhibits for adjusting any disagreement between a student and an instructor about examination scores or grades. Grade reports and cards should be submitted to the chairmen of the departments within 24 hours after each course examination has been administered. Mid-semester grades are submitted to the Office of the Vice Chancellor for Academic Affairs and final-semester grades are submitted to the Office of the University Registrar within 48 hours after the last examination day.

No students are to be excused from these examinations without prior written approval of the Vice Chancellor for Academic Affairs. In the case of illness or an emergency, the excuse should be initially approved by the University Physician, Nurse, or Vice Chancellor for Student Affairs. It is the responsibility of the student to make arrangements with the instructor to take any examination missed because of illness or an emergency. A student is entitled to a make-up examination only if the Vice Chancellor for Academic Affairs certifies that absence from the examination was legitimate and excusable.

A student who is absent from a mid-semester or final-semester examination without a valid excuse may be given a grade of "F". An "I" grade should be given only when a student has presented a satisfactory excuse to the instructor.

Re-examination for the purpose of removing a failure is permitted only in the case of seniors eligible for graduation who are in their last semester prior to the scheduled commencement and who had been passing the course prior to the date on which the examination was given. Only one re-examination is to be allowed for a graduating senior in a course. The grade change resulting from the

re-examination must be filed in the Office of the Registrar within 48 hours after the original scheduled examination.

### Grading System

Elizabeth City State University uses a credit quality-point grading system based on a numerical equivalence scale. Each letter grade is determined from the numerical equivalence scale. Semester credits represent the number of course hours passed. Quality point ratios or indexes are determined by the semester hours attempted or carried and the grades earned. The letter grade indicates the quality of work done in a course. The grade given for the completion of a course is not based on the final examination alone but also on the quality of the student's classroom, written, and other work as well as participation in directed activities of the course throughout the semester.

**Grades.** Grades are reported to indicate one of these four levels:

1. **Passing Grades.** There are four passing grades — **A, B, C, and D.**

**A**—The grade of "**A**", which is based on numerical equivalents ranging from 93 to 100, indicates excellence and achievement of distinction. An "**A**" is given for work of distinctly superior quality and quantity accompanied by valid evidence of profound interest, initiative, enthusiasm, creativeness, originality, individuality, thoroughness, honesty, and growth. Distinctive achievement also reveals aspects of work such as the ability to work independently, intelligent application of acquired knowledge, accuracy and completeness of knowledge, and imaginative skill. An "**A**" carries four quality points for each semester hour of credit.

**B**—The grade of "**B**", which is based on numerical equivalents ranging from 85 to 92, is given for work which is characterized by the above qualities but to a lesser extent.

A "**B**" indicates work which is distinctly above the average. A grade of "**B**" carries three quality points for each semester hour of credit.

**C**—The grade of "**C**", which is based on numerical equivalents ranging from 77 to 84, indicates satisfactory or average work. It represents substantial and conscientious fulfillment of the minimum essentials of a course and the student's work is acceptable for graduation. Since "**C**" represents such work as may be expected of a student of normal ability, it is given to a student who has devoted a reasonable amount of time, effort, and attention to a course, who has shown evidence of familiarity with the content of the course and with the methods of study of the course, who has participated fully in the activities and experiences of the class, and who has exhibited ability to discuss and write about the major topics of the course in intelligible English. A "**C**" carries two quality points for each semester hour of credit.

D—The grade of “D”, which is based on numerical equivalents ranging from 70 to 76, represents the lowest passing grade. A “D” indicates work which falls below acceptable standards but is of sufficient quality and quantity to be considered in the semester hours required for graduation if balanced by superior work for which “A” or “B” grades have been given in other courses. However, there are some specified courses, for which no grade below “C” is acceptable quality. A student may, if desired, repeat any course in which a “D” grade was earned the next semester in which it is offered. A “D” carries one quality point for each semester hour of credit.

**No plus or minus signs are recognized in computing and recording official passing grades at Elizabeth City State University.**

2. **Failure.** “F” is used to indicate failure in course work.

F—The grade of “F” which is based on numerical equivalents ranging from 0 to 69, indicates unqualified failure and the necessity for repeating the course to obtain credit, except for the proviso applying to Seniors eligible for graduation. The course should be repeated the next semester it is offered in which the student is enrolled. When a course is repeated, only the last grade and credit are included in the cumulative grade-point average. “F” carries no quality points.

3. **Incomplete.** Incomplete course work is indicated by an “I” grade.

I—The grade of “I” indicates that the student has maintained a passing average, but for reason(s) beyond his or her control, some specific item such as an examination, a report, a notebook, a specific performance or an experiment has not been done. An instructor should give a student an “I” grade ONLY for a justifiable reason. Such reasons as these are considered justifiable: (a) when a student is ill and cannot take the final examination for the course, (b) when a student has been too ill during the semester to complete all course assignments but has not been absent more than 25 per cent of the regular class sessions, or (c) when a student can present satisfactory evidence to substantiate any other valid reason for not completing all course requirements. A student must prove that failure to complete all course requirements was due to exceptionally extenuating circumstances beyond his or her control and not due to his/her own negligence.

An “I” grade may be given for prolonged illness only with the initial consent of the instructor of the course, accompanied with the approval of the chairman of the department offering the course, the approval of the Assistant Academic

Dean/Administration, and a statement from the University Physician.

In filing an "I" grade for a student, the instructor must also file with the chairman of the department in which the course was offered and the Vice Chancellor for Academic Affairs the student's average grade and the specific work which must be accomplished before the "I" grade is removed.

An "I" grade must be removed by the completion of the deferred work before the end of the student's next semester at the University. It is the student's responsibility and not the instructor's to arrange for the removal of any "I" grade received.

When an "I" grade is removed, it may be replaced by an A, B, C, D, or F grade.

An "I" grade which has not been removed by the end of the next semester in which the student is enrolled is automatically changed to "F" on the student's permanent record. An "I" grade carries no semester hours of credit or quality points.

4. **Withdrawal.** Three grades are used to indicate withdrawal — **W**, **WP**, and **WF**.

**W**— The grade of "**W**" is given to indicate withdrawal from a course within the period permitted for withdrawing without academic penalty.

**WP**—The grade of "**WP**" is given to indicate withdrawal from a course with work of a passing quality.

**WF**—The grade of "**WF**" is given to indicate withdrawal with work of a failing quality.

**Withdrawal from Classes.** Any student who officially registers for a course must attend or drop the course through the approval procedures established by the Office of the Registrar. A student who does not officially withdraw from a course which he or she is not attending receives a failing ("F") grade for the course at the end of the semester.

**Withdrawal from the University.** All students who withdraw from the University are required to report officially to the Vice Chancellor for Student Affairs, Office of the Registrar, Vice Chancellor for Academic Affairs, appropriate Chairmen of Departments, and others as specified by the University. Students who withdraw without following the established procedures may be held accountable for bills which accrue between the actual date of withdrawal and the official date of withdrawal, as well as receiving "F" grades for all courses in which they had been enrolled.

**Change of Grade.** Each instructor is expected to give permanent final passing or failing grades. Once a final grade has been reported to the Office of the Registrar, it may be changed only upon the final authorization of the Academic Credits Committee. A grade change is made by submitting a Change of Grade form to the Chairman of the Academic Credits Committee and/or the Vice Chancellor for Academic Affairs. Concomitantly with filing the Change of Grade form, the instructor also files a statement of explanation for changing the grades, signs it, and submits it to the Chairman of the Academic Credits Committee. The Academic Credits Committee evaluates the request for the change of the grade and approves or disapproves it. In some instances, the Academic Credits Committee may request the instructor to submit additional explanation or to appear in person to justify the change of grade.

**Student's Appeal of Course Grade.** A student, after conference with the instructor involved, may present in writing to the Vice Chancellor for Academic Affairs and/or the Chairman of the Academic Credits Committee an appeal regarding the course grade given. The appeal must be made prior to the last day of classes of the succeeding semester in which the student is enrolled. The Chairman of the Academic Credits Committee refers all appeals of course grades to the Academic Credits Committee and the chairman of the department in which the course was offered. No change of grade is made except as a result of the decision rendered by the Academic Credits Committee, which is final, unless reversed by the Advisory Council and/or the Chancellor.

### **Grade Reports**

Each faculty member is required to devise a system to personally inform each student of mid-semester and final-semester grades immediately after they have been determined. Each faculty member is expected to have a continuous dialogue with students involved so that students will be continuously cognizant of performance in their classes.

Regular grades are issued twice each semester and at the close of each summer school session. *Mid-semester and final-semester grades are reported by each instructor in person to the Department Chairman on official forms not later than 24 hours after each examination in a course is given.* Each department chairman submits all grade reports and other required forms from the department to the University Registrar within 48 hours after the last examination day. Each instructor is expected to be available on a full-time basis

in his or her office for consultation with students and to assist the department chairman until released from duty by that official.

In the event of an emergency in which an instructor is unable to administer final examinations and/or to compute and record final grades, the chairman of the department concerned is authorized to make arrangements for the final examinations and the computation and recording of the final grades.

### **Types of Credit Available to Students**

**Resident Credit.** Course work taken at Elizabeth City State University is considered resident credit. The amount of credit for each course is indicated in the class schedule, on class cards, and in the course description.

**Correspondence Credit.** Correspondence credit is accepted from other accredited institutions of higher education, but no more than 24 semester hours of correspondence credit may be used toward fulfilling requirements for a degree at Elizabeth City State University. The individual departments of the University have the right to determine the correspondence courses which are applicable to degree requirements and the amount of credit to allow for each course taken through correspondence.

A written request or petition is to be filed by all students who desire to take correspondence courses any time during the academic year or during the summer. No credit is allowed for correspondence courses taken without the approval, in advance, of the chairman of the department in which the student has a major and the Vice Chancellor for Academic Affairs. A student must earn at least a **C** grade in any course taken through correspondence from another accredited college or university, to receive credit for that course work at ECSU.

**Extension Credit.** Credit earned through extension classes is considered off-campus credit and may be used to satisfy degree requirements when approved in advance by the chairman of the student's major department and the Vice Chancellor for Academic Affairs. A student must file a request with the Department Chairman and the Vice Chancellor for Academic Affairs, obtain the approval of both Department Chairman and Vice Chancellor for Academic Affairs prior to taking the off-campus course, and earn not less than a "C" grade in the course to be granted credit for it toward the fulfillment of degree requirements. No more than 24 semester hours of extension credit may be used toward fulfilling degree requirements.

**Transfer Credit.** A student may take course work at other ac-

credited two-year and four-year institutions of higher education and have the credit for the work transferred to Elizabeth City State University. Prior to pursuing a course at another institution during the summer or during a semester when not in attendance at the University, a student must secure approval in writing from the chairman of the major department and the Vice Chancellor for Academic Affairs. When a course is completed at the other institution, the student must request the Registrar of that institution to send an official transcript of the work taken to the Registrar at ECSU. The student should also request, in writing, that this work be added to his or her record.

**Credit for Courses Taken in Military Service.** Elizabeth City State University accepts college-level correspondence credit taken through the United States Armed Forces Institute in accordance with the same regulations that govern students taking correspondence work at other accredited institutions of higher learning.

**CLEP.** Credit is awarded for approved courses on the basis of satisfactory scores achieved on the College-Level Examinations.

### **Academic Eligibility Standards**

The cumulative grade point average is used to indicate the academic standing of a student at the end of each semester or summer school term, and to determine eligibility for continued enrollment.

A student is on probation as long as the cumulative average or the average for any one semester is less than 2.0. In order to graduate, all students must have earned a cumulative grade-point average of 2.0 and must have a grade-point average of 2.0 or better in courses taken in each major field of study.

The cumulative average, rather than the semester average, will be used to determine whether a student will be suspended for academic reasons.

In order to remain enrolled at the University, a student must maintain a minimum cumulative grade-point average according to the scale below. Students meeting these minimum requirements are considered to be in **“good standing”** at the University.

<b>Semester Hours Completed</b>	<b>Minimum GPA</b>
Fewer than 30	1.50
30 or more, but fewer than 63 at the beginning of the third semester	1.60
63 or more, but fewer than 94 at the beginning of the fifth semester	1.75

**Semester Hours Completed****Minimum GPA**

94 or more semester hours  
at the beginning of the seventh semester

1.90

Students who have been suspended for academic reasons may apply for readmission only after the expiration of at least one regular semester, or the student may, through summer school enrollment, raise his or her grade point average to or above the required minimum and be eligible to continue enrollment during the succeeding fall semester. Such students must re-apply through the regular channels of the Admissions Office.

Students who have been readmitted after being suspended for academic reasons, are readmitted on a probationary status and will be limited to a load of no more than 15 semester hours during the first semester after readmission. These students must maintain at least a 2.0 average during the first semester after their readmission.

A student who has been suspended a second time for academic reasons, may not apply for readmission within a minimum of one calendar year from the date of suspension.

A student who has been suspended a third time for academic reasons, is permanently suspended, unless special permission is given for readmission by the Admissions Committee. A student who fails to achieve a 2.0 cumulative grade point average by the end of the tenth semester of enrollment must be permanently suspended unless special permission is given for readmission by the Admissions Committee.

A student who has been suspended from the University for academic reasons will not receive credit for any course work earned at other institutions during the period of the suspension.

Any student above Freshman classification with a cumulative grade point average below 2.0 must limit his or her registration or class load to not more than 15 semester hours until the probationary status has been satisfactorily removed.

For continued enrollment at the University, a transfer student must maintain the same academic standing required of other students of his or her classification.

Students have the right to an appeal for readmission if they are of the conviction that failure to maintain the minimum cumulative grade-point average for continued enrollment of students with their classification was due to exceptionally extenuating circumstances clearly beyond their control. For example, any student who, due to ill-

ness or other equally mitigating circumstances, is threatened by the probation or suspension regulations may appeal to the Admissions Committee in writing but no later than 10 days prior to the next registration day for prospective readmission.

The University reserves the right to deny the continued enrollment of students, even through they have met the above minimum cumulative grade-point average, if it is apparent from their academic progress in required courses that they will not be able to meet the academic criteria required for graduation.

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

### **Academic Honors**

An Honor Roll is prepared at the end of each semester showing the names of those students who by diligence, industry, and scholarship earned a semester grade-point average of 3.00 or above. The Honor Roll, which is also made up of students who are on the Chancellor's List and the Academic Vice Chancellor's List, is a special recognition of academic achievement.

**The Chancellor's List.** This List is composed of the names of students who carried 12 semester hours or more and earned a semester average of 3.75 or above, with no grade lower than "B".

**The Academic Vice Chancellor's List.** This List consists of the names of students who carried 12 semester hours or more and who earned a semester average of 3.50 or above with no grade lower than "C".

**Honor Roll.** This List is composed of the names of full-time students who carried 12 semester hours or more and who earned a semester grade-point average of 3.0 or above.

In determining academic honors and awards, a student's cumulative grade-point average is computed by dividing the total number of quality points earned by the total number of semester hours attempted, exclusive of authorized withdrawals and repeated courses.

**Graduation Honors.** Honors are awarded all graduating seniors who earned a cumulative grade-point average of 3.00 or above.

A Senior with a cumulative grade-point average of 3.00 to 3.49 graduates **Cum Laude**. To graduate **Cum Laude**, a student must have been in attendance for at least two academic years or earned a minimum of 66 semester hours at Elizabeth City State University.

A Senior with a cumulative grade-point average of 3.50 to 3.74, with no grade below "C", graduates **Magna Cum Laude**.

A Senior with a cumulative grade-point average of 3.75 to 4.00, with no grade below "C", graduates **Summa Cum Laude**.

To graduate **Magna Cum Laude** or **Summa Cum Laude**, a student must have done all course work in residence at the University and all transfer credits must be excluded from computation.

### **Graduation Requirements for the Bachelor's Degree**

A student is generally expected to graduate according to curricular requirements in effect at the time of entrance into the University. However, a student whose attendance at the University is interrupted for more than one semester is expected to meet requirements published in the catalogue which is in effect at the time studies are resumed. This applies also to changes of major. (By meeting graduation requirements of the latest catalogue, the student may realize the benefits of curricular improvements and/or revisions in standards required by accrediting agencies.) If a returning student finds it impossible to meet the requirements of the catalogue in effect or there is undue hardship in doing so, upon written petition approved by the Department Chairman and Vice Chancellor/Academic Affairs, the catalogue in effect for the year in which he or she entered, up to ten years preceding, becomes the binding one in terms of requirements for graduation.

Elizabeth City State University awards the bachelor's degree to a student who has satisfactorily fulfilled the following graduation requirements:

1. Completion of all General Education courses as prescribed by the University for all students, including the General Education courses, 20-101, 20-102 — Language Arts Workshop I and II, with a grade of "C" or higher;
2. Completion of a major course of study with an overall minimum grade-point average of 2.0 in all required major and/or concentration, and in each Professional Education, course;
3. Completion of all course and other requirements prescribed by the major department;
4. A record of having taken and completed the required Freshman and Senior standardized examinations or approved equivalents;
5. Successful completion of all parts of the Communications Performance Program or approved substitutions;
6. Demonstrations of personal and professional qualities which are expected of an educated person, as verified by Student Personnel Services and ECSU faculty.
7. Approval and recommendation by the department and general faculty as a worthy candidate for graduation;

8. Filing of an *Application for Graduation* in the Office of the Registrar;
9. Meeting of all financial obligations to the University through the Business Office.

It is the sole responsibility of each candidate for graduation to meet with the chairman of the major department and have his or her academic record evaluated for the purpose of finding out whether all institutional and departmental requirements for graduation have been met.

Presence of candidates for degrees is required at graduating exercises, except when permission for graduation *in absentia* has been granted by the Vice Chancellor for Academic Affairs. A written request for permission to graduate *in absentia* must be made at least 10 days prior to Commencement Day.

### **Records and Transcripts**

A permanent academic record for each student is maintained by the Office of the Registrar. This permanent academic record is considered to be both private and confidential. It is used in the conduct of the student's personal and academic affairs. The disclosure of a student's academic record to on-campus and off-campus individuals and agencies is done in accordance with the University's policies regarding the release of academic information about students.

The University transcript is a copy of the complete, unabridged educational record of an officially enrolled student issued for the purpose of communicating information about the student to another institution, to an agency, or to an individual. It is an all-inclusive copy of the permanent record card upon which the "official educational record" or abstract of the student's academic achievement is maintained by the Office of the Registrar. Its scope covers (1) the identification of the University, (2) the identification of the student, (3) the basis of admission, (4) the quality and extent of work taken, (5) the separation or termination status of the student, (6) an explanation of policies and terms reflected in the record, and (7) the printed accompanying statement of pertinent definitions and regulations. Each official transcript carries the signature of the Registrar and the Seal of the University.

Upon written request by the student, an official transcript of his or her academic record is issued to the person, institution, or agency designated, provided that all the student's financial obligations to the University, including Federal Loan repayments, have been met.

Partial transcripts are not issued to or for graduates. Each transcript issued must include the complete academic record of the student at Elizabeth City State University. Except for the total credits accepted at the point of admission, transfer credit is not added to the Elizabeth City State University transcript unless it is applicable toward a degree at the University.

Official transcripts of credit earned at other institutions which have been presented for admission or evaluation of credit become the property of the University and are not reissued or copied for distribution to other institutions. This includes high school transcripts and all other types of supporting documents. Copies of transcripts of records of work done at other institutions must be obtained from the issuing institution.

Because of the private and confidential nature of a student's academic record, telephone requests for transcripts are not honored regardless of circumstances. Furthermore, requests for transcripts initiated by individuals or agencies other than the student or appropriate educational agencies are not honored until written authorization has been secured from the student.

In requesting a transcript, each student or graduate should give the full name under which he or she was registered at the University, year(s) of attendance, and the complete name and address of the agency, institution, or person to whom the transcript is to be mailed.

Each student is entitled to one transcript without cost, regardless of how early in the academic career the request is made. A fee of \$2.00 per copy should accompany each subsequent request. The prepayment accompanying the transcript request must be made by money order, cashier's check, or certified check, payable to Elizabeth City State University. **The University does not accept personal checks.**

Each written request for a transcript should reach the Office of the Registrar at least one week before the date the transcript is needed. Normally, two days for processing will be required after the transcript request is received.

**OUR DEPARTMENTS  
AND  
COURSE DESCRIPTIONS**

## **DEPARTMENT OF ART**

The Department of Art provides a balanced program intended for the elevation of artistic standards and the development and growth of aesthetic culture. Realized, as well, is provision for presentation of service programs and service courses required by other departments and divisions of Elizabeth City State University.

The Department of Art provides a program of specialized courses leading to the Bachelor of Science degree for capable students who wish to acquire a foundation for a career in art education and/or advanced study in art. The program of the Department of Art also makes provision for students who wish to combine art with studies in other areas of educational endeavor as an extended basis for general education. The Department of Art services the University's humanities programs; servicing, as well, the Department of Education and Psychology with a concentration in Art; and also services the Department of Industrial Arts and Technology.

### **Prospective Majors in Art:**

Prospective art majors are required to present to the Chairman of the Department of Art an art portfolio and/or making other art arrangements for reviewing purposes. Acceptance into the Department of Art will be considered shortly after such work has been evaluated.

### **Purposes and Objectives:**

The curriculum for Art Majors is designed for these purposes and objectives:

- (a) To develop students who are artistically inclined and to guide and stimulate their growth on the basis of sound concepts and logical practices;
- (b) To prepare students to be teachers or supervisors of art on elementary and/or secondary-school levels;
- (c) To provide future art teachers, under favorable conditions of development, with opportunities to evolve aesthetic works in a great variety of plastic and graphic media;
- (d) To provide students with ample means for developing artistically, with individuality and creativity, as ideals for growth;
- (e) To aid students who desire advanced study in art, by providing an adequate and extensive foundation as a background or basis for such study.

### **Curricular Requirements:**

As a phase of the requirements for graduation, each Art Major must present work in a Senior Art Exhibition, arranged either as a

'one-man' show or as a part of a group art exhibition, and reveal proficiency in all of the various media submitted for presentation. No semester hour credit is accorded for presentation of the latter exhibition. The graduating Art Major is required to present an instance of one work shown in the Senior Art Exhibition to the Department of Art for retention in its permanent collection.

The curriculum for Art Majors comprises the following considerations:

### MAJOR

#### B.S. in Art Education

A. General Education Core .....	47 sem. hrs.
B. Major .....	39 sem. hrs.
Art. 70-121, 70-202, 70-218, 70-224, 70-225, 70-227, 70-232, 70-233, 70-301, 70-302, 70-325, 70-339, 70-353 — plus 6 semester hours in art electives	
C. Professional Education .....	27 sem. hrs.
Educ. 60-201, 60-313, 60-423, 60-424, 60- 425; Psy. 61-307 or 61-308, 61-309; Read. 63-315 or 63-318	
D. Electives .....	11 sem. hrs.
Total Required for Degree .....	124 sem. hrs.

### CONCENTRATION

Art for Intermediate Education Majors

Art. 70-121, 70-227, 70-301, 70-353, and one  
history of art course.

Total Required for Concentration ..... 13 sem. hrs.

## COURSE DESCRIPTIONS

### ART

#### 70-119: ART APPRECIATION (2)

Designed to stimulate interest and awareness of the visual arts by guiding the student in developing techniques of analysis which result in a better understanding of the creative processes and problems involved.

#### 70-121: FREEHAND DRAWING (2)

Foundational course in drawing for all Art majors. Aims to stimulate the student to see and evolve phases of drawing, through usage of pencil, charcoal, pen and ink, brush and ink, pen and brush and ink, and graphic arrangements in other media. Seeks to develop practical insight relative to an understanding of light and shade, compositional arrangement, considerations of perspective, technical facets relating to drawing, and the like. Emphasis is on keen observation and application of aforementioned considerations.

**70-202: FUNDAMENTALS OF DESIGN (2)**

A basic course that relates to the study of surface, form, color composition, and related factors. Opportunities are provided for development via practical experimentation, through studio-oriented projects and off-campus units, and development of expertise in analysis of diverse phases of design encountered in varieties of artistic expression.

**70-218: FIGURE DRAWING (2)**

Concentrates on practical development in portraying the human figure via a wide range of drawing media, including pencil, charcoal, pen and ink, pen and brush, pen and ink and brush. Prerequisite: 70-121.

**70-224: LETTERING AND POSTER DESIGN (2)**

Emphasizes practical awareness and development relative to lettering, poster and placard construction, employing a variety of lettering styles, tools, media.

**70-225: ARTS AND CRAFTS (3)**

Accords students opportunities in realizing awareness, from practical standpoints, apropos involvement of many realms of crafts and handicrafts, with emphasis on creativity and inventiveness, employing inexpensive materials and equipment. Such materials as paper of many varieties, diverse aspects of wood, textiles, synthetics, metals, and the like, are utilized for unit-development.

**70-227: WATERCOLOR PAINTING (2)**

Concentrates on painting in transparent and opaque waterbased media, including consideration in technical development, application of ideas, compositional design, and other means.

**70-232: HISTORY OF ART (3)**

Historical analysis of development and significance of various epochs of art from pre-historic times to the close of the Middle Ages, with application of painting, sculpture, the minor arts, and architecture. Prerequisite: 70-119.

**70-233: HISTORY OF ART (3)**

Development of painting, sculpture, the minor arts, and architecture, analyzed historically, from the opening of the Renaissance era to the present day. Prerequisite: 70-119.

**70-301: ELEMENTARY PAINTING (3)**

Study, from practical standpoints, of painting in various media, including watercolors, tempera, gouache, oils, acrylics, mixed media, and the like. Emphasis is placed on awareness of creative and aesthetic considerations of picture structure through development in various painting media. Prerequisite: 70-227.

**70-302: INTERMEDIATE PAINTING (3)**

Essentially a follow-up program of 70-301, according progressive and moderately advanced opportunities for development in diverse painting media, with inherent consideration accorded to development, from creative standpoints. Prerequisite: 70-301.

**70-325: SCULPTURE (3)**

Practical understanding of considerations of sculptural development in two-dimensional and three-dimensional presentations, via studio and out-of-studio involvement, employing a wide variety of materials including wood, plaster, clay, metal, and the like.

**70-330: ART OF ANTIQUITY (3)**

Concentrated analysis of painting, sculpture, the minor arts, and architecture of the civilization of the eras of antiquity, including those of Egypt, Mesopotamia, Etruria, Crete, Greece, Rome, and other areas of past culture.

**70-331: ART OF THE RENAISSANCE (3)**

Emphasizes analysis of aesthetic, artistic, structural phases of the Renaissance Period of Italy, France, Germany, the Netherlands.

**70-332: THE HISTORY OF MODERN ART (3)**

Study, from analytic standpoints, of the major movements on painting, sculpture, the minor arts, and architecture from the opening of the eighteenth century to the present day.

**70-339: COMMERCIAL ART (2)**

Creative approach to artistic expression, applicable to promotion and advertising. Concentrates on awareness of design concepts, color theory, compositional trends, and possibilities. Prerequisite: 70-224.

**70-353: CERAMIC-MAKING (3)**

Accords opportunities in attaining practical insight in developing two-dimensional and free-form aspects of ceramic art. Consideration is accorded to utilization of clays of diverse varieties, fundamental aspects of glazing, and theoretical trends in firing ceramicware.

**70-402: ADVANCED PAINTING (3)**

Focuses on development in painting, from individualistic standpoints, in media selected by the student under guidance of the instructor. Opportunities are accorded in attaining practical insight apropos technical and organizational achievement in diverse painting media. Prerequisite: 70-302.

**70-404: GRAPHIC ARTS (3)**

Provides opportunity for realization of experience and attainment of know-how in a wide realm of the graphic arts, including engraving, etching, mezzotint, drypoint, lithography, serigraphy, and the like, with consideration accorded to creativity. May be taken only during the senior year or with the consent of the Department Chairman.

**70-409: ART PROBLEMS (3)**

Open to students desiring opportunities for further research in the practical arts, art history, art education, and aesthetics. Study is pursued, from specialized and individualistic standpoints under guidance by the instructor, in selected areas as studio painting, sculpture, ceramic-making, ceramic-sculpture, graphic arts, crafts; areas of art education, realms of art history, spheres of aesthetics. May be taken only during the senior year or with the consent of the Department Chairman.

### 70-432: BLACK ART (3)

Attainment of understanding of the broad realm of the arts, minor arts, and architecture of the black cultures of the past and the present day, in Africa and America. Concentrates on the intrinsic relationship of the arts in black culture with political, economic, social, and religious considerations related to history and current era.

### 70-001: ART IN THE PUBLIC SCHOOL WORKSHOP (6)

Emphasizes awareness of the practical concepts of art education and understanding of the relationship of the latter to the many areas of general education in the public school environment, with application to public elementary and secondary education. The Workshop is open to all in-service teachers; also open to Seniors.

## DEPARTMENT OF BIOLOGY

The Department of Biology offers general education courses in cellular, environmental, plant and animal biology. Students in Biology can select from two degree programs. One program prepares students for teaching sciences at the secondary school level. The second degree program provides pre-professional preparation for students who wish to enter medical school or other health related fields, graduate schools, research institutions, and other professional schools.

### MAJOR

#### B.S. in Biology (Teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Biol. 10-141, 10-142, 10-201, 10-202, 10-341, 10-345, 10-404, 10-441, 10-442.	
C. Professional Education .....	24 sem. hrs.
Educ. 60-201, 60-313, 60-413, 60-421; Psy. 61-308, 61-309; Read. 63-318.	
D. Required courses in related areas .....	16 sem. hrs.
Chem. 30-102; 30-301, Physics 31-182, elec- tive — 4 sem. hrs.	
E. General Electives .....	11 sem. hrs.
Total Required for Degree .....	128 sem. hrs.

### MAJOR

#### B.S. in Biology (Non-teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	32 sem. hrs.
Biol. 10-141, 10-142, 10-201, 10-202, 10-341, 10-345, 10-401, 10-441, 10-442, 10-499.	

C. Related Areas .....	23 sem. hrs.
Chem. 30-102, 30-201, 30-301, 30-302; Physics 31-182, 31-185.	
D. General Electives .....	22 sem. hrs.
Total Required for Degree .....	124 sem. hrs.

**MAJOR**

**B.S. in Biology (Pre-medicine and Pre-dentistry)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	36 sem. hrs.
Biol. 10-141, 10-142, 10-201, 10-202, 10-207, 10-305, 10-341, 10-345, 10-390, 10-441, 10-442.	
C. Related Areas .....	27 sem. hrs.
Chem. 30-102, 30-201, 30-301, 30-302, 30- 401; Physics 31-182; Env. Sci. 34-101 or Soc. Sci. 42-204.	
D. General Electives .....	17 sem. hrs.
Total Required for Degree .....	127 sem. hrs.

**MAJOR**

**B.S. in Biology (Environmental Science)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	34 sem. hrs.
Biol. 10-141, 10-142, 10-201, 10-202, 10-341, 10-345, 10-401, 10-402, 10-441, 10-442, 10-499.	
C. Related Areas .....	35 sem. hrs.
Chem. 30-102, 30-405; Physics 31-182; Env. Sci. 34-101, 34-301, 34-431, 34-499; Geol. 35-142, 35-143, 35-242.	
D. General Electives .....	10 sem. hrs.
Total Required for Degree .....	126 sem. hrs.

**MAJOR**

**B.S. in Biology (Ecology)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	37 sem. hrs.
Biol. 10-141, 10-142, 10-341, 10-345, 10-401, 10-441; Eco. 15-301, 15-302, 15-303, 15-401, 15-402, 15-499.	
C. Related Areas .....	29 sem. hrs.
Chem. 30-102, 30-201; Physics 31-182, 31- 185; Env. Sci. 34-101; Geol. 35-142, 35- 143, 35-242.	

D. General Electives .....	13 sem. hrs.
Total Required for Degree .....	125 sem. hrs.

**MAJOR**

**B.S. in Biology (Medical Technology)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	27 sem. hrs.
Biol. 10-141, 10-142, 10-201, 10-202, 10-305, 10-341, 10-441. 10-442.	
C. Related Areas .....	24 sem. hrs.
Chem. 30-102, 30-201, 30-202, 30-301, 30- 302; Physics 31-182.	
D. General Electives .....	26 sem. hrs.
Phy. Sci. or Biol. course (4 sem. hrs.) Hospital training (20 sem. hrs.)	
Total Required for Degree .....	124 sem. hrs.

**MAJOR**

**B.S. In Biology through Cooperative Education**

A. General Education Core .....	47 sem. hrs.
B. Major .....	29 sem. hrs.
Biol. 10-141, 10-142, 10-201, 10-202, 10-305, 10-341, 10-345, 10-441, 10-499.	
C. Related Areas .....	15 sem. hrs.
Chem. 30-102, 30-201; Physics 31-182; Soc. Sci. 42-201 or 44-201.	
D. Electives and On-the-job Training .....	35 sem. hrs.
Total Required for Degree .....	126 sem. hrs.

**MINOR**

**Biology minor:** open to all Non-biology Majors.

Required Courses:

Biol. 10-141, 10-142, 10-341, 10-441.

Elective Courses:

From biology courses numbered 300 or 400.

Total Required for Minor .....

20 sem. hrs.

**CONCENTRATION**

**Ecology** for Intermediate Education Majors.

Required Courses:

Ecol. 15-301, 15-302, 15-303, 15-401, 15-402.

Total Required for Concentration .....

15 sem. hrs.

## COURSE DESCRIPTIONS

### BIOLOGY

#### 10-139: BIOLOGICAL SCIENCE SURVEY (3)

Introduction to biological principles as exemplified in a wide range of organisms. Life history, structural features, heredity and ecology of plants and animals are chief topics for discussion. Special attention directed toward human biology. Activities of this course will be coordinated with the Audio-Tutorial Learning Center. Lecture, two hours; laboratory, two hours.

#### 10-141: GENERAL ZOOLOGY (4)

Basic course in animal biology with emphasis on life histories, structural features, distributions, and classification of groups in a sequence of development from lower to higher orders. Prepares students for advanced courses in biology and is required of all majors; open to other fields of concentration. Lecture, two hours; laboratory, four hours.

#### 10-142: GENERAL BOTANY (4)

Covers selected biological phenomena of plant life. A consideration of structural anatomy, distribution and economical importance of the seed plants. Required of all majors; open to other fields of concentration. Lecture, two hours; laboratory, four hours.

#### 10-201: COMPARATIVE VERTEBRATE ANATOMY (4)

Comparative study of structural features and developmental organ systems of various classes of vertebrates, with emphasis on their evolutionary sequence. Lecture, two hours; laboratory, four hours. Prerequisite: 10-141.

#### 10-202: GENERAL PHYSIOLOGY (3)

Study has as its aim the attempt to discover, insofar as possible, the nature and mechanism of living matter. It attempts an explanation in terms of physical and chemical concepts, and furthermore to show exactly what physical and chemical changes occur during vital process of life. Lecture, two hours; laboratory, two hours. Prerequisite: 10-201.

#### 10-207: HUMAN ANATOMY (3)

Study designed to cover basic details of form and structure of the human body. Offered for Physical Education Majors but open as an elective to all Biology Majors. Lecture, two hours; laboratory, two hours. Prerequisite: 10-141.

#### 10-301: ENTOMOLOGY (3)

Study of insects involving their life history, taxonomy, distribution and economic importance. Lecture, two hours; laboratory, two hours. Prerequisite: 10-141.

#### 10-305: HISTOLOGY (3)

Microscopic structure of plant and animal tissues; emphasis on distinguishing characteristics of various types. Lecture, two hours; laboratory, two hours. Prerequisites: two years of biology and one year of chemistry.

**10-307: HUMAN PHYSIOLOGY (3)**

Study of the functions of the organ systems of the human body. Offered as lecture course for Physical Education majors. Prerequisite: 10-207.

**10-341: MICROBIOLOGY (3)**

Biology of micro-organisms; special emphasis on bacteria, their detection, isolation, and cultural relation to living organisms. General principles of infection and immunity, selected diseases of humans also emphasized. Lecture, two hours; laboratory, two hours. Prerequisites: 10-141, 10-142, 30-101/30-102.

**10-345: SYSTEMATICS (3)**

Special emphasis upon diagnostic features and criteria used in classifying or systematizing living forms. All categories of organisms from local environment will be investigated. Classifying living organisms, identifying and preparing permanent laboratory specimens of local flora. Lecture, two hours; laboratory, four hours. Prerequisites: 10-141, 10-142.

**10-390: MOLECULAR BIOLOGY (3)**

Designed to familiarize students with various laboratory techniques that are used in studying the bacteriophages, DNA and RNA determinations, induced mutation and gene complementation. Lecture, one hour; laboratory, four hours. Prerequisites: eight hours of chemistry, eight hours of biology, and consent of instructor.

**10-401: PLANT PHYSIOLOGY (3)**

Cell and general physiology; metabolic transformation; functions of leaves, roots, stems, flowers, and fruit. Photosynthesis; respiration in plants; growth hormones and their activities. Lecture, two hours; laboratory, two hours. Prerequisites: 10-142, 10-202, 30-102.

**10-402: ECOLOGY (3)**

Various environmental factors operative in different natural habitats with relation to the floral and faunal composition of each biotic community. Lecture, two hours; laboratory, two hours. Prerequisites: 10-141, 10-142, 30-101/30-102.

**10-404: ORGANIC EVOLUTION (3)**

Introduction to an analysis of the concept of organic evolution; consideration of such items as mutation, adaptation, selection, cooperation, competition and origin of species. Serves as a summary of all phases of biological phenomena. Prerequisites: 10-142, 10-201, 10-202 or 10-307.

**10-441: GENETICS (3)**

Deals with the origin and evolution of germ plasm, its physical and chemical constitution, its inter-relation with the environment, and its influence on the development of the organism. It includes discussions on DNA, RNA, and the mechanism of gene action. Special emphasis given to human genetics and genetical abnormalities. *Drosophila* cultures and other living materials used for experiments. Lecture, two hours; laboratory, two hours. Prerequisites: 10-141, 10-142, 32-103.

**10-442: EMBRYOLOGY (3)**

Early developmental processes of anatomical and physiological significance with particular emphasis on developmental stages of the frog, chick, and mammalian embryos. Lecture, two hours; laboratory, two hours. Prerequisites: 10-201, 30-101/30-102.

**10-495: BIOLOGY SEMINAR (1-2)**

A consideration of recent advances and problems in Biology with students' participation and general discussion. May be repeated for credit. Prerequisite: consent of instructor.

**10-497: TEACHING AN ADVANCED BIOLOGY COURSE (6)  
(formerly 10-001)**

Designed for in-service and pre-service teachers interested in obtaining experience in the teaching of a biology course at the senior high school level. Participants will be prepared to conduct lecture and/or laboratory sessions, including class experience in such activity. Prerequisite: consent of instructor.

**10-499: BIOLOGICAL RESEARCH (1-2)**

Investigational work on any topic in biology under guidance of staff members in the Department. Open only to students who have demonstrated a high level of ability and competence in biology or related fields. Prerequisite: advanced standing and consent of instructor.

## ECOLOGY

**15-301: GENERAL ECOLOGY (3)**

Principles of ecology as relates to population and ecosystems dynamics, natural ecosystems as affected by industrialization, agriculture, and other human activities. Lecture, two hours; laboratory, two hours.

**15-302: PLANT ECOLOGY (3)**

Distribution of plants and factors affecting the development and succession of plant communities. Special emphasis on plant communities of Dismal Swamp and Northeastern North Carolina. Lecture, one hour; laboratory, four hours. Prerequisites: eight hours of biology and eight hours of chemistry.

**15-303: ANIMAL ECOLOGY (3)**

Principles of animal distribution with emphasis on the physical geography of the earth, factors affecting migration patterns and distribution of animals, endangered species and fauna of Dismal Swamp. Lecture, two hours; laboratory, two hours. Prerequisite: eight hours of biology.

**15-401: MARINE AND FRESHWATER ECOLOGY (3)**

Biological, physical and chemical components and processes of fresh and salt waters. Identification of aquatic organisms and recognition of their ecological roles, enumeration of living forms in waters of Outer Banks. Prerequisites: eight hours of biology and eight hours of chemistry.

**15-402: MICROBIAL ECOLOGY (3)**

Population ecology and ecosystem of microbes, the environment, and the microbial interactions. Lecture, two hours; laboratory, two hours. Prerequisite: 10-341.

**15-499: ECOLOGICAL RESEARCH (1)**

Current topics on ecology, library research, laboratory projects involving various aspects of ecology. Prerequisite: consent of instructor.

**DEPARTMENT OF BUSINESS AND ECONOMICS**

The Departmental curricula provide a rich program of professional education for men and women who wish to achieve responsible positions in business and education. The Department offers major programs leading to the following degrees: (1) Bachelor of Science in Business Education, Basic (teaching without shorthand) and Comprehensive (teaching with shorthand); (2) Bachelor of Science in Business Administration with or without a concentration in either Accounting, Economics and Finance, Management, or Marketing.\* Students are prepared for careers in accounting, advertising, banking and finance, insurance, transportation, communications, and manufacturing and for graduate work.

**MAJOR****B.S. in Business Education (Basic)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	36 sem. hrs.
Bus. 50-100, 50-101, 50-106, 50-115, 50-201, 50-203, 50-307, 50-309, 50-350, 50-401, 50-421, 50-431, 50-432.	
C. Professional Education .....	24 sem. hrs.
Educ. 60-201, 60-313, 60-411, 60-413; Psy. 61-308, 61-309; Read. 63-318.	
D. Related Areas .....	24 sem. hrs.
Acctng. 54-215, 54-216, 54-315, 54-316; Econ. 55-201, 55-202; Mkt. 50-221, 50-404.	
Total Required for Degree .....	131 sem. hrs.

**MAJOR****B.S. in Business Education (Comprehensive)**

A. General Education Core .....	47 sem. hrs.
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\*The two-year program in Secretarial Science, granting a Certificate, was discontinued at the close of the 1976-1977 academic year, except for persons already in the Program desiring to continue to completion.

- B. Major ..... 42 sem. hrs.  
     Bus. 50-100, 50-101, 50-106, 50-115, 50-201,  
     50-202, 50-203, 50-305, 50-306, 50-307,  
     50-309, 50-350, 50-401, 50-421, 50-431.
  - C. Professional Education ..... 24 sem. hrs.  
     Educ. 60-201, 60-313, 60-411, 60-413;  
     Psy. 61-308, 61-309; Read. 63-318.
  - D. Related Areas ..... 15 sem. hrs.  
     Acctng. 54-215, 54-216;  
     Econ. 55-201, 55-202; Mkt. 55-221.
  - Total Required for Degree ..... 128 sem. hrs.
- NOTE: Students who have completed one year of typewriting at the high school level are exempt from Bus. 100. Students who have completed one year of Diamond Jubilee Short-hand are exempt from Bus. 201.

#### MAJOR

##### B.S. in Business Administration (General)

- A. General Education Core ..... 47 sem. hrs.
- B. Major ..... 42 sem. hrs.  
     Bus. 50-106, 50-209, 50-221, 50-307, 50-401,  
     50-431, 50-445; Acctng. 54-215, 54-216,  
     54-315; Econ. 55-201, 55-202, 55-308,  
     55-415.
- C. Related Areas ..... 27 sem. hrs.  
     Math. 32-110; Bus. 50-346, 50-402, 50-418,  
     50-432, 50-465, 50-475; Acctng. 54-316,  
     54-435.
- D. Electives ..... 9 sem. hrs.
- Total Required for Degree ..... 125 sem. hrs.

#### MAJOR

##### B.S. in Business Administration (Accounting)

- A. General Education Core ..... 47 sem. hrs.
- B. Major ..... 30 sem. hrs.  
     Bus. 50-106, 50-221, 50-307, 50-346, 50-401,  
     50-402, 50-431, 50-432, 50-445, 50-465.
- C. Concentration — Accounting ..... 27 sem. hrs.  
     Acctng. 54-215, 54-216, 54-315, 54-316,  
     54-425, 54-428, 54-435, 54-447, 54-449.
- D. Related Areas ..... 12 sem. hrs.  
     Math. 32-110; Econ. 55-201, 55-202, 55-415.
- E. Electives ..... 9 sem. hrs.
- Total Required for Degree ..... 125 sem. hrs.

MAJOR

B.S. in Business Administration (Economics and Finance)

- A. General Education Core ..... 47 sem. hrs.
- B. Major ..... 24 sem. hrs.  
Bus. 50-106, 50-221, 50-307, 50-346, 50-401,  
50-402, 50-445, 50-465.
- C. Concentration — Economics and Finance .. 27 sem. hrs.  
Econ. 55-201, 55-202, 55-308, 55-415,  
55-419, 55-478, 55-480; Fin. 50-376,  
50-418.
- D. Related Areas ..... 18 sem. hrs.  
Math. 32-110; Acctng. 54-215, 54-216,  
54-315, 54-316, 54-435.
- E. Electives ..... 9 sem. hrs.
- Total Required for Degree ..... 125 sem. hrs.

MAJOR

B.S. in Business Administration (Marketing)

- A. General Education Core ..... 47 sem. hrs.
- B. Major ..... 24 sem. hrs.  
Bus. 50-106, 50-209, 50-307, 50-346, 50-401,  
50-402, 50-431, 50-445.
- C. Concentration — Marketing ..... 21 sem. hrs.  
Mkt. 50-221; Bus. 50-310, 50-320, 50-404,  
50-424, 50-444, 50-450.
- D. Related Areas ..... 27 sem. hrs.  
Math. 32-110; Acctng. 54-215, 54-216,  
54-315, 54-316, 54-435; Econ. 55-201,  
55-202, 55-415.
- E. Electives ..... 6 sem. hrs.
- Total Required for Degree ..... 125 sem. hrs.

MAJOR

B.S. in Business Administration (Management)

- A. General Education Core ..... 47 sem. hrs.
- B. Major ..... 24 sem. hrs.  
Mkt. 50-221; Bus. 50-307, 50-401, 50-402,  
50-418, 50-445, 50-465; Fin. 50-364.
- C. Concentration — Management ..... 18 sem. hrs.  
Mgt. 50-209, 50-309, 50-423, 50-442, 50-443,  
50-475.
- D. Related Areas ..... 27 sem. hrs.  
Math. 32-110; Acctng. 54-215, 54-216,  
54-315, 54-316, 54-435; Econ. 55-201,  
55-202, 55-415.

E. Electives .....	9 sem. hrs.
Total Required for Degree .....	125 sem. hrs.

**MINOR**

**Business Administration**

**Required Courses:**

Acctng. 54-215, 54-216; Econ. 55-201, 55-202;

Mgt. 50-209; Mkt. 50-221.

Total Required for Minor ..... 18 sem. hrs.

If a student wishes to minor in Business, but to concentrate more in Accounting than in any other area, he may choose nine hours of Accounting from the three-hundred and four-hundred level courses instead of Economics 55-202; Mgt. 50-209 and Mkt. 50-221.

It is suggested that the student who studies Accounting consider taking the total intermediate series.

**COURSE DESCRIPTIONS**

**BUSINESS**

**50-100: ELEMENTARY TYPEWRITING (2)**

For students with no previous training or less than one year of typewriting. Emphasis on mastery of keyboard, proper technique, control, and manipulative skills needed to build speed and accuracy.

**50-101: INTERMEDIATE TYPEWRITING (2)**

For students with one year or more of typewriting credit. Emphasis on reinforcement of basic skills with concentrated development of speed and accuracy. Preparation of more complex business letters, forms, reports, etc.

**50-106: BUSINESS MATHEMATICS (3) (formerly 50-206)**

Stresses application of basic business calculations to complex business transactions in tabulation forms used in bookkeeping and accounting. Emphasis upon such reporting forms as bank reconciliations, retail pricing schedules, inventory evaluation schedules, accounts receivable and payable, aging schedules, depreciation, direct-reduction loan payment schedules.

**50-115: INTRODUCTION TO BUSINESS (3) (formerly 50-200)**

Survey of fundamental principles of organization and control, financial, marketing, and manpower management. Case-study method will be used.

**50-201: ELEMENTARY SHORTHAND (3)**

For students with no previous training in shorthand. Mastery of the principles of Diamond Jubilee Shorthand is a course requirement. Emphasis upon accurate reading and writing of shorthand notes. Ability to take simple

dictation developed concurrently with training in theory of shorthand. Minimum of 60 words a minute required.

**50-202: INTERMEDIATE SHORTHAND (3)**

For students who have completed one year of high school or college shorthand. Includes a review of shorthand theory, further development of vocabulary, and the achievement of 60 to 80 words a minute. Prerequisite: 50-201 or its equivalent.

**50-203: ADVANCED TYPEWRITING (2)**

For development of superior skill in use of the typewriter. Emphasis on production and concomitant non-typing activities, and upon using judgment in problem-solving situations. Prerequisite: 50-101.

**50-209: PRINCIPLES OF MANAGEMENT (3) (formerly 50-409)**

A study of management principles that apply to all types of business organizations with special emphasis on planning, organizing, staffing, and controlling.

**50-221: INTRODUCTION TO MARKETING (3) (formerly 50-309)**

Survey of marketing organization and methods; emphasis on socio-economic aspects of distribution, consumer problems, marketing functions, institutions, methods and policies.

**50-305: ADVANCED SHORTHAND (3)**

For students having completed two years or more of shorthand. Intensive review of shorthand theory; continued development of vocabulary and dictation rates at 80 to 100 words a minute. Prerequisite: 50-202.

**50-306: TRANSCRIPTION (3)**

Continuation of the development of spelling, grammar, sentence structure, and division. Emphasis is placed on the production of mailable letters. A minimum achievement of 100 to 120 words a minute. Prerequisite: 50-305.

**50-307: BUSINESS COMMUNICATIONS (3) (formerly 50-407)**

Study and composition of various types of written business communications. Much attention given to verbal skills: spelling, grammar, sentence structure, etc. A human approach to letter writing from the viewpoint of management is emphasized. Technical vocabulary building integrated with assignments. Prerequisite: 20-102.

**50-309: OFFICE MANAGEMENT (3) (formerly 50-209)**

Principles of office management and standards, fundamentals of office control, office location, and layout. Emphasis on office equipment, systems, and procedures. Case method of instruction used to stimulate application of principles under dynamic conditions.

**50-310: PROMOTION (3)**

Studies promotion as persuasive communication. Examines promotion management and its relationship to the overall marketing program. Primary emphasis upon advertising, sales promotion, and personal selling. Prerequisite: 50-221.

**50-320: PRINCIPLES OF INSURANCE (3)**

Nature, principles, management of risk and use of insurance in personal and business situations. Characteristics and problems of the private group age. Group, life, health and retirement insurance are covered.

**50-346: PERSONAL FINANCE (3) (formerly 50-446)**

Topics studied include inflation, tax problems, credit insurance, annuities, home ownership, bank accounts and investments. Prerequisite: 50-106.

**50-350: OFFICE MACHINES (3)**

Laboratory work involving the operation and development of skill in the use of calculating, duplicating, and transcribing machines. Prerequisite: 50-106.

**50-360: PRINCIPLES OF SUPERVISION (3)**

Examines the theories and techniques of supervision. Concern with communicating, coordinating, training and contact with superiors. Both lectures and case methods used in presentations.

**50-376: PUBLIC FINANCE (3) (formerly 50-476)**

Public expenditures, federal and state revenue systems, financial administration, budgeting and public debt management. Prerequisite: 50-106.

**50-401: BUSINESS LAW I (3)**

Study of law and its application to business. Involves study of the principles of contracts, agencies, partnership, property in general and other rules of conduct prescribed by government for the performance of business transactions. Prerequisite: consent of Department Chairman.

**50-402: BUSINESS LAW II (3)**

More advanced cases and problems arising from everyday business transactions. Special emphasis placed on corporations, negotiable instruments, credit transactions, sales, and insurance. Prerequisite: 50-401.

**50-404: RETAIL MERCHANDISING (3)**

Survey course comprising an analysis of factors underlying successful operation of retail stores including location, stock arrangement, buying and selling, advertising and display, merchandise, planning and control, personnel management, and customer relations. Prerequisite: 50-221.

**50-418: MONEY, CREDIT, AND BANKING (3)**

A study of the subject from the viewpoint of the businessman, the banker, and the public. Examines development and present status of the American money market; credit controls; monetary policy, debt management, and monetary theory. Prerequisites: 55-201/55-202.

**50-421: SECRETARIAL PRACTICE AND PROCEDURES (3)**

Secretarial efficiency developed through study of office procedures, problems, and techniques of communication, and use of filing techniques. Emphasis on applied typing and use of office machines to qualify the student for high-level positions for office employment.

**50-423: INDUSTRIAL MANAGEMENT (3)**

Principles and techniques underlying successful organization and manage-

ment of business activities. Includes management problems and control methods. Emphasis placed on the management of small industrial enterprises. Prerequisite: 50-209.

**50-424: CONSUMER BEHAVIOR (3)**

Analysis of human behavior in the market place. Special emphasis is placed on behavioral patterns, learning theory, motivational research, and other psychological and sociological variables which increase the student's understanding of the consumer. Prerequisites: 50-209, 50-221.

**50-431/50-432: DATA PROCESSING I — II (3/3) (formerly 54-431/54-432)**

Introduction to planning and programming in applying data processing equipment to simple clerical problems. Emphasis on coding, panel wiring, and scheduling work flow. IBM system used.

**50-442: PERSONNEL MANAGEMENT (3)**

Introduces the student to fundamental theory and practices relating to human resources of management.

**50-443: ORGANIZATIONAL BEHAVIOR (3)**

Emphasis on development of students' understanding and knowledge of organizational behavior and human performance in the organizational setting. Instruction directed toward organizational behavior as a necessary ingredient of managerial effectiveness and understanding of the major theoretical and methodological approaches to studying behavior in organizations. Prerequisites: 50-209 and permission of instructor.

**50-444: MARKETING MANAGEMENT (3)**

The marketing function and its relationship to the total business organization and its environment. Emphasis is placed upon the design of total marketing strategies and systems. Prerequisites: 50-209, 50-221.

**50-445: CORPORATE FINANCE (3)**

Principles of financial management. Analysis of the demand for funds, internal and external supplies of funds, and their costs to the firm. Prerequisites: 50-106, 54-315.

**50-450: INTRODUCTION TO MARKETING RESEARCH (3)**

Introduces principles and practices of marketing research with particular emphasis on basic methods and techniques; sources, collection and interpretation of data; questionnaire design; processing, presentation and application of data and the relationship of marketing research to behavioral science and marketing management. Prerequisite: 50-221.

**50-465: BUSINESS RESEARCH AND REPORT WRITING (3)**

Comprehensive techniques of business reporting which includes surveying markets, summarizing findings, writing analytical and informative reports. Prerequisite: 50-307.

**50-475: BUSINESS POLICY (3)**

Investigation of sound business strategies and policies. Integration of the various functional and other areas of the business firm.

## ACCOUNTING

### **54-215/54-216: ELEMENTARY ACCOUNTING I — II (3/3)** **(formerly 54-315/54-316)**

Principles of accounts, theory of debits and credits; techniques of special journals and ledgers, their operations and periodic adjustments thereto; preparation of financial statements; accounting treatments of various kinds of commercial paper. Functions of accounting as a managerial tool. Emphasis on problem-solving, including practice sets covering proprietorship and elementary corporation accounting.

### **54-315: INTERMEDIATE ACCOUNTING I (3) (formerly 54-415)**

A study of the items that comprise financial statements, with major attention to theory and procedures involved in recording, reporting, and interpreting working capital items. Prerequisites: 54-215/54-216.

### **54-316: INTERMEDIATE ACCOUNTING II (3) (formerly 54-416)**

A continuation of the study of the items which comprise financial statements, with major attention to procedures involved in recording, reporting and interpreting non-current items. Special attention to accounting for stockholders' equity to ratio and measurements, and to error analysis and corrections. Prerequisite: 54-315.

### **54-425: COST ACCOUNTING (3)**

Deals with process and special order cost systems, pointing out the relationship between cost and financial accounting. Also deals with treatment of direct and indirect charges and departmentalization of plan accounts. Prerequisite: 54-315.

### **54-428: AUDITING (3)**

Principles and practices used by public accountants and internal auditors in examining financial statements and supporting data. Prerequisite: 54-316.

### **54-435: FEDERAL INCOME TAXATION (3)**

Introduction to federal taxes on income, preparation of income tax returns for individuals, statutory concepts of income, capital gains and losses, basis of property sold, tax-free exchange deductible expenses, interest, contributions, depreciations, bad debts and losses, withholding method of minimizing taxes. Prerequisite: 54-216.

### **54-447: ADVANCED ACCOUNTING (3)**

A study of the special phase of accounting; installment sales, consignments, and branch accounts. Special emphasis given to consolidated balance sheets and income statements, embracing wholly and partly owned subsidiaries, major and minor holding companies, and intercompany profits on inventories and fixed assets. Prerequisite: 54-316.

### **54-448: MANAGERIAL ACCOUNTING (3)**

Uses of accounting data in decision-making and control including cash and cost flow; statement and break-even analysis; operational and capital budgeting and price level changes.

**54-449: ACCOUNTING THEORY (3)**

Accounting theory as related to financial concepts and principles is traced through its historical development, and prevailing theories of accounting are analyzed, including such major issues as income determination, asset valuation, price level changes and other reporting problems.

**54-450: ACCOUNTING SYSTEMS (3)**

Fundamentals of design and installation of records and procedures, including survey techniques, accounts classification, codes and statements. Consideration given to manual and machine methods of large and small business concerns.

**ECONOMICS**

**55-201/55-202: PRINCIPLES OF ECONOMICS I — II (3/3)**  
**(formerly 55-301/55-302)**

Introductory study of the economic relationship and institutions in our society. The theory of the firm, concepts underlying supply and demand, analysis of distribution and the different market models in a free enterprise economy will be studied.

**55-308: LABOR PROBLEMS (3)**

Study of labor history in America, the process of collective bargaining; laws pertaining to labor-management relations, and factors affecting wage and employment determination. Prerequisite: 55-202.

**55-310: HISTORY OF ECONOMIC THOUGHT (3)**

A review of the development of economic thought, tools of analysis and socio-economic conditions which influence this development. Prerequisite: 55-202.

**55-325: CURRENT ECONOMIC PROBLEMS (3)**

Study of domestic and international economic problems and the proposed solutions. Problems such as employment, inflation, poverty, the gold flow, and farm problems are analyzed. Prerequisite: 55-202.

**55-408: COMPARATIVE ECONOMIC SYSTEMS (3)**

Forms of economic organization. Economic policies and objectives of capitalism, socialism, communism, and fascism. Application of theories to practices. Prerequisite: 55-202.

**54-415: BASIC ECONOMIC STATISTICS (3) (formerly 50-215)**

Statistical methods including measures of central tendency, measures of dispersion, and sampling.

**55-419: INTERNATIONAL ECONOMICS (3)**

Analysis of the flow of goods and services between countries and financial aspects of international trade. Includes benefits from trade, restraint of trade, terms of trade, financing trade, the balance of trade, and the balance of payments analysis.

**55-478: INTERMEDIATE ECONOMIC ANALYSIS (3)**

Development of methods in economic analysis and application of these

methods to problems of price and production under conditions of competition, monopoly, and monopolistic or imperfect competition. Prerequisite: 55-202.

**55-480: MACROECONOMIC THEORY (3)**  
**(formerly National Income Analysis)**

A study of the determinants of income, employment, and interest rates with emphasis on governmental policy to stabilize economic conditions. Prerequisite: 55-201.

## **DEPARTMENT OF EDUCATION AND PSYCHOLOGY**

The Department of Education and Psychology seeks to carry out all of the purposes and objectives stated in the philosophy of education at Elizabeth City State University. It is particularly dedicated to the University's purpose of seeking to provide "the thorough preparation of teachers" or "the preparation of its students as well-trained and professional teachers and workers." The Department of Education and Psychology endeavors to achieve this particular purpose through its curricular offerings which are concerned with the following:

1. The Program in Early Childhood Education (grades K-3)
2. The Program in Intermediate Education (grades 4-9)
3. The Program in Reading (Elementary Schools) (Prospective majors should contact the Department Chairman for program content)
4. The Psychology Minor
5. Courses which satisfy the professional education requirements of secondary education programs
6. Courses which satisfy the requirements of three K-12 programs (Art, Music, Physical Education and Health)
7. Electives and workshops, which provide enrichment for the University's teacher education program, non-teaching majors, and professional growth opportunities for in-service teachers.

The Department of Education and Psychology offers three majors leading to the Bachelor of Science in Education degree: Early Childhood Education (K-3), Intermediate Education (4-9), and Reading in Elementary Schools. These programs will serve to provide the academic preparation for students who wish to apply for the North Carolina Department of Public Instruction teaching certificates in these fields.

The Department of Education and Psychology also offers professional education courses to satisfy the requirements for all teaching majors. Courses in education and psychology may be elected by

students in the various disciplines for academic enrichment. Several courses are offered which are especially designed for in-service teachers for professional growth and certificate renewal.

### **Early Childhood Education**

The Department offers professional education courses needed by students desiring to major in Early Childhood Education, enabling them to teach kindergarten through third grade. Courses offered by the various disciplines will satisfy degree program requirements and some may be selected for academic and cultural enrichment. Several departmental courses offered are especially designed for in-service teachers for professional growth and certificate renewal.

### **Intermediate Education**

The Department offers professional education courses needed by students desiring to major in Intermediate Education, enabling them to teach fourth through ninth grades. Intermediate Education majors are required to choose two areas of concentration, at least one of which must be academic. The areas of concentration and minimum semester hours required for each are indicated under description of major.

### **University Laboratory School**

The University Laboratory School was originated in 1959 as a Nursery school and remained as such until the Kindergarten was added in 1969.

The University Laboratory School seeks to fulfill a dual purpose: to serve the best interests of children enrolled in the Nursery School and Kindergarten and provide University students with meaningful laboratory experiences in conjunction with major curricula.

### **The Media Education Program**

The Bachelor of Science in Education (Intermediate) with Media Education as an area of concentration is offered by the University through the Department of Education and Psychology.

The Media Education Program is designed for (1) students preparing for positions as Associate Media Coordinators in elementary and secondary schools; (2) teachers and prospective teachers who wish to become better acquainted with books and other instructional materials suitable for use with children and young adults; (3) school administrators who wish to explore the place of the media center in the instructional program, and (4) prospective candidates

for graduate library school and graduate programs in Media Education.

Subject majors may elect media education as a minor, teaching or non-teaching, with the approval of their department chairman.

### The Reading Program

The Reading Program, aside from training in this area, is designed to help elementary and secondary graduates teach more effectively in their classrooms. In-service teachers who wish to upgrade their certification may avail themselves of the Program.

### Psychology Minor

The Department of Education and Psychology offers a psychology minor for secondary majors. The completion of 21 semester hours is required.

#### MAJOR

##### B.S. Ed. in Early Childhood Education (Grades K-3)

A. General Education Core .....	47 sem. hrs.
B. Major .....	33 sem. hrs.
Educ. 60-201, 60-331, 60-332, 60-419, 60-432; Psy. 61-212, 61-303 or 61-307, 61-309; Read. 63-311.	
C. Related Areas .....	25 sem. hrs.
Soc. Sci. 42-201 or 42-204, 43-301; Eng. 20-391; Art 70-225; Mus. 75-227,* 75-313; Phy. Ed. 81-364; Health 80-370, Art and/or Music (three semester hours)	
D. Electives .....	19 sem. hrs.
Total Required for Degree .....	124 sem. hrs.

#### MAJOR

##### B.S. Ed. in Intermediate Education (Grades 4-9)

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Educ. 60-201, 60-335, 60-410, 60-438; Psy. 61-212, 61-304 or 61-307, 61-309; Read. 63-315.	
C. Related Areas .....	16 sem. hrs.
Eng. 20-319; Art 70-225; Mus. 75-227*, 75-314; Phy. Ed. 81-365; Health 80-371.	
D. Electives .....	31 sem. hrs.
(to be used in completion of two (2) concen-	

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\*May be waived with approval of Music Department

trations, at least one of which must be academic.)

The specific requirements for concentrations are listed in the Department which offers the concentration. Selections should be made from the following:

Art .....	13 sem. hrs.
**Black Studies .....	18 sem. hrs.
Dramatic Arts .....	15 sem. hrs.
**Ecology .....	15 sem. hrs.
**English .....	12 sem. hrs.
**Environmental Education .....	18 sem. hrs.
**General Science .....	17 sem. hrs.
**Mathematics .....	15 sem. hrs.
Media Education .....	16 sem. hrs.
Music .....	15 sem. hrs.
Reading .....	18 sem. hrs.
**Social Studies .....	18 sem. hrs.
**Special Education .....	18 sem. hrs.
**Speech Pathology & Audiology .....	21 sem. hrs.
Total Required for Degree .....	124 sem. hrs.

#### MINORS

##### **Psychology**

Required Courses:

Psych. 61-212, 61-213, 61-307 or 61-308, 61-312, 61-409.

Psychology Electives — 6 hours.

Total Required for Minor ..... 21 sem. hrs.

##### **Media Education**

Required Courses:

Educ. 62-301, 62-302, 62-327, 62-400, 62-401, 62-402,  
62-403, 62-494.

(a student may substitute student teaching in a subject field for 62-494)

Total Required for Minor ..... 21 sem. hrs.

Total Required for Certification ..... 25 sem. hrs.

#### CONCENTRATIONS

##### **Media Education for Intermediate Education Majors**

Required Courses:

Educ. 62-301, 62-302, 62-400, 62-401, 62-402, 62-403.

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\*\*Academic Concentration

Total Required for Concentration ..... 16 sem. hrs.

**Reading Education for Intermediate Education Majors**

Required Courses:

Read. 63-201, 63-205, 63-301, 63-311 or 63-315, 63-460,  
three hours electives.

Total Required for Concentration ..... 18 sem. hrs.

**Special Education for Intermediate Education Majors**

Required Courses:

Psy. 61-315, 61-319, 61-431, 61-485.

Restricted electives: (6 semester hours)  
(consent of department chairman)

Total Required for Concentration ..... 18 sem. hrs.

**COURSE DESCRIPTIONS**

**EDUCATION**

**60-000: EDUCATION LABORATORY (0)**

Opportunities for enrichment of learning experiences related to education.

**60-201: FOUNDATIONS OF EDUCATION (3)**

Survey of the historical, philosophical, sociological, and psychological foundations of American education. Emphasis upon teaching as a profession. Required for teaching majors.

**60-313: SECONDARY SCHOOL (3)**

Study of historical, philosophical, sociological, and cultural developments in American secondary education, which includes a study of secondary school curricula, organization, and administration. Also, a study of individuals, commissions and councils, legislative and judicial proceedings which influenced the development of secondary education.

**60-331: FOUNDATIONS OF EARLY CHILDHOOD EDUCATION (K-3) (3)**

Introduction to the field of early childhood education, with emphasis upon physical, mental, social and emotional development of the child in kindergarten and primary grades. (1st semester). Prerequisites: 60-201, 61-212.

**60-332: CURRICULUM AND ACTIVITIES OF EARLY CHILDHOOD EDUCATION (K-3) (3)**

Broad view of content, scope, and sequence of early childhood education programs in the area of academic and social development. (2nd semester). Prerequisites: 60-201, 61-212.

**60-335: FOUNDATIONS OF INTERMEDIATE EDUCATION (3)**

A study of the historical, social and cultural influences upon the development of the concept of intermediate education and its organization, administration and curriculum in American schools. The study includes the nature of students generally enrolled in grades 4-9 and learning theories as applied to their education. Prerequisites: 60-201, 61-212.

**60-409: PHILOSOPHY IN EDUCATION (3)**

Critical analysis of historical and current philosophies of education, with emphasis upon implications for solutions to current educational problems. Prerequisites: 60-201, 61-212.

**60-410: THE INTERMEDIATE SCHOOL: METHODS, MATERIALS, AND OBSERVATIONS (4-9) (6)**

Integrated methods course designed to meet developmental needs of youth in various subject fields to be found in curriculum of intermediate school. Objectives, principles, practices of instruction; classroom techniques and procedures; selection and use of instruments for evaluating achievement and measuring growth. Study of traditional and new techniques and innovations, including unit planning, team teaching, and non-graded arrangements. Directed laboratory experiences in public schools. Prerequisite: 60-335.

**60-411: METHODS AND MATERIALS IN TEACHING BUSINESS SUBJECTS (3) (formerly 50-411)**

Objectives, materials and methods of teaching business subjects in secondary schools. Emphasis on lesson planning, new classroom procedures and techniques, classroom management and tests. Use of audiovisual aids and professional laboratory experiences in high schools. Prerequisite: All required professional education courses completed with a minimum grade of "C" in each.

**60-413: OBSERVATION AND SUPERVISED TEACHING IN THE SECONDARY SCHOOL (6)**

A complete practicum experience which gives the secondary education major the opportunity to teach in actual classroom situations under supervision, in approved high schools in North Carolina and elsewhere. Prerequisite: consent of the Department Chairman.

**60-417: METHODS AND MATERIALS OF TEACHING THE SOCIAL SCIENCES IN SECONDARY SCHOOL (3) (formerly 60-317)**

Study of techniques and materials in teaching social sciences in the contemporary secondary school. Evaluation of traditional and newer practices. Directed laboratory experiences in the public schools. Prerequisites: 60-201, 61-212.

**60-418: METHODS OF TEACHING PHYSICAL SCIENCE (3)**

Designed to assist students in developing some fundamental concepts, techniques, and skills in teaching chemistry and physics at the secondary and junior college levels. At the completion of the course students will have had a chance to functionally examine and utilize a variety of approaches in teaching Chemistry and Physics from both philosophical and psychological viewpoints. Major emphasis focused on helping prospective teachers and in-service teachers to develop techniques and skills for involving students in every phase of the learning process. Prerequisite: consent of the Department Chairman.

**60-419: METHODS, MATERIALS, RESOURCES, AND OBSERVATIONS  
IN EARLY CHILDHOOD EDUCATION (6)**

Integrated methods course designed to meet developmental needs of children during early school years (K-3). Objectives, principles, and practices of instruction; classroom techniques and procedures, selection and use of tools, construction and use of instruments for evaluating achievement and measuring growth. Practice in use of school system and community resources. Training in traditional and new techniques and innovations, including team teaching and non-graded arrangements. Directed experiences in University Laboratory School and public schools. Prerequisite: consent of the Department Chairman.

**60-421: METHODS AND MATERIALS OF TEACHING BIOLOGICAL  
SCIENCE IN THE SECONDARY SCHOOLS (3) (formerly 60-319,  
Methods of Teaching Science in the Secondary Schools)**

Principles and problems of selection, organization, and presentation of subject matter. Use of supplies, equipment, and sensory aids in laboratory procedures and management in teaching biological science. Directed laboratory experiences in the public schools. Prerequisites: 60-201, 61-212.

**60-423: OBSERVATION AND SUPERVISED TEACHING IN ART, MUSIC,  
AND PHYSICAL EDUCATION AND HEALTH (K-12) (6)**

A complete practicum experience which gives the art, music, or physical education and health major the opportunity to teach in actual classroom situations in grades K-12, under supervision, in the public schools of North Carolina and elsewhere. Prerequisite: consent of the Department Chairman.

**60-424: CURRICULUM AND TEACHING METHODS OF ART IN THE  
ELEMENTARY SCHOOL (3) (formerly 70-360)**

Centers on understanding of the relationship of art to the elementary school curriculum and various means of correlating such facets of development. Concentration accorded to art education programming, methodology, philosophical trends, technical approaches; basic principles of art education and application to elementary education. Attention also given to practical observation and some practice teaching in area elementary schools at all levels. Prerequisite: consent of the Department Chairman.

**60-425: CURRICULUM AND TEACHING METHODS OF ART IN THE  
SECONDARY SCHOOL (3) (formerly 70-361)**

Emphasizes realization of awareness of the inherent relationship of the secondary school curriculum and the broad realm of the arts, and the expansive possibilities of correlating such phases of development. Enlightenment provided in art education programming, methodology, philosophical ideologies, technical means, theoretical principles of art education and correlation with secondary education. Consideration also accorded to practical observation and some practice teaching in area secondary schools at all levels. Prerequisite: consent of the Department Chairman.

**60-426: READING METHODS AND MATERIALS FOR TEACHERS OF LANGUAGE ARTS/ENGLISH IN THE SECONDARY SCHOOL (3) (formerly 60-324/60-326)**

Reading concepts, skills, activities, materials, aids, techniques and innovations studied in context of secondary school English/language arts program with special concern for adolescent learners and their needs. Observation and participation required in the departmental Language Arts Reading Program (to include assisting in the Reading Laboratory and the Testing Program) and reading and English programs in local high schools. Prerequisite: consent of the Department Chairman.

**60-427: METHODS AND MATERIALS FOR TEACHING LANGUAGE ARTS/ENGLISH IN THE SECONDARY SCHOOL (3) (formerly 60-325/60-327).**

The nature of language arts, their integration in a language arts/English program and implications for the adolescent learner are highlighted as the framework for the study of methods, materials, concepts, activities and innovations in the teaching of listening, speaking, writing and literature. Emphasis on the unit approach, the laboratory method and the service responsibility of the language arts/English teacher (to include dramatics and school publications). Observation and participatory experiences in the departmental Language Arts Learning Center and in local high schools are required. Prerequisite: consent of the Department Chairman.

**60-428: MUSIC IN THE ELEMENTARY SCHOOL (3) (formerly 75-351)**

Foundations and principles of music in the elementary school. Methods and materials for teaching music presented through units of study for grades K-6. Laboratory experiences in the public school are emphasized. Prerequisite: 75-102 or consent of instructor.

**60-429: MUSIC IN THE SECONDARY SCHOOL (3) (formerly 75-352)**

Study of music foundations, principles, methods and materials for teaching music in the junior and senior high schools. Emphasis on the music curriculum, appreciation and general music classes and other electives. Observation experiences provided. Prerequisite: 60-428 or consent of instructor.

**60-432: OBSERVATION AND SUPERVISED TEACHING IN EARLY CHILDHOOD EDUCATION (K-3) (6)**

A complete practicum experience which gives the student the opportunity to teach young children in actual classroom situations, under supervision, in approved elementary schools of North Carolina and elsewhere. Prerequisite: consent of the Department Chairman.

**60-438: OBSERVATION AND SUPERVISED TEACHING IN INTER-MEDIATE SCHOOL (4-9) (6)**

A complete practicum experience which gives the student the opportunity to teach under supervision in actual classroom situations in approved intermediate schools of North Carolina and elsewhere. Prerequisite: consent of the Department Chairman.

**60-439: METHODS AND MATERIALS OF TEACHING MATHEMATICS IN THE SECONDARY SCHOOL (3) (formerly 60-339)**

Systematic coverage of objectives, methods, and materials in teaching mathematics at the secondary school level as applicable to both traditional and modern programs. Directed laboratory experiences in the public schools. Prerequisite: consent of the Department Chairman.

**60-449: METHODS OF TEACHING INDUSTRIAL SUBJECTS (3)**

Methods and techniques of teaching industrial subjects including demonstrations, presentation of related materials, job analysis, lesson planning, course construction, testing, evaluation, and individualized instruction. Prerequisite: consent of the Department Chairman.

**60-474: METHODS OF TEACHING PHYSICAL EDUCATION (3) (formerly 81-474)**

A prerequisite to student teaching in physical education, requiring all students to pass this course with a minimum average of "C". The objective is to provide the student with an understanding of the methods and techniques necessary to effectively teach physical education. Prerequisite: consent of the Department Chairman.

**60-499: PROBLEMS IN EDUCATION (1-3)**

For selected Seniors who can benefit from independent study and research relating to problems in professional education. Prerequisite: 60-201.

## **PSYCHOLOGY**

**61-000: PSYCHOLOGY LABORATORY (0)**

Opportunities for enrichment of learning experiences related to psychology.

**61-212: GENERAL PSYCHOLOGY (3)**

Introductory course. Understanding the scientific method and its application to study of basic concepts of human behavior. Topics include motivation, emotions, sensory processes, perception, thinking, learning, and personality.

**61-213: SCIENTIFIC METHOD IN PSYCHOLOGY (3)**

Studies scientific methods and techniques, psychological investigation and the basic concepts of behavioral statistics, and their application in behavior analysis and experimentation. Prerequisite: 61-212.

**61-303: PSYCHOLOGY OF EARLY CHILDHOOD DEVELOPMENT (3)**

Intensive study of growth and development of young children, factors influencing physical, mental, social, and emotional development; techniques of guiding young children. Directed experiences in University Laboratory School. For students preparing to work with children in nursery schools, kindergartens, and first three grades. Prerequisite: 61-212.

**61-304: PSYCHOLOGY OF PRE-ADOLESCENT AND EARLY ADOLESCENT DEVELOPMENT (3)**

Study of physical, mental, social, and emotional growth and development during pre-adolescence and early adolescence. Emphasis upon problems

of social and educational adjustment. For students preparing to teach in intermediate schools. Prerequisite: 61-212.

**61-307: PSYCHOLOGY OF CHILD DEVELOPMENT (3)**

Process of psychological development from conception to adolescence; factors influencing development; modification of behavior in the course of maturation and learning. Prerequisite: 61-212.

**61-308: PSYCHOLOGY OF ADOLESCENT DEVELOPMENT (3)**

Objective study of physical, mental, social and emotional development of the adolescent. Factors influencing adolescent socialization; major adjustment problems of adolescence. Prerequisite: 61-212.

**61-309: EDUCATIONAL PSYCHOLOGY (3)**

Application of psychological principles and concepts to the teaching and learning process. Acquaints students with general theories of behavior. Contemporary theories of learning; their implications for education. Emphasis on motivation, attitudes, skills, and ideas. Assessment of readiness; evaluation of progress. Prerequisite: 61-212.

**61-310: PSYCHOLOGY OF LEARNING (3)**

A study of fundamental concepts, principles, and conditions of animal and human learning and related experimental evidence. Provides a general framework for understanding what learning is and how it takes place. Current theories and issues are examined. Some laboratory experiences provided. Prerequisite: 61-213.

**61-311: PSYCHOLOGICAL TESTS AND MEASUREMENTS (3)**

Surveys the field of psychological tests with attention to the measures of intelligence, aptitude, personality, and interest. Test construction, validation, and standardization considered. Laboratory experiences include the administration, scoring, and interpretation of tests and the use of test results. Prerequisite: 61-213.

**61-312: PSYCHOLOGY OF PERSONALITY (3)**

A study of the basic facts concerning the structure, organization, and adjustment mechanism of personality. Examines the development of the normal personality with emphasis on the principal factors controlling human behavior. Historical and contemporary theories are considered. Prerequisite: 61-213.

**61-313: PHYSIOLOGICAL PSYCHOLOGY (3)**

A study of the anatomical and physiological bases of behavior. Emphasis on the function of the nervous, sensory, motor, and endocrine systems in motivation, emotion, perception, and learning. Prerequisites: 61-213, 10-141.

**61-315: INTRODUCTION TO EXCEPTIONAL CHILDREN (3)**

A study of various types of exceptionality. Attention to classification and characteristics, special programs and schools, role of community agencies and community attitudes. Prerequisite: 61-212.

**61-319: PSYCHOLOGY OF EXCEPTIONAL CHILDREN (3)**  
**(formerly 61-401)**

A study of psychological principles as applied to the child with special needs. Emphasizes needs and motivational levels of exceptional children, associates educational and psychological problems and management. Prerequisite: 61-212.

**61-406: PRINCIPLES OF GUIDANCE (3)**

Introductory course designed to give an overview of the organization, administration, and operation of guidance services in the elementary and secondary schools. Prerequisites: 60-201, 61-212.

**61-409: MENTAL HYGIENE (3)**

Introductory study of dynamics of human relationships in the home, school, and community. Special consideration of meaning of adjustment, frustration, and conflict. Emotional security and personality development. Implications for school administration, curriculum, teaching and counseling. Prerequisite: 61-309.

**61-410: INDUSTRIAL PSYCHOLOGY (3)**

Application of psychological principles to the internal structure and the problems of business and industry. Emphasis on a comprehensive treatment of management-labor relations; job analysis, job specifications, employee interaction, morale evaluation and improvement, and integrative industrial promotion through adaptive psychological procedures. Prerequisite: 61-212.

**61-420: COUNSELING PRINCIPLES AND PRACTICES (3)**

An interpretive introduction to current counseling theories and expanded treating practices. Students provided with a perceptual framework for implementing representative approaches in the various counseling settings. Emphasis on meeting counselee needs through maximizing personal and academic development through the counseling process. Prerequisite: 61-406.

**61-431: THE RETARDED CHILD (3)**

Examines nature and needs of intellectually retarded children. Identification procedures; curricular and instructional provisions; instructional techniques. Prerequisites: 60-201, 61-309, 61-319, or consent of instructor.

**61-432: THE GIFTED CHILD (3)**

Characteristics, identification, and motivation of academically superior and talented children. Emphasis on their special needs and adjustment problems. Effective approaches which can be used, both in the regular classroom and in isolated situations. Prerequisites: 60-201, 61-319 or consent of instructor.

**61-485: METHODS AND MATERIALS IN TEACHING EXCEPTIONAL CHILDREN (3)**

Integrated methods, materials, techniques of teaching exceptional children including regular and special classroom situations. Special attention to di-

rected observations. Prerequisites: 61-309, 61-315.

**61-490: SENIOR SEMINAR (3)**

Involves exploration of psychological concepts and issues through research projects. Individual reports of findings and defense of results required. Prerequisites: 60-201, 61-212, or consent of instructor.

## **MEDIA EDUCATION**

**62-101: UTILIZATION OF LIBRARY RESOURCES (1)**

Introduces Freshmen to the library and its resources. Basic research tools introduced and skills developed in the use of these research materials.

**62-301: INFORMATION SOURCES AND SERVICES (3)**

Types and functions of reference materials and services with emphasis on materials appropriate for the school media center; theory and purpose of bibliography as a form of access to information.

**62-302: SELECTION AND USE OF MEDIA (3)**

Study and evaluation of broad subject areas of printed, filmed, and recorded materials suitable for school media collections; principles of selection; aids to selection. Prerequisite: 62-301 or consent of instructor.

**62-327: READING GUIDANCE AND THE MEDIA PROGRAM (3)**

A study of user guidance for children and youth; reading patterns, interests, special groups, utilization of media; program development and evaluation.

**62-341: SELECTION AND USE OF CURRICULUM MATERIALS (1)**

Practical methods of selection and utilization of curriculum materials for the purpose of motivating learning in the school environment.

**62-400/62-401: ORGANIZATION OF MATERIALS AND INFORMATION  
(2/2)**

Principles of descriptive cataloging and classification, subject analysis and their application in relation to the Dewey Decimal Classification system for books and audio-visual media.

**62-402: MANAGEMENT OF THE SCHOOL MEDIA PROGRAM (3)**

A study of principles and practices of organization and administration in media programs. Included will be a study of the budget, records, reports, facilities, equipment, staff, standards and programs for maximum utilization of media.

**62-403: EDUCATIONAL MEDIA (3)**

Basic course which deals with the development of basic skills in the selection, production, utilization, evaluation and integration of audio-visual communication media in the teaching-learning process. Hardware and software emphasized. For students and in-service teachers.

**62-407: STORYTELLING (3)**

The fundamental principles and techniques of telling stories; the selection of suitable materials and equipment. Involves preparation and presentation of stories.

**62-494: MEDIA INTERNSHIP (1-6)**

Supervised practice in an approved school media center or library. Prerequisite: consent of the Department Chairman.

**62-495: PROBLEMS IN LIBRARY AND MEDIA SCIENCES (1-3)**

Individual and/or group study of specific problems in the library/media field for advanced undergraduate students of the Honors Program, in-service librarians/media coordinators and teachers.

**READING EDUCATION\***

**63-201: FOUNDATIONS OF READING (3)**

Introduction to reading, including an overview of the field, historical development, basic skills and instructional approaches.

**63-205: PSYCHOLOGY OF READING (3)**

Introduction to the psychological factors involved in reading and the reading process, motivation, and learning. Prerequisite: 63-201.

**63-206: ORAL COMMUNICATION TECHNIQUES (3)**

A study of the content of phonics and an introduction to phonemes, morphemes and graphemes as the direct approach to reading and recognition skills. Prerequisite: 63-201.

**63-301: THE READING PROGRAM IN ELEMENTARY SCHOOLS (3)**

Aspects of the elementary reading program from readiness to introductory diagnosis and remediation, including consideration of organization, curriculum, and materials. Prerequisite: 63-205.

**63-311: TEACHING READING IN EARLY CHILDHOOD EDUCATION (3)  
(formerly 63-310)**

Basic course in the teaching of reading as a developmental process in the early elementary grades. Attention given to readiness, techniques, materials evaluation, diagnoses, and prescriptive teaching. Laboratory experiences required.

**63-315: TEACHING READING IN THE INTERMEDIATE GRADES (3)  
(formerly 63-415)**

Basic course in the teaching of reading in grades 4-9 — techniques, materials evaluation, diagnosis, and prescriptive teaching. Laboratory experiences required.

**63-318: TEACHING READING IN THE SECONDARY SCHOOLS (3)  
(formerly 63-418)**

Techniques and materials important to the development of appropriate reading skills needed by high school students; consideration of the development of student reading interests.

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\*Prerequisites for courses through the 300 level are for students in Reading as a concentration or major. Other students may elect 200 and 300 level courses for their enrichment.

**63-460: CLASSROOM DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES (3) (formerly 63-425)**

Principles, methods and materials used in the identification and diagnosis of reading difficulties; prescriptive teaching to correct difficulties. Laboratory experiences required. Prerequisites: consent of instructor and Department Chairman.

**63-464: TECHNIQUES AND MATERIALS FOR IMPROVING READING IN THE ELEMENTARY GRADES (3)**

Development of motivational techniques and materials to improve and correct reading teaching and learning. Designed for Seniors and in-service teachers. Prerequisite: consent of the Department Chairman.

**63-465: READING PROBLEMS IN ELEMENTARY SCHOOLS (3)  
(formerly 63-465: Reading Problems in Public Schools)**

A case-study approach to teaching diagnostic and corrective techniques and materials effective in dealing with reading problems of elementary student. Designed for Seniors and in-service teachers. Prerequisites: consent of instructor and Department Chairman.

**63-482: LEARNING DISABILITIES OF CHILDREN (3)**

A survey course dealing with identification and diagnoses of reading-related problems of children and procedures for alleviating them. Prerequisites: consent of instructor and Department Chairman.

**63-489: OBSERVATION AND PARTICIPATION IN ELEMENTARY EDUCATION SETTINGS (3) (formerly 63-420)**

Directed observation of educational situations, techniques, and materials relating reading to the total learning experience. Practicum and seminar. Prerequisites: consent of instructor and Department Chairman.

**63-490: RESEARCH AND INDEPENDENT STUDY IN READING (3)**

A critical analysis of outstanding attempts to understand the nature of the reading process. Emphasis will be placed on comparison of current theories and their implications. Individual or group projects culminating in a research paper are required. Prerequisite: consent of the Department Chairman.

## **THE DEPARTMENT OF GEOSCIENCES**

Elizabeth City State University has modern curricula in Geology, Environmental Science and Environmental Education. Modern teaching facilities and new well-equipped laboratories have been made possible by a generous grant from the National Science Foundation. These laboratories are used for various aspects of geology and environmental science. Among equipment items are Atomic Absorption, Gas Chromatograph, Fluorimeter, Spectrophotometer, Bacteriological research equipment and collections of rocks, minerals and fossils for geological work. This Department has two

boats for various environmental and hydrological work in the nearby aquatic environments which include freshwater, marine and estuarine environments. The Department is also equipped with various audio-visual equipment.

The major in Geology leading to a Bachelor of Science is designed to prepare students to go directly into employment or into graduate school. There is also a minor in geology.

The Environment Science minor and concentrations have been established to support and strengthen majors in areas such as biology, social science, chemistry, physics, geology, industrial arts and other areas. These are taught as interdisciplinary studies with the emphasis on Man and Nature. This program offers students an opportunity to carry out studies within their special interest areas.

The Environmental Education concentration is an outgrowth of a critical shortage of teachers with background in environmental subjects in public schools. Students embark on a continuing learning experience with various courses involving educational methods and techniques and environmental science. Students develop their own modules and other teaching materials which they can use in their classroom teaching in public schools.

## MAJOR

### B.S. in Geology

A. General Education Core .....	47 sem. hrs.
B. Major .....	38 sem. hrs.
Geo. Sci. 35-142, 35-143, 35-241, 35-242, 35-331, 35-341, 35-342, 35-344, 35-440, 35-441, 35-442, 35-444.	
C. Related Areas .....	20 sem. hrs.
Chem. 30-101, 30-102; Biol. 10-141, 10-142; Ind. Arts 91-105, 91-106.	
D. Electives .....	21 sem. hrs.
Advanced courses in either Chemistry, Biol- ogy or Physical Science (6 to 8 hours); Non- Science electives (13 hours).	
Total Required for Degree .....	126 sem. hrs.

## MINORS

### Geology

The minor in Geology is open to all non-geology majors.

Required Courses:

Geo. Sci. 35-142, 35-143, 35-242, 35-331, 35-341,  
geology electives (3 sem. hrs.)

Total Required for Minor .....

19 sem. hrs.

## **Environmental Science**

Required Courses:

Geo. Sci. 34-101, 34-301, 34-314, 34-499,  
electives — 2 sem. hrs.

Total Required for Minor ..... 18 sem. hrs.

## **CONCENTRATION**

**Environmental Education** for Intermediate Education

Required Courses:

Env. Ed. 34-311, 34-312, 34-313, 34-314, Geol. 35-142.

Total Required ..... 18 sem. hrs.

## **DESCRIPTION OF COURSES**

### **ENVIRONMENTAL SCIENCE & ENVIRONMENTAL EDUCATION**

#### **34-101: GENERAL ENVIRONMENTAL SCIENCE (3)**

A critical examination of population, resources, and environment as they relate to the well being of man. Comprehensive analysis of environmental issues and evaluation of these issues in terms of present and future generations of the world.

#### **34-301: SEMINAR IN COMPUTER APPLICATION TO ENVIRONMENTAL PROBLEMS (3)**

The seminar will be oriented to student research. Each student or student group will investigate a problem which relates to the social, biological, or physical environment in the surrounding area and conduct quantitative analysis into the problem with the assistance of a computer.

#### **34-311: ENVIRONMENTAL EDUCATION, PHASE I (3)**

Academic inspection and self-development by the student under the guidance of the instructor. Foundations of environmental education. Survey of environmental information, particularly in terms of individual need. Use of audio-visual modules.

#### **34-312: ENVIRONMENTAL EDUCATION, PHASE II (3)**

Local inventory of the natural and social environment. Investigations and analytical procedures used in problem identification and solution. Students develop their own environmental education modules using various audio-visual techniques. Report of investigation and modules is required. Prerequisite: 34-101 or 34-311.

#### **34-313: ENVIRONMENTAL EDUCATION, PHASE III (3)**

Establishing goals and sharing knowledge with the community and public schools. Group analysis of environmental problems. Paraprofessional roles in in-service courses. Prerequisite: 34-312.

#### **34-314: ENVIRONMENTAL NATIONAL ENCOUNTER (6)**

A summer course designed to acquaint students with wide spectrum of environmental education concerning natural environments, technological problems, natural and man-made pollution, endangered species, life styles,

and other related areas. Course includes travel to various parts of the USA. Prerequisites: consent of instructor and Department Chairman.

**34-431: SEMINAR IN ENVIRONMENTAL SCIENCE (2)**

Group analysis of problems and issues which confront the environmentalist. It is expected that the seminar will be multidisciplinary and attended by instructors most concerned with the issues. Prerequisite: consent of instructor.

**34-499: RESEARCH IN ENVIRONMENTAL SCIENCE (4)**

The student must select a significant local environmental problem, design the investigation, research the problem in the field, in the library, and in the laboratory as called for, and submit a written report of investigation. Prerequisite: consent of instructor.

## **GEOLOGY**

**35-142: PHYSICAL GEOLOGY (4) (formerly 35-201)**

Introduction to the physical aspects of the earth and to the factors responsible for shaping the earth including internal and external forces. Laboratory includes techniques of identifying minerals, rocks, map interpretation, and field trips. Lecture, three hours; laboratory two hours.

**35-143: HISTORICAL GEOLOGY (4)**

Evolution and environmental significance of principal fossil, animal, and plant groups. Development of the earth's crust and an account of the physical and biological environments of the past. Lecture, three hours; laboratory, two hours. Prerequisite: 35-142.

**35-201: SANITARY ENGINEERING (3)**

Water as a resource; the physical, chemical and biological bases of pollution, quality control, and system design.

**35-241: STRATIGRAPHY AND SEDIMENTATION (3) (formerly 35-301)**

Analysis of sedimentary rocks and sedimentation, and interpretation in terms of depositional environments. The classification, description, geochemistry, and origin of sedimentary rocks. Lecture, two hours; laboratory, two hours. Prerequisite: 35-142.

**35-242: PALEONTOLOGY (3)**

Morphology and classification of major invertebrate groups of fossils and their use in correlation and identifying paleoclimates and paleogeography. Principles of paleontology and evolution. Lecture, two hours; laboratory, two hours. Prerequisite: 35-143.

**35-243: GEOMORPHOLOGY (3)**

Relationship of geology to rock types, structure as influenced by climate and dominant forces involved in erosion and transport with emphasis and recognition of various media of representation. Lecture, two hours; laboratory, two hours. Prerequisites: 35-142, 44-201.

**35-331: AERIAL PHOTO INTERPRETATION (2) (formerly 35-302)**

Methods and techniques used in gathering geological, environmental,

physical, and political information from aerial photographs. Laboratory, three hours. Prerequisite: 35-142.

**35-341: MINERALOGY (3) (formerly 35-303)**

Physical and chemical characteristics and crystal chemistry of minerals and their use and occurrence. Lecture, two hours; laboratory, two hours. Prerequisite: 35-142.

**35-342: OPTICAL MINERALOGY (3) (formerly 35-304)**

Identification of minerals with the polarizing microscope utilizing optical properties of minerals including index of refraction and birefringence; isotropic, uniaxial, and biaxial character. Lecture, two hours; laboratory, two hours. Prerequisite: 35-341.

**35-344: HYDROGEOLOGY (3) (formerly 35-144)**

Sources, occurrence, movement, quality and recovery of surface and sub-surface water. Field investigations of water reservoirs and rock properties which regulate flow of water. Prerequisite: 35-142.

**35-440: STRUCTURAL GEOLOGY (3) (formerly 35-403)**

Analysis of Earth's structure including folds, faults, joints, cleavage, and primary crustal structures. Structure of mountain systems and theories of mountain building and plate tectonics. Lecture, two hours; laboratory, two hours. Prerequisite: 35-143.

**35-441: PETROLOGY (4) (formerly 35-402)**

Fundamentals of rock classification and identification. Microscopic study of rocks in thin sections and evaluation of their mineral, structures, and textures in relation to their origin. Lecture, three hours; laboratory, two hours. Prerequisite: 35-342.

**35-442: ECONOMIC GEOLOGY (3) (formerly 35-404)**

The structure, mineralogy, and petrology of metal and non-metal ore deposits. Field methods of prospecting, evaluating, and recovering ore minerals and rocks. Lecture, three hours. Prerequisites: 35-341, 35-440.

**35-444: FIELD GEOLOGY (3) (formerly 35-401)**

The student will investigate an assigned area geologically and write a report on stratigraphy, structure, petrology and resources of that area including water. Prerequisites: 35-241, 35-440.

## **DEPARTMENT OF INDUSTRIAL ARTS AND TECHNOLOGY**

The Department of Industrial Arts and Technology offers courses leading to the Bachelor of Science Degree in Industrial Arts Education and Industrial Technology. Its objectives are (1) to prepare majors to teach industrial arts at the elementary and secondary levels, (2) to prepare non-teaching majors in industrial technology for gainful employment in government and/or industry, (3) to assist non-majors in the selection of elective courses, and (4) to provide a foundation for graduate study.

## Requirements for Admission to the Departmental Programs

Students who meet the University standards for admission and are admitted are eligible; however, it is desirable for students to have some industrial education background. Transfer students from other approved institutions, including junior colleges, may be admitted with advanced standing after having earned credits evaluated by the Admissions Office.

### MAJOR

#### B.S. in Industrial Arts Education

- |  |               |
|--|---------------|
| A. General Education Core .....  | 47 sem. hrs.  |
| B. Major .....   | 45 sem. hrs.  |
| Ind. Arts. 90-101, 90-236, 90-355, 90-450,<br>90-452; Ind. Tech. 91-102, 91-105, 91-106,<br>91-201, 91-202, 19-206, 91-301, 91-302,<br>91-350, 91-351, 91-352, 91-456. |               |
| C. Professional Education .....  | 24 sem. hrs.  |
| Educ. 60-201, 60-313, 60-413, 60-449;<br>Psy. 61-308, 61-309; Read. 63-318.  |               |
| D. Electives .....   | 12 sem. hrs.  |
| Total Required for Degree .....  | 128 sem. hrs. |

### MAJOR

#### B.S. in Industrial Technology

- |   |               |
|---|---------------|
| A. General Education Core .....   | 47 sem. hrs.  |
| B. Major .....  | 48 sem. hrs.  |
| Ind. Tech. 91-102, 91-105, 91-106, 91-150,<br>91-201, 91-205, 91-206, 91-301, 91-309,<br>91-350, 91-351, 91-352, 91-401, 91-402,<br>91-403, 91-453, 91-456, 91-460. |               |
| C. Related Areas .....  | 23 sem. hrs.  |
| Physics, Environmental Science, Computer<br>Science ..... (14 sem. hrs.)<br>Business ..... ( 9 sem. hrs.)   |               |
| D. Electives .....  | 10 sem. hrs.  |
| Total Required for Degree .....   | 128 sem. hrs. |

## COURSE DESCRIPTIONS

### INDUSTRIAL ARTS

#### 90-101: INTRODUCTION TO INDUSTRIAL ARTS (2)

A survey of the historical development and the philosophical background of industrial education.

**90-236: INDUSTRIAL ARTS DESIGN (3)**

A survey of activities involving the design of industrial products.

**90-237: INDUSTRIAL ARTS CRAFTS (3)**

Designed to develop vocational skills in various craft areas.

**90-300: GENERAL TECHNOLOGY (3)**

For non-majors. Basic concepts in comprehension of materials, fabrications, plastics, graphics, wood lamination, furniture, and an introduction to the use of basic industrial equipment.

**90-335: GRAPHIC ARTS TECHNOLOGY I (3) (formerly 90-355:  
Graphic Arts Communciation)**

Fundamentals of hand composition, lithography, block printings, silk screen process, photography, photo offset, planographic plate making, and photography finishings.

**90-356: GRAPHIC ARTS TECHNOLOGY II (3) (formerly 90-356:  
Graphic Arts Communication)**

A continuation of 90-355. Advanced study in graphic arts. Prerequisite: 90-355.

**90-360: INDUSTRIAL SAFETY (3)**

An evaluation, appraisal and analysis of safety performance, source and causes of accidents in an industrial environment. Content includes: plant housekeeping, materials handling, fundamentals of machine guarding, and promotion of safety practices.

**90-427: INDUSTRIAL ARTS FOR ELEMENTARY TEACHERS (3)**

Provides teachers and prospective teachers of grades K-6 with an awareness of the influence of technology upon everyday life; knowledge of technological development and processes; and the development of basic manipulative skills.

**90-428: CAREER EDUCATION FOR ELEMENTARY TEACHERS (3)**

Techniques and principles involved with teaching Career Education in elementary schools.

**90-450: INDUSTRIAL CERAMICS I (3)**

An introductory study of the ceramics industry involving design, methods, materials production and application.

**90-451: INDUSTRIAL CERAMICS II (3)**

A continuation of 90-450 with emphasis on advanced techniques. Prerequisite: 90-450.

**90-452: EXPERIMENTATION IN INDUSTRIAL MATERIALS (2)**

An examination of various aspects of exploring how materials are integrated for product development through research, marketing, manufacturing and engineering.

**90-454: LABORATORY PLANNING AND MANAGEMENT (3)**

A study of planning, equipping, laying out and managing industrial arts facilities.

**90-464: INDEPENDENT STUDY IN INDUSTRIAL ARTS (1-6) (formerly 90-464: Supervision and Administration in Industrial Arts Education Programs)**

Students will be able to broaden their experiences and obtain credit in various industrial arts content areas through individual assignments. Prerequisite: consent of Department Chairman.

## **INDUSTRIAL TECHNOLOGY**

**91-102: SERVICING INDUSTRIAL PRODUCTS (2) (formerly 90-102)**

Practical experiences in maintaining various types of tools and equipment. Activities include: inspection, disassembling and reassembling, repairing, sharpening, and alignment of industrial equipment.

**91-105: ENGINEERING GRAPHICS I (2) (formerly 90-105, Mechanical Drawing/Engineering Drafting)**

Major experiences in graphical representation of mechanical parts. Emphasis on the use of instruments, lettering, dimensioning, sketching and orthographic projection.

**91-106: ENGINEERING GRAPHICS II (2) (formerly 90-106, Mechanical Drawing/Engineering Drafting)**

Continuation of 91-105. Emphasis on detail drawing, map drawing, structural drawing of charts, graphs and diagrams. Prerequisite: 91-105.

**91-150: INTRODUCTION TO INDUSTRIAL TECHNOLOGY (2) (formerly 90-150)**

Introduction to role of the technologist in society. Content includes: a survey of strength of materials, production processes, principles of management, power systems and electronics used in industry.

**91-201: WOOD TECHNOLOGY I (3) (formerly 90-201)**

Basic study of materials, processes, occupations, and problems as related to the woodworking industry. Activities include: the use of hand tools, introduction to machine tools, construction, finishing and distribution.

**91-202: WOOD TECHNOLOGY II (3) (formerly 90-202)**

Continuation of 91-201. Emphasis on machine tool operation and advanced woodworking techniques.

**91-205: SHEET METAL DIE DESIGN (2) (formerly 90-205, Sheet Metal Drafting)**

A study of techniques and procedures for drawing sheet metal products with a major consideration given to the theory of cutting sheet metal. Emphasis on die design techniques and mathematical analysis of die components for producing sheet metal products. Prerequisite: 91-106.

**91-206: ARCHITECTURAL GRAPHICS (2)**

A study of the graphical techniques involved in the planning and designing of architectural structures.

**91-301: METALS TECHNOLOGY I (3) (formerly 90-301)**

Major experiences in metal work, including: art metal, forging, foundry, welding, ornamental ironwork, sheet metal, and metal spinning.

**91-302: METALS TECHNOLOGY II (3) (formerly 90-302)**

Study of major machine tools in industry dealing with the machining of ferrous and non-ferrous metals. Prerequisite: 91-301.

**91-307: PACKAGING TECHNOLOGY (3)**

A study of how products are enclosed for marketing and distribution.

**91-309: FLUIDS TECHNOLOGY (3)**

A study of the fundamental concepts of fluids power. Emphasis on fluid statics, energetics of steady flow, fluid dynamic application, dimensional analysis, open channel flow, compressible flow and fluidics.

**91-348: ADVANCED WOOD TECHNOLOGY (3) (formerly 90-348)**

Continuation of study of the woodwork industry. Emphasis on machine processes, mass production, advanced furniture design, layout, and construction. Prerequisite: 91-202.

**91-349: CONSTRUCTION TECHNOLOGY (3) (formerly 90-405)**

Fundamentals of general carpentry and building construction.

**91-350: POWER TECHNOLOGY I (3)**

A study of power as a prime mover of technology. Emphasis on the theory and application of internal combustion engines, steam engine principles, fluids, fluidics and pneumatics.

**91-351: POWER TECHNOLOGY II (3)**

A continuation of 91-350 with emphasis on advanced principles and application of mechanical energy. Prerequisite: 91-350.

**91-352: INTRODUCTION TO ELECTRICITY (3) (formerly 90-351)**

Fundamentals of electrical principles and techniques involved in direct and alternating current and their use in lighting, heating, static electricity, magnetism, voltaic cells, parallel and series circuits.

**91-353: INTRODUCTION TO ELECTRONICS (3) (formerly 90-352)**

Fundamentals of thermionic emission, power supplies, detectors, amplifiers, oscillators, and associated circuits applied to transistors and photoelectric cells. Prerequisite: 91-351.

**91-354: MOTION AND TIME ANALYSIS (3)**

A study of work measurement. Emphasis on the analysis and measurement of human time, machine time and various methods of performing a task.

**91-358: PRODUCTION ENGINEERING TECHNOLOGY (3)**

A study of how things are made under the restraints of cost, time, and specification. Content includes: nature of production, production processes, significance of material for manufacturing, function of tooling and principles of production machines. Prerequisites: 91-201, 91-302.

**91-401: INDUSTRIAL PLANT MANAGEMENT (3) (formerly 90-401)**

Designed to acquaint students with the spectrum of industrial management.

Content includes: organization, economics, optimum use of capital and management of operations.

**91-402: MECHANICS OF MATERIALS (2) (formerly 90-402)**

A study of techniques for determining stresses in beams, shafts, columns, combined stresses, tension, compression, shear, and torsion. Prerequisite: 32-110.

**91-403: MANUFACTURING PROCESSES (4) (formerly 90-403)**

A study of advanced machine tool operation with emphasis on numerical control, quality control, metallurgy, metrology and chemical milling. Prerequisite: 91-201, 91-301.

**91-453: INDUSTRIAL ELECTRONICS (3) (formerly 90-453)**

A study of the application and integration of circuitry used in control devices.

**91-455: SEMI-CONDUCTOR ELECTRONICS (3) (formerly 90-451)**

A study of transistor theory. Content includes: study of semi-conductor physics, zener diodes, silicone diodes, photo diodes, power transistors, plane transistors as these relate to circuits.

**91-456: MODERN INDUSTRY (3) (formerly 90-456)**

Emphasis on function, organization, materials, and mass production process.

**91-458: MACHINE TOOL TECHNOLOGY (4) (formerly 90-465)**

A study of advanced machine operations; major emphasis on tool and die making. Prerequisite: 91-403.

**91-460: TOOL DESIGN AND MANUFACTURING PROBLEMS (3)  
(formerly 90-470)**

Introduction to basic tool design. Major emphasis on the design of jigs and fixtures for the conversion of standard machines for mass production uses. Prerequisites: 91-106, 91-403.

**91-462: RESEARCH IN INDUSTRIAL TECHNOLOGY (1-6)**

Investigations in problems that face industrial technologies in the areas of machine design, servicing, production and management.

## **DEPARTMENT OF MATHEMATICAL SCIENCES**

The Department of Mathematical Sciences offers general education courses in modern basic mathematics, elementary functions and coordinate geometry, and introduction to programming. Students in Mathematics can select from two degree programs. One program prepares students for teaching mathematics at the secondary level; the second degree program prepares the students for employment in government or industry. Both programs provide the foundations for graduate study. The Department of Mathematical Sciences also offers a concentration in elementary mathematics for Intermediate Education majors.

## MAJOR

### B.S. in Mathematics (Teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	33 sem. hrs.
Math. 32-103, 32-111, 32-112, 32-113, 32-211, 32-212, 32-213, 32-214, 32-311; Comp. Sci. 33-101, 33-102.	
C. Professional Education .....	24 sem. hrs.
Educ. 60-201, 60-313, 60-413, 60-439; Psy. 61-308, 61-309; Read. 63-318.	
D. Related Areas .....	12 sem. hrs.
Biol. 10-142; Chem. 30-102; Physics 31-182.	
E. General Electives .....	11 sem. hrs.
Total Required for Degree .....	127 sem. hrs.

## MAJOR

### B.S. in Mathematics (Non-teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	39 sem. hrs.
Math. 32-103, 32-111, 32-112, 32-113, 32-211, 32-212, 32-213, 32-214, 32-311; Comp. Sci. 33-101, 33-102, 33-211, 33-212.	
C. Related Areas .....	12 sem. hrs.
Biol. 10-142; Chem. 30-102; Physics 31-182.	
D. General Electives .....	28 sem. hrs.
Total Required for Degree .....	126 sem. hrs.

## MINORS

**Mathematics** is open to all non-mathematics majors.

Required Courses:

Math. 32-103, 32-111, 32-112, 32-113, 32-211, 32-212,  
32-213.

Total Required for Minor .....

21 sem. hrs.

**Computer Science** is open to all majors.

Required Courses:

Comp. Sci. 33-101, 33-102, 33-211, 33-212, 33-311, 33-312.

Total Required for Minor .....

18 sem. hrs.

## CONCENTRATION

**Mathematics** for Intermediate Education Majors

Required Courses:

Math. 32-104, 32-105, 32-106, 32-107. Electives (3 sem. hrs.)

Total Required .....

15 sem. hrs.

## COURSE DESCRIPTIONS

### MATHEMATICS

#### **32-101/32-102: MODERN BASIC MATHEMATICS (3/3)**

Figurate numbers, balance statements and hidden equations, interpretation and application of coordinates, arrays, polynomials and finite differences, basic notation of sets and logic, base numeration, real number system, Cartesian coordinates in the plane, relations and functions, exponential and logarithmic functions, introduction to computers and their use in solving problems of mathematics, probability and statistics, elementary number theory, introduction to finite geometry, similarity, and trigonometry.

#### **32-103: ELEMENTARY FUNCTIONS AND COORDINATE GEOMETRY (3)**

Definition of function and algebra of functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric and inverse trigonometric functions, coordinate geometry.

#### **32-104/32-105: CONCEPTS OF ELEMENTARY MATHEMATICS (3/3) (formerly 32-231/32-232)**

Numerals and numbers, mathematical systems, mathematical reasoning and creativity, number systems, geometry, relations and functions.

#### **32-106: ALGEBRA FOR ELEMENTARY TEACHERS (3) (formerly 32-300)**

Basic ideas, structure of algebra, including equations and inequalities, positive and negative numbers, absolute values, graphing of truth sets for equations and inequalities, modular arithmetic, complex numbers, polynomials, functions.

#### **32-107: GEOMETRY FOR ELEMENTARY TEACHERS (3) (formerly 32-303)**

Experimental and informal geometry, including congruence, measurement, parallelism, similarity, and proof as taught within framework of modern concepts and terminology, introduction to trigonometry and coordinate geometry. Prerequisites: 32-101/32-102.

#### **32-110: TECHNICAL CALCULUS (3)**

Basic differential and integral calculus for the non-mathematics and science major. Prerequisite: 32-103.

#### **32-111/32-112/32-113: CALCULUS (3/3/3) (formerly 32-201/32-202/32-301)**

Differential and integral calculus of the elementary functions, techniques of one-variable calculus, limits, series, multi-variable calculus, differential equations. Prerequisite: 32-103 or advanced placement.

#### **32-211: LINEAR ALGEBRA (3) (formerly 32-313)**

Fundamental theory of finite dimensional vector spaces, matrices, and linear transformation. Prerequisite: 32-103.

#### **32-212/32-215: ABSTRACT ALGEBRA (3/3) (formerly 32-302/32-305)**

The real number system from an advanced point of view, abstract algebraic systems, mathematical induction, properties of polynomials, groups, rings, fields, and Galois theory. Prerequisite: 32-211.

**32-213/32-214: MODERN COLLEGE GEOMETRY (3/3) (formerly 32-304/32-306)**

Review of elementary Euclidean Geometry, theorems and processes of modern geometry, including the idea of convexity, separation of planes by lines and of space by planes, the postulate of Pasch and the theorems based on it, the metric apparatus, introduction to non-Euclidean geometry, construction with ruler and compass.

**32-301: BASIC STATISTICS (3) (formerly 32-400)**

Collection and handling of data, tables and graphs, measures of central tendency and variability, correlation, introduction to research design, and analysis of variance.

**32-311/32-312: PROBABILITY-STATISTICS (3/3) (formerly 32-401/32-402)**

Introduction to probability; miscellaneous problems involving random digits and 2x2 tables, statistics, frequency distributions and discrete probability density functions, normal probability density functions, the multinomial, chi-square, Poisson and hypergeometric distributions, inferences from sample means, estimation, regression, correlation, and Markov chains. Prerequisite: 32-111.

**32-410: METRIC SYSTEM (3) (formerly 32-410, Mathematics Seminar)**

The International System of Units — SI — emphasizing metric units of length, area, volume, mass, capacity, and temperature with applications.

**32-411: DIFFERENTIAL EQUATIONS (3) (formerly 32-403)**

Methods of solution of ordinary differential equations of the first order and of higher orders, emphasis on geometric and physical applications. Prerequisite: 32-113.

**32-412/32-413: ADVANCED CALCULUS (3/3) (formerly 32-404/32-405)**

Rigorous discussion of the notion of limit, continuity, properties of continuous functions, mean value theorems, Taylor's formula, Gamma, Beta, and Bessel functions, line, surface, and space integrals, Fourier's series. Prerequisite: 32-113.

## **COMPUTER SCIENCE**

**33-101/33-102: INTRODUCTION TO PROGRAMMING (3/3)**

Understanding algorithms, programs and computers, basic programming and program structure, programming and computer systems, debugging and verification of programs, data representation, organization and characteristics of computers. Computer solution of several numerical and non-numerical problems using one or more programming languages.

**33-211: MACHINE LANGUAGE PROGRAMMING (3)**

Brief historical background of computers and computer science. Machine language, instruction execution, addressing techniques and digital representation of data, computer systems organization, symbolic coding and assembly systems. Introduction to macros, program segmentation, linkage and programming techniques. Prerequisites: 33-101/33-102.

### **33-212: INTRODUCTION TO THE THEORY OF ALGORITHMIC LANGUAGES (3)**

Formal definition of programming languages including specification of syntax and semantics, simple statements including precedence, infix, prefix, and post-fix notation. Prerequisites: 33-101/33-102.

### **33-302: NUMERICAL METHODS (3)**

Introduction to numerical algorithms fundamental to scientific computation, including elementary discussion of error, solution of polynomial equations, and solution of systems of algebraic equations. Prerequisites: 33-101/33-102.

### **33-311: INTRODUCTION TO BOOLEAN ALGEBRA (3)**

Boolean algebra, symbolic logic as used in computer organization, switching circuits, arithmetic circuits, application of logic to problem solving. Prerequisites: 33-101/33-102.

### **33-312: COMPUTER ARCHITECTURE (3)**

A study of the logical construction of computers, including adders, storage units, control circuits, and display devices. Prerequisite: 33-311.

## **DEPARTMENT OF MODERN LANGUAGES**

The Department of Modern Languages provides all students with integrated experiences and learnings in the English language, literature, communications, speech, dramatics, and modern foreign languages. It seeks to achieve four major objectives: (1) to develop in all students proficiency in the language arts; (2) to assist all students in understanding and appreciating their own literary heritage and that of other peoples; (3) to prepare students who major in English to teach English in the secondary school, to pursue graduate studies in English, English Education, news media, speech or dramatic arts; (4) to prepare students for careers in news media, speech pathology, or dramatic arts.

The Department administers courses in English, Drama, News Media, Speech, and Modern foreign languages. It offers an English Teaching Major and an English Non-teaching major, with or without specialties in Dramatic Arts, News Media and Speech Pathology and Audiology. It offers a Minor in Speech and Drama and a Minor in French or Spanish for majors of any discipline, and also a Minor in English for majors in any discipline except English. Finally, it offers Intermediate Education majors concentrations in Dramatic Arts, English, and Speech Pathology and Audiology. (These concentrations are available to majors of other disciplines.)

The Department of Modern Languages offers a Honors Humanities Program which encompasses: (1) the Freshman Language Arts Honors Workshop; (2) the World Literature honor; and (3) the Junior-Senior Honors Project.

The Freshman Language Arts Honors Workshop includes two semester courses (20-111, 20-112; 4/4 semester hours) and is designed for students whose high school achievement record in English or SAT Verbal Score reflects high promise in the area of language arts. (Admission to these courses is invitational only.)

The World Literature Honors Seminar includes two semester courses (20-211, 20-212; 3/3 semester hours) and is designed for students whose performance at the freshman level in the Language Arts Honors Workshop courses or the Language Arts Workshop courses (20-101, 20-102) is outstanding. (Admission to these courses is invitational only.)

The Junior-Senior Honors Project (20-480; 3 semester hours) permits junior and senior English majors who are honor students and approved by the staff to engage in a creative or independent-study project. Project work may be conducted on or off campus.

The aim of each aspect of the Honors Program is enrichment rather than acceleration.

#### MAJOR

##### B.S. in English (Teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Eng. 20-227, 20-301, 20-302, 20-305, 20-306, 20-322, 20-327, 20-336, 20-425, 20-475.	
C. Professional Education .....	24 sem. hrs.
Educ. 60-201, 60-313, 60-413, 60-426, 60- 427; Psy. 61-308, 61-309.	
D. Related Areas .....	12 sem. hrs.
Six semester hours of two consecutive courses in French, Spanish, or German; three semester hours of free humanities electives; Speech 26-218.	
E. Electives .....	13 sem. hrs.
Six semester hours in other advanced Eng- lish, speech, dramatics or communications courses. Seven semester hours in free elec- tives.	
Total Required for Degree .....	126 sem. hrs.

#### MAJOR

##### B.A. in English (Non-teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	39 sem. hrs.
Eng. 20-227, 20-301, 20-302, 20-305, 20-306,	

20-322, 20-327, 20-336, 20-425, 20-427\*,  
20-430\*, 20-465, 20-475.

- |  |                 |
|--|-----------------|
| C. Related Areas .....   | 9 sem. hrs.     |
| Six semester hours of two consecutive semesters of French, Spanish, or German; three semester hours of humanities electives. |                 |
| D. Minor .....   | 21-12 sem. hrs. |
| (Minor as chosen by student with approval of Department Chairman)  |                 |
| E. Electives .....   | 9-18 sem. hrs.  |
| Total Required for Degree.....   | 125 sem. hrs.   |

#### MAJOR

##### B.S. in English (Teaching, Dramatic Arts)

- |  |               |
|--|---------------|
| A. General Education Core .....  | 47 sem. hrs.  |
| B. Major .....   | 30 sem. hrs.  |
| Eng. 20-227, 20-301, 20-302, 20-305, 20-306,<br>20-322, 20-327, 20-336, 20-425, 20-427.                        |               |
| C. Specialization .....  | 15 sem. hrs.  |
| Drama 25-320 (three semester hours*); 25-324; 25-325, two of the following courses:<br>25-326, 25-425, 25-427. |               |
| D. Professional Education .....  | 24 sem. hrs.  |
| Educ. 60-201, 60-313, 60-413, 60-426, 60-427; Psy. 61-308, 61-309.   |               |
| E. Related Areas .....   | 9 sem. hrs.   |
| Six semester hours of two consecutive courses in French, Spanish or German; Speech 26-218.                     |               |
| F. Electives .....   | 3 sem. hrs.   |
| Total Required for Degree .....  | 128 sem. hrs. |

#### MAJOR

##### B.A. in English (Non-teaching, Dramatic Arts)

- |   |              |
|---|--------------|
| A. General Education Core .....   | 47 sem. hrs. |
| B. Major .....  | 39 sem. hrs. |
| Eng. 20-227, 20-301, 20-302, 20-305, 20-306,<br>20-322, 20-327, 20-336, 20-425, 20-427*,<br>20-430*, 20-465*, 20-475. |              |
| C. Specialization .....   | 15 sem. hrs. |

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\*Substitutions of other advanced English, speech or communication courses are permitted.

Drama 25-320 (three semester hours\*); 25-324, 25-325, two of the following courses: 25-326, 25-425, 25-427.

- |   |               |
|---|---------------|
| D. Related Areas .....  | 9 sem. hrs.   |
| Six semester hours of two consecutive courses in French, Spanish, or German; Speech 26-218. |               |
| E. Electives .....  | 15 sem. hrs.  |
| Total Required for Degree .....   | 125 sem. hrs. |

**MAJOR**

**B.S. in English (Teaching, News Media)**

- |  |               |
|--|---------------|
| A. General Education Core .....  | 47 sem. hrs.  |
| B. Major .....   | 30 sem. hrs.  |
| Eng. 20-227, 20-301, 20-302, 20-305, 20-306, 20-322, 20-327, 20-336, 20-425, 20-475.       |               |
| C. Specialization .....  | 18 sem. hrs.  |
| News Media 27-349, 27-351, 27-352, 27-451, 27-499.   |               |
| D. Professional Education .....  | 24 sem. hrs.  |
| Educ. 60-201, 60-313, 60-413, 60-426, 60-427; Psy. 61-308, 61-309.                         |               |
| E. Related Areas .....   | 9 sem. hrs.   |
| Speech 26-218; six semester hours of two consecutive courses in French, Spanish or German. |               |
| F. Electives .....   | 2 sem. hrs.   |
| Total Required for Degree .....  | 130 sem. hrs. |

**MAJOR**

**B.A. in English (Non-teaching, News Media)**

- |  |              |
|--|--------------|
| A. General Education Core .....  | 47 sem. hrs. |
| B. Major .....   | 39 sem. hrs. |
| Eng. 20-227, 20-301, 20-302, 20-305, 20-306, 20-322, 20-327, 20-336, 20-425, 20-427, 20-430**, 20-465**, 20-475. |              |
| C. Specialization .....  | 18 sem. hrs. |

\*University Players Workshop, yielding one semester hour credit, must be taken for three semesters. All students concentrating in Dramatic Arts are expected to participate in the productions of the University Players.

\*\*Substitutions of other advanced English, Speech or communication courses are permitted.

News Media 27-349, 27-351, 27-352, 27-451,  
27-499.

- D. Related Areas ..... 9 sem. hrs.  
Speech 26-314; six semester hours of two  
consecutive courses in French, Spanish or  
German.
- E. Electives ..... 12 sem. hrs.
- Total Required for Degree ..... 125 sem. hrs.

#### MAJOR

##### B.A. in English (Non-teaching, Speech Pathology & Audiology)

- A. General Education Core ..... 47 sem. hrs.
- B. Major ..... 30 sem. hrs.  
Eng. 20-227, 20-301, 20-302, 20-305, 20-306,  
20-322, 20-327, 20-336, 20-425, 20-475.
- C. Specialization ..... 21 sem. hrs.  
Speech 26-319, 26-327, 26-329, 26-339, 26-  
457, 26-459.
- D. Related Areas ..... 12 sem. hrs.  
Educ. 60-427; Psy. 61-307, 61-308; (or sub-  
stitution from Biol. 10-202 or 10-207).
- E. Electives ..... 15 sem. hrs.
- Total Required for Degree ..... 125 sem. hrs.

#### MAJOR

##### B.S. in English (Teaching, Speech Pathology & Audiology)

- A. General Education Core ..... 47 sem. hrs.
- B. Major ..... 30 sem. hrs.  
Eng. 20-227, 20-301, 20-302, 20-305, 20-306,  
20-322, 20-327, 20-336, 20-425, 20-475.
- C. Specialization ..... 18 sem. hrs.  
Speech 26-319, 26-327, 26-329, 26-339, 26-  
457, 26-459 (3 sem. hrs.)
- D. Professional Education ..... 24 sem. hrs.  
Educ. 60-201, 60-313, 60-413, 60-426, 60-  
427; Psy. 61-308, 61-309.
- E. Related Areas ..... 9 sem. hrs.  
Six semester hours of two consecutive  
courses in French, Spanish or German;  
Speech 26-218.
- F. Electives ..... 3 sem. hrs.
- Total Required For Degree ..... 131 sem. hrs.

## MINORS

### English

Any combination of advanced English or communications courses (300- and 400- levels).

Total Required for Minor ..... 12 sem. hrs.

### Spanish/French

For a Spanish Minor, Span. 22-201/22-202, 22-301/22-302; for a French Minor, French 21-201/21-202, 21-301/21-302.

Total Required for Minor ..... 12 sem. hrs.

### Speech/Drama

Any combination of speech and drama courses (excluding Speech 26-117)

Total Required for Minor ..... 12 sem. hrs.

## CONCENTRATIONS

### English

Intermediate Education Majors

Six semester hours from any **two** of the following literature courses: Eng. 20-301, 20-302, 20-305, 20-306. Three semester hours from any one of the following grammar/language courses: Eng. 20-300, 20-322, 20-327. Three semester hours in any other advanced English course.

Total Required for Concentration ..... 12 sem. hrs.

### Speech Pathology & Audiology

Intermediate Education Majors

Speech 26-319, 26-327, 26-329, 26-339, 26-457, 26-459, or substitutions with approval of the Department Chairman.

Total Required for Concentration ..... 21 sem. hrs.

### Dramatic Arts

Intermediate Education Majors

Drama 25-320 (three semester hours\*), 25-324, 25-325, any two courses from the following: 25-326, 26-425; Eng. 20-425.

Total Required for Concentration ..... 15 sem. hrs.

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\*University Players Workshop, yielding one semester hour credit must be taken for three semesters. All students concentrating in Dramatic Arts are expected to participate in the productions of the University Players.

## COURSE DESCRIPTIONS

### ENGLISH

#### **20-101: LANGUAGE ARTS WORKSHOP (4)**

Integrated language arts learnings and experiences. Concept and skill instruction in listening, speaking, reading, writing, studying, and use of library, as well as varied opportunities for realistic application. Activities coordinated with Language Arts Learning Center.\*

#### **20-102: LANGUAGE ARTS WORKSHOP (4)**

Introduction to genres of literature, study and application of critical techniques and research procedures, development of standards of taste and judgment. Activities coordinated with Language Arts Learning Center.

#### **20-111: LANGUAGE ARTS HONORS WORKSHOP I (4)**

A special language arts program, for those Freshmen whose SAT scores are the highest in their class or whose demonstrated language proficiency is so pronounced that they are invited to enroll by the Department. Provides a humanities approach to Language Arts 20-101. Offers broad experiences through the use of audiovisual aids, special enrichment experiences, team teaching, and special projects.

#### **20-112: LANGUAGE ARTS HONORS WORKSHOP II (4)**

A continuation of 20-111. This program, like Language Arts 20-102, is an introduction to literature correlated with composition and the writing of a research paper and differs from Language Arts 20-102 primarily in the increased number of reading and writing experiences and in the enrichment activities involved.

#### **20-121: DEVELOPMENTAL READING (2)**

Designed to provide background in phonetic and structural analysis; emphasis on vocabulary improvement, comprehension and rate of reading. Individual and small group instruction.

#### **20-201/20-202: WORLD LITERATURE (3/3)**

Selected masterpieces of world literature read and discussed for their comments of life and the meaning of existence. Emphasis on genres and literary tempers (classicism, romanticism, realism). Students required to maintain satisfactory standards of written and spoken expression. Prerequisites: 20-101, 20-102.

#### **20-211/20-212: WORLD LITERATURE HONORS SEMINAR (3/3)**

Selected masterpieces of World Literature read and discussed. Emphasis on genres and literary tempers (classicism, romanticism and realism) and great themes in literature. Special opportunities for enrichment by special literary studies, in-depth research, independent study, creative writing, analytical thinking and oral reporting.

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\*A requirement for the completion of this course is the attainment of a satisfactory score on a standardized reading test selected by the Department.

**20-227: ADVANCED COMPOSITION (3)**

Principles and skills of composition are developed and understandings and competencies refined. Extensive practice in writing of various types of expository composition. Class discussion on and analysis of student writings and literary models. Prerequisites: 20-101, 20-102.

**20-300: TRADITIONAL GRAMMAR (3)**

Analysis of the sentence, its parts, functions, relationships. Intensive study of functional grammar. Prerequisites: 20-101, 20-102.

**20-301/20-302: ENGLISH LITERATURE (3/3)**

Survey course. Literature of England through study of major writers. Historical and cultural forces which influenced their art. First semester: Anglo-Saxon Period to 1784; second semester: 1784 to the present.

**20-305/20-306: AMERICAN LITERATURE (3/3)**

Survey course; literature of the United States. Continuity of historical and cultural forces as seen in works of major writers. First semester: Colonial Period through 1865; second semester: 1865 to the present.

**20-319: CHILDREN'S LITERATURE (3)**

Survey of world literature for children. Forms, content and techniques for teaching literature in the elementary school.

**20-322: ADVANCED ENGLISH GRAMMAR (3)**

A study of modern English descriptive grammar; analysis of current English usages and the points of conflict with older and more traditional practices.

**20-327: HISTORY OF THE ENGLISH LANGUAGE (3)**

English sounds, pronunciation, spelling, etymology, syntax, and usage considered through study of the history of the language.

**20-338: LITERATURE FOR ADOLESCENTS (3)**

Reading interests of adolescents. Understanding content and demonstrating effective techniques of teaching literature in the high school.

**20-399: CREATIVE WRITING (2)**

Laboratory course for students who have demonstrated some creative writing talent and wish to develop individual interests and creative capacities. Short story, poetry, the formal essay, and student writings read and criticized informally by members of the class. One hour weekly devoted to lecture, discussion, and critiques; two hours weekly, to laboratory work.

**20-425: SHAKESPEARE (3)**

Selected comedies, tragedies, and histories studied, with emphasis on dramatic techniques and Elizabethan stage. Prerequisites: 20-301/20-302.

**20-427: ENGLISH LITERATURE OF THE RENAISSANCE (3)**

Poetry, prose, and drama (exclusive of Shakespeare) of representative authors studied against background of historical and cultural forces shaping Renaissance thought. Prerequisites: 20-301/20-302.

**20-428: ENGLISH LITERATURE OF THE 18th CENTURY (3)**

Poetry and prose (exclusive of the novel) of the eighteenth century.

Emphasis on triumph and decline of Neo-classicism and approach of Romanticism, with review of historical and cultural forces affecting both tempers. Prerequisites: 20-301/20-302.

**20-429: ENGLISH LITERATURE OF THE 19th CENTURY (3)**

Study, in depth, of major writings of nineteenth century (exclusive of novel). Triumph of Romanticism and Victorian age studied against historical and social influences of the times. Prerequisites: 20-301/20-302.

**20-430: THE ENGLISH NOVEL (3)**

Development of novel as a genre studied, in form and style, from eighteenth century to the present. In-depth study of selected novels. Prerequisites: 20-301/20-302.

**20-458: BLACK WRITERS IN AMERICAN LITERATURE (3)**

A critical study of Black contributions to American Literature against a background of historical, sociological forces. Critical techniques to be applied, and relevancy to current challenges and needs stressed.

**20-465: CONTEMPORARY AMERICAN LITERATURE (3)**

Critical study of selected works by major writers of the latter part of the twentieth century.

**20-475: LITERARY CRITICISM (3)**

Critical positions and techniques of selected major critics studied; experience in application of principles and techniques of criticism to texts, representing major literary genres.

**20-479: STUDIES/RESEARCH IN LANGUAGE AND LITERATURE\*\* (1-3)**

Independent or small group study in selected areas of language or literature and culminating in an approved project or research paper. Topics taken from approved areas of English language or English, American or World Literature; research techniques applied. May be repeated up to six semester hours. Prerequisite: consent of the Department Chairman.

**20-480: JUNIOR-SENIOR HONORS PROJECTS (3)**

Junior and Senior English majors who are honor students may, with staff approval, engage in a creative independent-study project. Project work to be conducted on or off campus; project presentations to be made to the Department.

## FRENCH

**21-101/21-102: ELEMENTARY FRENCH (3/3)**

Fundamentals of grammar, pronunciation, and reading for vocabulary building; conversation. Laboratory practice required of all students.

**21-201/20-202: INTERMEDIATE FRENCH (3/3)**

Review of grammatical principles; development of reading, writing, and

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\*\*May be used as a substitution for certain required English courses at the discretion of the Chairman and based upon special needs and talents of students concerned.

conversational skills. Reading and interpretation of selected works; introduction to aspects of French culture. Laboratory practice required of all students. Prerequisites: 21-101/21-102 or advanced placement.

**21-301/21-302: SURVEY OF FRENCH LITERATURE\*\*\* (3/3)**

Great works of literature studied as representatives of French civilization and culture. Prerequisites: 21-201/21-202 or advanced placement.

## SPANISH

**22-101/22-102: ELEMENTARY SPANISH (3/3)**

Basic grammar, pronunciation, and reading for vocabulary building; conversation. Laboratory practice required of all students.

**22-201/22-202: INTERMEDIATE SPANISH (3/3)**

Review of grammatical principles; development of reading, writing, and conversational skills. Reading and interpretation of selected works; introduction to aspects of Spanish culture. Laboratory practice required of all students. Prerequisites: 22-101/22-102 or advanced placement.

**22-301/22-302: SURVEY OF SPANISH LITERATURE\*\*\* (3/3)**

Great works of literature studied as representatives of Spanish, Mexican or South American civilization and culture. Prerequisites: 22-201/22-202 or advanced placement.

## GERMAN

**23-101/23-102: ELEMENTARY GERMAN (on demand) (3/3)**

Basic grammar, pronunciation, and reading for vocabulary building; conversation. Laboratory practice required of all students.

**23-201/23-202: INTERMEDIATE GERMAN (on demand) (3/3)**

Review of grammatical principles; development of reading, writing, and conversational skills. Reading and interpretation of selected works; introduction to aspects of German culture. Laboratory practice required of all students. Prerequisites: 23-101/23-102 or advanced placement.

## DRAMA

**25-320: UNIVERSITY PLAYERS WORKSHOP (1)**

A combination laboratory and performance activity open to all students wishing to participate in the productions of the University Players. Elementary instruction in acting, scenery, costuming, makeup, lighting, arts and crafts of the theatre. Course materials vary each semester in accordance with the requirements of plays currently being produced. May be repeated

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\*\*\*Recommended for students who anticipate graduate studies requiring foreign language reading proficiency.

each semester, up to a total of 8 hours, for credit. Meets two nights per week for a minimum of four clock hours per week after a satisfactory rehearsal schedule has been arranged.

**25-324: INTRODUCTION TO DRAMATIC ARTS (3)**

Survey of all the arts and crafts of the theatre for the beginning student, with emphasis on acting and involvement. Course will culminate in the production of a play, in which all aspects of dramatics will be reflected.

**25-325: PLAY PRODUCTION I: ACTING AND DIRECTING (3)**

Fundamentals of stage movement for both the actor and director. Each student will have an opportunity to perform in several short scenes for presentation to members of the class and selected audiences in the Little Theatre. Students interested in directing, and who demonstrate the necessary talents will be permitted to direct short scenes or a one-act play involving other members of the class.

**25-326: PLAY PRODUCTION II: THEATRE CRAFTS (3)**

A continuation of Play Production I, with emphasis on the crafts of the theatre including stagecraft, makeup, costuming, scenery, lighting and sound effects. Course will be developed primarily through audio-visual materials, lecture-demonstrations, individual and group projects. All students will participate in the production of at least one play by the University Players. Laboratory hours to be arranged. Prerequisite: 25-325 or consent of instructor.

**25-425: STUDIES IN BLACK DRAMA (3)**

Survey of the black playwright in the American theatre from the first black play written in 1820 to current activities among contemporary black playwrights. Emphasis on the main periods in development of black drama, artistic development of the black playwright, and current and persistent social problems with which he has been concerned.

**25-427: DEVELOPMENT OF THE THEATRE (3)**

Survey of the chief periods of theatrical history and the major developments in drama and the theatre during each of these periods. Course will be developed primarily through audio-visual materials.

## **SPEECH**

**26-117: FUNDAMENTALS OF SPEECH (2)**

Stress on developing in the student, acceptable speech and listening habits and a functional knowledge of techniques for composing and delivering short speeches, oral reading and group discussion. (Students with problems in articulation, enunciation and pronunciation are required to enroll in the Speech Laboratory; students with oral reading problems may also be referred to the Reading Laboratory.)

**26-218: ORAL INTERPRETATION OF LITERATURE (3)**

Study and practice in analysis and presentation of literature suitable for oral interpretation; techniques of interpretative reading reviewed and applied in

classroom demonstrations. Especially designed for future teachers in English and language arts and/or students of the drama. Prerequisites: 20-101, 20-102 and speech proficiency, to be determined by instructor.

**26-314: PUBLIC SPEAKING (3)**

Principal types of public speaking; speeches for special occasions. Directed practice in informative, argumentative, and persuasive speeches. Extemporaneous speaking; group discussions; parliamentary procedures. Attention to platform decorum. Prerequisites: 20-101, 20-102 and speech proficiency, to be determined by instructor.

**26-319: PHONETICS (3)**

Study of the phonetic alphabet. Practice in transcription of the International Phonetic Alphabet. Application of the phonetic alphabet to student's own speech improvement and to the teaching of reading. Consideration of standard and sub-standard speech characteristics of the three American regional dialects.

**26-327: INTRODUCTION TO SPEECH PATHOLOGY (3)**

Designed to acquaint the student with the nature and development of normal and defective language patterns. Survey of the disorders of speech and hearing, including symptomatology, causation, testing; emphasis on problems encountered by the classroom teacher.

**26-329: ANATOMY OF THE VOCAL MECHANISM (3)**

A study of the basic structures and functions of the speech and hearing mechanisms. Application of such study to the field of speech pathology and audiology.

**26-339: SPEECH PATHOLOGY II (3)**

Advanced course in speech correction covering causes of organic, functional and psychological speech disorders. Special emphasis on pathologies and therapeutic procedures in stuttering and speech disorders of the central and peripheral nervous system. Prerequisite: 26-327.

**26-457: INTRODUCTION TO AUDIOLOGY (3)**

Overview of the field of Audiology. Instruction in normal and defective hearing. Methods and procedures of pure tone audiometry, with emphasis on their application to the study of hearing disorders. Demonstration and practicum with the pure tone audiometer.

**26-459: CLINICAL PROCEDURE AND PRACTICUM IN SPEECH PATHOLOGY (6)**

Method, theory and practice in preparation of therapeutic objectives and materials. Supervised clinical case work with children and adults having various speech and language disorders. Practicum and observation on the University campus, the local community speech center, and the public school. May be repeated for six semester hours. Prerequisite: 26-327.

## NEWS MEDIA

### **27-346: JOURNALISM LABORATORY (1)**

Practical laboratory for staff members of student publications. Designed to provide basic learnings and direct application to the University publications. May be repeated. Prerequisite: consent of instructor.

### **27-349: MASS MEDIA (3)**

Techniques and psychology of mass media and their impact on society.

### **27-351: JOURNALISM I (3)**

Basic elements of journalism, format of newspaper, organization and writing of news stories. Field trips and involvement with local newspapers.

### **27-352: JOURNALISM II (3)**

Study and practice of news writing, copyreading, proofreading, page makeup, type structure, headlining and arranging of stories, and feature story writing. Observation and experience in local newspaper operation.

### **27-451: BROADCAST JOURNALISM (3) (formerly 27-451, Broadcasting & Television)**

Basic elements of broadcast journalism, reporting, interviewing, special features; ethics and practices. Field trips and involvement with local radio stations and area television studios.

### **27-499: SEMINAR — INTERNSHIP (6)**

Supervised field experience in news media, to include newspaper and broadcast journalism, seminar sessions and independent study.

## DEPARTMENT OF MUSIC

The Department of Music aims to meet the musical needs and interests of students in the University through general courses designed for the cultural development of all students, specialized courses for music majors and minors, individual or class instruction and musical organizations available to those who qualify.

The primary objectives of the Department are: (1) to assume its share of the responsibility in implementing the stated objectives of the University; and (2) to prepare qualified musicians for graduate study and for various professions, especially teaching and supervising music in the elementary and secondary schools.

### **The Music Education Major**

The Department offers a four-year program leading to a Bachelor of Science Degree with a Major in Music Education. Either a Vocal, General or Instrumental Curriculum may be pursued. Placement for entering students is dependent upon auditions and examinations in Applied Music and Music Theory. Preparatory instruction is provided for those admitted on a probationary basis. Specific informa-

tion regarding level and performance requirements on one's principal instrument, Music Proficiency Tests, Senior Comprehensives, and other matters is found in a *Bulletin for Music Education Majors* issued by the Departmental advisors.

## MAJOR

### B.S. in Music Education

A. General Education Core .....	45 sem. hrs.
B. Major .....	57 sem. hrs.
<i>All Curricula</i>	
Music: 75-101, 75-102, 75-201, 75-202, 75-231, 75-232, 75-307, 75-308, 75-338, 75-401. Applied Music, Organizations.	
<i>Instrumental Curriculum</i>	
Music: 75-123, 75-345, 75-346, 75-347, 75-446.	
<i>Vocal and General Curricula</i>	
Music: 75-251, 75-252, 75-447.	
C. Professional Education .....	27 sem. hrs.
Educ. 60-201, 60-313, 60-423, 60-428, 60-429; Psy. 61-307 or 61-308, 61-309; Read. 63-315 or 63-318.	
D. Electives .....	3 sem. hrs.
Total Required for Degree .....	132 sem. hrs.

## MINOR

Designed for students with musical aptitude majoring in other departments of the University, the Music Minor consists of a minimum of eighteen semester hours of credit selected from the areas of Applied Music, Music Theory, History and Literature, Conducting, Music Methods, Instrumental Classes and Ensembles. Departmental consent is required before registration into the program and close consultation with the Chairman or faculty advisor is necessary in order that sequences may be designed to meet the student's needs.

## CONCENTRATION

**Music** for Intermediate Education Majors

Required Courses

Select one of the following courses:

Mus. 75-208, 75-307, 75-308, 75-338.

Applied Music; Musical organizations; electives.

Total Required for Concentration ..... 15 sem. hrs.

## COURSE DESCRIPTIONS

### MUSIC

#### **75-075: BASIC MUSIC LABORATORY (1)**

Designed to provide background experience in the fundamentals of music. Aural training, reading, and writing simple music in major mode emphasized. Meets three times weekly.

#### **70-100: INTRODUCTION TO MUSIC THEORY (2)**

Emphasis placed on aural training, sight reading, and writing in minor mode. Stress upon rhythmic problems, melodic patterns of greater difficulty, and intervallic reading. Melodic and harmonic dictation in major and minor keys included. Primary chords introduced. Meets three hours weekly. Prerequisite: 75-075 or consent of instructor.

#### **75-101/75-102: MUSIC THEORY I, II (4/4)**

A comprehensive course combining the study of elementary harmony (diatonic chords) and counterpoint with sight-singing and ear training. Emphasis upon part writing, dictation, singing at sight, keyboard exercises, elementary composition, and analysis. When applicable, historical reference is made to each element of study. Prerequisite: 75-100 or consent of instructor.

#### **75-107/75-108: BAND INSTRUMENT CLASS FOR BEGINNERS (1/1)**

Fundamentals of embouchure formation, breathing, fingering as pertains to the individual instrument being studied. Terminology, nomenclature, technique, rudiments of music. Care and cleaning of instruments. For beginners and those with limited previous experience.

#### **75-110/75-111: PIANO CLASS FOR BEGINNERS (1/1)**

Class Piano for adult beginners. Harmonization, transposition, and sight reading of simple melodies. Scales, arpeggios and 4-part playing introduced.

#### **75-112/75-113: PIANO CLASS II FOR BEGINNERS (1/1)**

All major and minor scales, 2 octaves, hands together; arpeggios, pedaling. Ability to play familiar hymns and community songs. Improvised accompaniments to simple melodies.

#### **75-121: INTRODUCTION TO MUSIC LITERATURE (2)**

Study of elements of music, composers and their contributions in different periods of musical development, various instruments and voice qualities. Meets three times weekly.

#### **75-123: VOICE CLASS (1)**

Class instruction in fundamentals of voice production and application of these fundamentals to song material. Attention to vocal problems and possible remedies which may be encountered in the field of music education.

#### **75-201/75-202: MUSIC THEORY (4/4)**

Comprehensive course including chromatic harmony, advanced modula-

tion, introduction to contemporary techniques, correlated sight-singing, ear training, dictation, analysis, keyboard drill, and creative work.

**75-203: SIGHT SINGING (1)**

Designed to help students develop further skills in reading music of various complexities. Provides remedial work for music majors referred to the course by instructors. May be taken for no credit. Prerequisite: 75-102 or equivalent.

**75-208: MUSIC HISTORY — MEDIEVAL THROUGH BAROQUE (3)**

Developments in Western Art Music including Medieval, Renaissance and Baroque. Study of scores, class performances when possible. Audio-visual aids and field trips when feasible. Prerequisite: 75-121 or consent of instructor.

**75-227: FUNDAMENTALS OF MUSIC (3)**

Designed primarily for education majors with little previous experiences in music. Study of rudiments of music. Activities approach used to develop skills in singing, reading music, and playing instruments used in the elementary grades.

**75-229: JAZZ WORKSHOP (1)**

Specific attention to the placement of individuals in ensembles most suited to their level of proficiency and areas of primary interest. Utilizing ensembles of varying size and instrumentation, students hear, test, and evaluate their own work. Performance of contemporary jazz/rock/pop music of all styles; and improvisation.

**75-231/75-232: STRING CLASS (1/1)**

Special study of violin, viola, violoncello and bass viol to achieve working knowledge of these instruments. Second semester also includes study of the guitar.

**75-251/75-252: INSTRUMENTAL CLASS SURVEY (3/3)**

Fundamental knowledge of woodwind, brass, and percussion instruments through practical experiences. For students concentrating in piano, voice, or organ.

**75-301: COUNTERPOINT (3)**

Eighteenth-century counterpoint; two, three, and four parts in all series, florid counterpoint, imitation; motive development; text setting; fugal exposition; analysis of works of Bach, Mozart, and others. Some original work required. Prerequisite: 75-202.

**75-303: FORM AND ANALYSIS (2)**

Harmonic principles underlying chord structures and harmonic rhythm in relationship to form and content; non-harmonic and contrapuntal devices. Scores from the seventeenth through the twentieth centuries compared and contrasted to illustrate various approaches to form, texture, orchestration, and extra-musical considerations. Prerequisite: 75-202 or equivalent.

**75-307: MUSIC HISTORY: 18th and 19th CENTURIES (3)**

Continuation of 75-208. Late Baroque, Rococo, Classical and Romantic

periods. Study of major composers and representative pieces showing stylistic developments and characteristics. Audio-visual experiences and field trips when feasible. Prerequisite: 75-121 or consent of instructor.

**75-308: MUSIC HISTORY: 20th CENTURY (3)**

Developments in music from 1890, including Impressionism, Neoclassicism, Serialism and Electronic Music. Study of major European and American composers and representative pieces. Audio-visual experiences, field trips when feasible. Prerequisite: 75-121 or consent of instructor.

**75-313: MUSIC IN EARLY CHILDHOOD EDUCATION (3)**

Emphasis upon the program of classroom experiences, methods, and materials for guiding children's musical growth from kindergarten through grade three. Prerequisite: 75-227 or consent of instructor.

**75-314: MUSIC IN THE INTERMEDIATE SCHOOL (3)**

Emphasis upon the program of classroom experiences, methods, and materials for guiding children's musical growth in grades four through nine. Prerequisite: 75-227 or consent of instructor.

**75-338: CONDUCTING (1)**

Basic technical problems involved in conducting and interpreting instrumental and choral music. Practical experiences provided. Prerequisite: 75-102.

**75-345: BRASSWIND CLASS (1)**

Practical experience in developing skills and knowledge necessary to teach instruments of brass family in elementary and secondary schools.

**75-346: WOODWIND CLASS (1)**

Develops through practical experience the skill and knowledge necessary to teach instruments of the woodwind family in elementary and secondary schools.

**75-347: PERCUSSION CLASS (1)**

Skill and knowledge necessary to teach instruments of the percussion battery in elementary and secondary schools; developed through practical experience.

**75-353: VOCAL PEDAGOGY (2)**

Vocal anatomy and characteristics; fundamentals and their application. Vocal defects and means of correction. Methods, materials, and procedures for private and group instruction.

**75-358: PROCEDURES AND PRACTICES IN PIANO TEACHING (2)**

Emphasis on piano teaching problems. Methods and materials used in teaching the instrument. Practical experiences in giving piano instruction to pupils at various levels of advancement.

**75-401: INSTRUMENTATION/ORCHESTRATION AND ARRANGING (2)**

Theory and practice of composing, arranging, and adapting music for groups of instruments of different kinds. Study of vocal and instrumental ranges and nature of various band and orchestral instruments, singly and in

combination; transposition; familiarization with Bach chorales and the reading of all clefs; practice in making vocal and instrumental arrangements suitable for public school music. Score analysis of representative works. Prerequisite: 75-202 or consent of instructor.

**75-402: COMPOSITION (2)**

Composition in smaller forms for piano and instrumental combinations. Composition for voice and chorus with particular attention to the setting of texts and idiomatic vocal and choral practices. Emphasis on performance practicability. Students have the opportunity of hearing their works performed in class or in informal concerts. Prerequisites: 75-202 and 75-301 or consent of instructor.

**75-407: THE AFRO-AMERICAN IN MUSIC (3)**

Major emphasis on U.S. performers and developments in music-making of 17th through 19th and early 20th Centuries, and U.S. Composers, 18th through 20th Centuries. Limited attention to folk music and jazz. Also traces performers and creators outside of this country, ca. 900-1900. Prerequisite: 75-121 or consent of instructor.

**75-428: PIANO LITERATURE (2)**

Composers; forms and styles of literature for piano and its ancestors from 17th Century to present. Audio-visual experiences.

**75-446: INSTRUMENTAL TECHNIQUES AND CONDUCTING (2)**

Band literature for elementary and high schools. Methods of organization through practical analysis and performance. Materials for private and class instruction include music for small Instrumental ensembles, representing various styles and composers. Practical laboratory experiences include conducting groups. Prerequisite: 75-338.

**75-447: CHORAL TECHNIQUES AND CONDUCTING (2)**

A capella and accompanied literature from early times through 20th Century for elementary and high schools and adult choirs. Conducting, style and interpretation, development of tone, vocal problems, rehearsal procedures, and program building. Practical experience required of all enrollees. Also utilizes campus vocal groups. Prerequisite: 75-338.

**75-456: CHURCH MUSIC (2)**

Survey course. Investigates repertoire for groups varying in size and composition. Hymnody, service planning, general liturgics, including American developments. Personnel and facilities. Audiovisual and out-of-class experiences when feasible. Prerequisites: performance ability on organ or piano and consent of Instructor.

**75-311 through 75-394: APPLIED MUSIC (1-2)**

Individual instruction in piano, organ, voice, band, or orchestral instruments with prescribed literature for each level of achievement. Two semester hours credit given on the basis of: 1 hour lesson per week; 6 hours of practice per week; attainment of prescribed level of proficiency; and an examination before a Jury of Music Faculty members. One hour of credit given on basis of one 30 minute lesson and 3 hours practice per week plus Jury

examination. May be taken for no credit upon departmental approval.

Piano	75-311	Trombone	75-370
Organ	75-318	Baritone Horn	75-366
Voice	75-325	Tuba	75-394
Flute	75-339	Percussion	75-333
Oboe	75-343	Violin	75-374
Clarinet	75-348	Viola	75-378
Bassoon	75-354	Violoncello	75-382
Saxophone	75-358	Bass Viol	75-386
Trumpet	75-362	Guitar	75-388
French Horn	75-390		

## MUSIC ORGANIZATIONS AND ENSEMBLES

### **SUNDAY SCHOOL CHOIR (0)**

Volunteer group open to all students who qualify. Provides laboratory experience for music majors enrolled in Choral Techniques and Conducting 75-447. Works in cooperation with the campus program of religious activities.

### **75-000: COLLEGIANS (DANCE BAND) (0)**

Open to all students with necessary proficiency. Performs a repertoire of standard and popular arrangements.

### **75-200: MARCHING AND CONCERT BAND (1)**

Serves as a laboratory for Instrumental Music Education majors. Students selected through auditions at beginning of each school year; ability to read music at acceptable level is among criteria for selection. Study of appropriate literature for various occasions, from various periods. Appearances in connection with athletic events; concerts; off-campus engagements. May be taken on non-credit basis. Although the University provides some instruments, it is preferred that students own their instruments.

### **75-210: BRASSWIND ENSEMBLE (1)**

Study and performance of chamber music for combinations of brass instruments, not excluding pieces requiring percussion. Open to all students having necessary proficiency.

### **75-220: WOODWIND ENSEMBLE (1)**

Study and performance of chamber music for combinations of woodwind instruments. Open to all students having necessary proficiency.

### **75-230: PERCUSSION ENSEMBLE (1)**

Study and performance of chamber music for combinations of percussion instruments. Open to all students having necessary proficiency.

### **75-300: UNIVERSITY CHOIR (1)**

Open to any student of the University; admission by audition. Opportunities for study and performance of sacred and secular music covering many periods of development of choral literature. May be taken on non-credit basis.

### **75-310: CHORAL ENSEMBLE (1)**

Study of music for small groups. Course investigates styles of different periods through performance. Open to students with necessary proficiency.

## **DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH**

The aim of the Department of Physical Education and Health is inferred in the purpose and goals as expressed for the institution. Generally, it is three-fold in its nature: (1) education for effective citizenship, (2) concern for the total well-being of the individual and group, and (3) such leadership preparations as fall in the area of physical education and health. With respect to the latter, emphasis is placed on preparing teachers for elementary and secondary schools. Some preparation in closely related or allied fields, i.e., coaching, public health, or physical therapy, is achieved through completion of the electives available.

As a phase of the General Education Program, all regular students are required to complete two elective courses in physical education, in addition to 2 semester hours in health education (80-137). All students who are non-swimmers are urged to complete at least one full term of swimming. The Physical Education electives may be met by completing any two of the following: 81-102, 81-105, 81-106, 81-107, 81-108, 81-109, 81-215, 81-216, 81-241, 81-242, 81-259, 81-266, 81-315, 81-329, 81-340, 81-415.

### **Requirements for Physical Education and Health Majors**

- (1) All students must earn a grade of "C" or better in all courses taken in their major field of study.
- (2) Physical Education Majors are required to pass a Departmental Junior Examination prior to being admitted to professional preparation courses, effective the fall term, 1977-78.

### **MAJOR**

#### **B.S. in Physical Education**

- |  |              |
|--|--------------|
| A. General Education Core .....                | 47 sem. hrs. |
| B. Major .....                                 | 38 sem. hrs. |
| Health 80-267, 80-352, 80-367, 80-460, 80-461; |              |
| Phy. Ed. 81-215, 81-241, 80-242, 81-245, 81-   |              |
| 266, 81-329, 81-340, 81-360, 81-361, 81-363,   |              |
| 81-370, 81-375, 81-392, 81-470.                |              |
| C. Professional Education .....                | 24 sem. hrs. |
| Educ. 60-201, 60-313, 60-423, 60-474;          |              |
| Psy. 61-307, 61-309; Read. 63-315 or 63-318.   |              |

D. Related Areas .....	4 sem. hrs.
Biol. 10-141.	
E. Electives .....	12 sem. hrs.
Total Required for Degree .....	125 sem. hrs.

## COURSE DESCRIPTIONS

### HEALTH

#### ✓ 80-137: HEALTH CONCEPTS (2)

Emphasizes understandings that relate to the formation of health concepts.

#### ✓ 80-267: ANATOMY AND PHYSIOLOGY (3)

Designed to teach the fundamentals of anatomy and elementary physiology, covering the various systems of the body as they apply functionally to the area of health and physical education.

#### ✓ 80-352: PRINCIPLES OF COMMUNITY HEALTH (3)

A study of the major health problems of groups and the prevention and control of diseases.

#### ✓ 80-367: FIRST AID AND ATHLETIC INJURIES (2) (formerly 81-367, First Aid and Safety)

A theory and methods course in the techniques of first aid and the prevention and care of athletic injuries.

#### 80-370: HEALTH IN EARLY CHILDHOOD EDUCATION (2)

Provides the student with methods and materials necessary to teach health in grades K-3.

#### 80-371: HEALTH IN INTERMEDIATE EDUCATION (2)

Methods and materials necessary to teach health in grades 4-9. (For Intermediate Education Majors).

#### ✓ 80-460: SCHOOL HEALTH EDUCATION (3)

Principles, methods, materials, resources and teaching aids available for teaching health education (K-12, for Physical Education Majors).

#### ✓ 80-461: SAFETY EDUCATION (2)

A study of the broad area of safety content, techniques, and programs and their relationship to the school safety program.

#### 80-462: CURRENT PROBLEMS IN HEALTH (3)

A comprehensive study of the relationship of health problems to the social milieu.

#### 80-465: DRUG EDUCATION (3)

A study of the social, psychological, and physiological aspects of drug abuse.

### PHYSICAL EDUCATION

#### ✓ 81-102: ARCHERY AND GOLF (1)

Basic skills, techniques, theory of archery and golf.

**81-105: NET GAMES (1)**

Techniques and theory of badminton, table tennis, racquet ball and handball.

**81-106: PHYSICAL FITNESS (1)**

Techniques in body development and weight control principles.

**81-107: SELF DEFENSE (1)**

Techniques of self defense including introduction to martial arts.

**81-108: TENNIS & BOWLING (1)**

Introductory techniques in tennis and bowling.

**81-109: GYMNASTICS I (1) (formerly 81-229)**

Fundamentals of tumbling and introduction to apparatus.

**81-111/81-112: PHYSICAL EDUCATION FUNDAMENTALS (1/1)**

Introductory courses in basic skills and techniques in physical education activities. Primarily designed for students interested in majoring in Physical Education. Grade of "C" or better is required.

**81-215: SWIMMING I (1) (formerly 81-115)**

Beginner's swimming, elementary techniques and safety procedures.

**81-216: SWIMMING II (1)**

Advanced beginner techniques with introductory diving fundamentals.

**81-241: INDIVIDUAL AND DUAL SPORTS (1) (formerly 81-141)**

Instruction and participation in badminton, golf and other individual and dual sports.

**81-242: INTERMEDIATE TENNIS (1)**

Practice and instruction in advanced techniques and skills. Rules of the game; game strategy.

**81-245: HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION (3)**

A course in foundations and/or principles, which sets forth the scientific bases and guides in their implications for teaching programs.

**81-259: TECHNIQUES OF MODERN DANCE (1)**

Basic course. Movement techniques of modern dance with discussion of the theory of dance and development of an appreciation for the dance. Open to men and women.

**81-286: GROUP GAMES AND RHYTHMICS (2) (includes former 81-285 & 81-114)**

A program of active games of lower organization utilizing minimum equipment. Folk and square dances designed primarily for use in the elementary school, special education groups and at camps and summer recreational programs.

**81-315: INTERMEDIATE SWIMMING (1) (formerly 81-205)**

Advanced swimming techniques mastering crawl, elementary side stroke, breaststroke, and diving skills.

**81-329: INTERMEDIATE GYMNASTICS (1)**

Advanced techniques in gymnastics including extensive use of apparatus.

✓ **81-340: TEAM SPORTS (1) (formerly 81-240)**

Experience, practice in fundamental techniques and knowledge of rules used in teaching football, soccer, speedball, basketball, volleyball and field hockey.

✓ **81-360/81-361: COACHING AND OFFICIATING (1/1)**

Theory and strategy of coaching selected Fall, Winter, Spring, and Summer sports. Reading, discussion, and practice of sports selected. Techniques of officiating.

✓ **81-363: PHYSICAL EDUCATION IN ELEMENTARY SCHOOL (2)**

Methods and materials in elementary school physical education (K-9).

✓ **81-364: PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION (2)**

Methods and materials of physical education as they apply to Early Childhood Education (K-3). (Early Childhood Education Majors.)

✓ **81-365: PHYSICAL EDUCATION IN THE INTERMEDIATE GRADES (2)**

Methods and materials of physical education as they apply to children in the intermediate grades. (Intermediate Education Majors.)

✓ **81-370: KINESIOLOGY (3)**

Mechanical and anatomical fundamentals of human motion. Stress on muscular analysis of body movements utilized in physical education activities.

✓ **81-375: ORGANIZATION AND ADMINISTRATION (3) (formerly 81-374, Organization & Administration)**

Effective procedures for organization, administration, and supervision of health and physical education in relation to the whole school program.

✓ **81-392: CURRICULUM AND EVALUATION (3) (formerly 81-391, Evaluation and 81-459, Curriculum)**

Planning and organizing for teaching at elementary and secondary levels. Special emphasis on analysis of teaching-learning process, selection and development of appropriate content. Designed to acquaint students with tests and measurements in the field of health and physical education, test construction, scoring and methods of using results.

✓ **81-415: LIFE SAVING AND WATER SAFETY (1) (formerly 81-405)**

Instruction and techniques in American Red Cross methods in life saving and water safety.

✓ **81-453: RECREATIONAL LEADERSHIP (2)**

Primarily for preparation of play leaders and counselors at camps, play centers, community centers, and playgrounds. Philosophy and principles of recreation.

✓ **81-470: ADAPTIVE PHYSICAL EDUCATION (2)**

Prepares teachers of physical education for training children with handicaps and physical disabilities.

✓ **81-471: MAJOR PRACTICE (1)**

Senior laboratory experience. Students assigned to assist an instructor in

freshman physical education courses to gain practice in coaching, officiating, teaching skills, under competent leadership.

**81-473: METHODS IN TEACHING DRIVER EDUCATION (3)**

Methods and materials in teaching driver education and traffic safety.

**DEPARTMENT OF PHYSICAL SCIENCES**

The Department of Physical Sciences was established as an independent department, the Fall Semester, 1976. It was until that time, a constituent of the Department of Physical Sciences and Mathematics.

The Department offers courses leading to a B.S. Degree in Chemistry with teaching and non-teaching programs. Chemistry majors may elect minors in Business Administration or Environmental Science. Also, a major in Physics is possible through a bilateral arrangement with Howard University.

The Chemistry curricula are designed for students who aspire to do advanced work in chemistry at a graduate school; and prepare students who desire to become chemists, physicists, biologists, and engineers, or physicians and/or professionals in health and health-related sciences. The Physics Program prepares students for careers in teaching, engineering, industrial arts, industrial technology and related fields and careers.

The Department of Physical Sciences expects to meet in the near future, the requirements of the Committee on Professional Training of the American Chemical Society.

**MAJOR**

**B.S. in Chemistry (Teaching)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	34 sem. hrs.
Chem. 30-101, 30-102, 30-201, 30-202, 30-301, 30-302, 30-350 (2 sem. hrs.), 30-403, 30-404.	
C. Professional Education .....	24 sem. hrs.
Educ. 60-201, 60-313, 60-413, 60-418; Psy. 61-308, 61-309; Read. 63-318.	
D. Related Areas .....	18 sem. hrs.
Math. 32-103, 32-111, 32-112, 32-113; Comp. Sci. 33-101, 33-102.	
E. Electives .....	6 sem. hrs.
Total Required for Degree .....	129 sem. hrs.

## MAJOR

### B.S. in Chemistry (Non-teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	34 sem. hrs.
Chem. 30-101, 30-102, 30-201, 30-202, 30-301, 30-302, 30-350 (2 sem. hrs.), 30-403, 30-404.	
C. Related Areas .....	36 sem. hrs.
Math. 32-103, 32-111, 32-112, 32-113, 32-411; Physics 31-201, 31-202; Comp. Sci. 33-101, 33-102; Psy. 61-213, 61-308, approved Psy. elective (3 sem. hrs.)	
D. Electives .....	12 sem. hrs.
Total Required for Degree .....	129 sem. hrs.

## MAJOR

### B.S. in Chemistry (Non-teaching)

#### (Minor in Business Administration)

A. General Education Core .....	47 sem. hrs.
B. Major .....	33 sem. hrs.
Chem. 30-101, 30-102, 30-201, 30-202, 30-301, 30-302, 30-350 (1 sem. hr.), 30-403, 30-415.	
C. Related Areas .....	12 sem. hrs.
Math. 32-103, 32-111, 32-112, 32-113.	
D. Minor Courses .....	27 sem. hrs.
Bus. 50-115, 50-209, 50-309, 50-401, 50-402, 50-431, approved Business elective (3 sem. hrs.), 50-443; Acct. 54-215.	
E. General Electives .....	9 sem. hrs.
Total Required for Degree .....	128 sem. hrs.

## MAJOR

### B.S. in Chemistry (Non-teaching)

#### (Minor in Environmental Science)

A. General Education Core .....	47 sem. hrs.
B. Major .....	33 sem. hrs.
Chem. 30-101, 30-102, 30-201, 30-202, 30-301, 30-302, 30-350 (1 sem. hr.), 30-403, 30-404.	
C. Related Areas .....	9 sem. hrs.
Math. 32-103, 32-111, 32-112.	
D. Minor Courses .....	26 sem. hrs.

Biol. 10-402; Env. Sci. 34-301, 34-311, 34-312, 34-313, 34-431, 34-499; Geol. 35-201, 35-331.

E. General Electives .....	13 sem. hrs.
Total Required for Degree .....	128 sem. hrs.

**MAJOR**

**B.S. in Physics (Teaching)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	33 sem. hrs.
Physics 31-181, 31-182, 31-201, 31-202, 31-301, 31-302, 31-310, 31-330, 31-431, 31-432, 31-481, 31-482.	
C. Professional Education .....	24 sem. hrs.
Educ. 60-201, 60-313, 60-413, 60-418; Psy. 61-308, 61-309; Read. 63-318.	
D. Related Areas .....	24 sem. hrs.
Math. 32-103, 32-111, 32-112, 32-113, 32-301, 32-411, 32-412; Comp. Sci. 33-101.	
Total Required for Degree .....	128 sem. hrs.

**MAJOR**

**B.S. in Physics (Non-teaching)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	33 sem. hrs.
Physics 31-181, 31-182, 31-201, 31-202, 31-301, 31-302, 31-310, 31-330, 31-431, 31-432, 31-481, 31-482.	
C. Related Areas .....	36 sem. hrs.
Math. 32-103, 32-111, 32-112, 32-113, 32-301, 32-411, 32-412, approved elective — (3 sem. hrs.), 32-413; Comp. Sci. 33-101, 33-102; Psy. 61-213.	
D. Electives .....	12 sem. hrs.
Total Required for Degree .....	128 sem. hrs.

**SPECIAL NOTE:** Biology 10-141, 10-142 and Physics 31-181, 31-182 are in the General Education Core, but will also be counted toward graduation under "Related Areas."

## MINORS

### Chemistry

Required Courses:

Chem. 30-101, 30-102, 30-201, 30-202, 30-301, 30-302.

Total Required for Minor ..... 24 sem. hrs.

### Physics

Required Courses:

Physics 31-181, 31-182, 31-201, 31-202, 31-301 or  
31-310, 31-330, 31-481, 31-482.

Total Required for Minor ..... 25 sem. hrs.

## CONCENTRATION

**General Science** for Intermediate Education Majors

Required Courses:

Physics 31-138, 31-185, 31-238; Biol. 10-141, 10-142.

Total Required for Concentration ..... 17 sem. hrs.

## COURSE DESCRIPTIONS

### CHEMISTRY

#### **30-101/30-102: GENERAL CHEMISTRY (4/4)**

A two-semester course in general chemistry for chemistry and non-teaching majors. Emphasis on basic principles of chemistry including atomic and molecular theories, atomic structure, chemical bonding, stoichiometry, periodicity, states of matter, energy relationships, equilibrium, chemical kinetics, and an introduction to descriptive chemistry and principles underlying qualitative analysis. Lecture, three hours; laboratory, three hours.

#### **30-201: QUALITATIVE ANALYSIS (4)**

Theory and practice involving the detection and systematic separation of metallic cations and anions in solution. Lecture, three hours; laboratory, four hours. Prerequisites: 30-101/30-102.

#### **30-202: QUANTITATIVE ANALYSIS (4)**

Theory, calculation and techniques of gravimetric, titrimetric and photometric methods of analysis are treated. Thorough coverage of topics on ionic equilibria, weak electrolytes, solubility products, complex ions, and redox reactions. Lecture, three hours; laboratory, four hours. Prerequisites: 30-101/30-102.

#### **30-301/30-302: ORGANIC CHEMISTRY (4/4)**

Reviews some of the essential concepts of general chemistry. Qualitative and quantitative aspects of bond formation, making use of the valence-bond, molecular-orbital theory and electron-spin resonance concepts. Thorough coverage of preparation, nomenclature and properties of aliphatics, aromatic and alicyclic compounds. Spectroscopic methods and

techniques will be introduced and utilized in laboratory experiments as appropriate. Four important spectroscopic methods will be utilized: Nuclear Magnetic Resonance (NMR), Infrared Spectroscopy (IS), ultraviolet spectroscopy and gas chromatography. Some exercises in the interpretation of spectra. Lecture, three hours; laboratory, four hours. Prerequisites: 30-101/30-102.

### **30-350: CHEMISTRY SEMINAR (1-3)**

Gives chemistry majors a chance to report on recent advancements in chemistry. Report may be developed from actual research work conducted by the student or one generated from the literature. Two reports will be presented to an audience of faculty and students in chemistry and related areas, by each student enrolled in the course. Students may enroll for up to three semester hours credit. Prerequisites: 30-201/30-202, 30-301/30-302.

### **30-401/30-402: BIOCHEMISTRY (4/4)**

A two-semester course in introductory biochemistry for chemistry and biology majors. Emphasis on topics in general biochemistry, including the biochemistry of carbohydrates, lipids, proteins, nucleic acid, enzymes, blood and respiration. Provides an introduction to intermediary metabolism and the roles of vitamins, minerals, hormones, and nutrition. Laboratory work illustrates biochemistry of enzymes and provides experiences in some major research techniques of modern chemistry. Lecture, four hours; laboratory, four hours. Prerequisites: 30-201/30-202, 30-301/30-302.

### **30-403/30-404: PHYSICAL CHEMISTRY (4/4)**

Introductory course for students wishing to specialize in chemistry and those requiring some knowledge of physical chemistry in connection with their studies of physics, metallurgy, biology, medicine, geology, and other related disciplines. Topics include atomic and molecular structure-quantum chemistry, the laws of thermodynamics, chemical kinetics, phase equilibrium, spectroscopy, statistical mechanics, and nuclear and radiation chemistry from the modern approach. Lecture, three hours; laboratory, four hours. Prerequisites: 30-201/30-202, 30-301/30-302.

### **30-405: INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS (4)**

Use of modern instruments for chemical analysis involving spectrophotometric, electro-analytical and chromatographic techniques. Lecture, two hours; laboratory, six hours. Prerequisites: 30-201/30-202, 30-301/30-302.

### **30-410: ADVANCED TOPICS IN CHEMISTRY (3)**

Covers one or more of the following areas: chemical thermodynamics, atomic and molecular spectra, quantum mechanical theories of chemical bond, applications of physical methods in determination of molecular structure and radiochemistry. Prerequisites: 30-201/30-202, 30-301/30-302.

### **30-415: ADVANCED INORGANIC CHEMISTRY (4) (formerly 30-303)**

Thorough and modern treatment of atomic structure of elements, nature of the chemical bond, modern acid-base theory in aqueous and non-aqueous solvents, complex ions, catalysis, nuclear chemistry, tracer studies, and

colloids. Laboratory experiments emphasize keener development in techniques of synthesis and analysis of pure inorganic substances. Lecture, three hours; laboratory, four hours. Prerequisites: 30-201/30-202, 30-301/30-302.

**30-499: CHEMICAL RESEARCH (3)**

Faculty supervision of student research in chemistry. Open to Junior and Senior students with demonstrated ability to carry out independent work in chemistry. Students may re-enroll for up to three semester hours credit. Prerequisite: consent of instructor.

## PHYSICS

**31-138: PHYSICAL SCIENCE SURVEY (3)**

Introduces students to concepts and basic facts of the physical sciences including geology, astronomy, physics, chemistry, and meteorology. The importance of the interrelations of science areas in problem solving and understanding physical science is included in the methodology. Lecture, two hours; laboratory, two hours.

**31-181/31-182: GENERAL PHYSICS (4/4) (formerly 31-381/31-382)**

Fundamental principles of physics based on elementary algebra and trigonometry. First semester: vectors, mechanics of particles and rigid bodies covering kinematics and dynamics; heat and kinetic theory of gases. Second semester: Electrostatics and electrodynamics (mostly current electricity), wave motions involving light and sound. Lecture, three hours; laboratory, two hours. Prerequisite: 32-103.

**31-185: EARTH SCIENCE (3) (formerly 31-385)**

Earth's surface, crystal formation and composition; destructional forces; mountain building, volcanoes, earthquakes; history of the earth, age of the earth; the earth in space; atmosphere; weather and climate of the earth. Lecture, two hours; laboratory, two hours.

**31-201/31-202: MECHANICS I & II (3/3)**

Introduces to physics majors or minors the kinematics of particle and rigid bodies based on vector calculus. Deals with the dynamics of particles followed by elementary introduction to relativistic kinematics. Students are advised to take Calculus 32-111 simultaneously. Prerequisites: 31-181/31-182, 32-103.

**31-238: PHYSICAL CONCEPTS (3)**

Fundamental ideas regarding principles of physics, chemistry, weather, earth science and astronomy as they are related to one another. Continues subject matter of 31-138; extends into more specific concepts of the physical sciences, embodying additional skills in the laboratory and additional subject matter necessary to greater understanding of the physical sciences in general and in teaching. Lecture, two hours; laboratory, two hours. Prerequisites: 31-138, 32-102.

**31-301/31-302: ELECTRICITY & MAGNETISM (3/3)**

Gives a rigorous foundation of the principles of electricity and magnetism

based on vector calculus. Maxwell's theory of electromagnetic radiation treated in a simple way. Prerequisites: 31-201/31-202, 32-111/32-112.

**31-310: OPTICS (3)**

Basic ideas of propagation of light, first considered as rays and then as waves. Such topics as interference, diffraction, polarization treated in detail. Knowledge of Electricity and Magnetism (31-301/31-302) is desirable but not necessary. Prerequisites: 31-181/31-182, 32-111/32-112.

**31-320: THERMODYNAMICS (3)**

Concepts of thermodynamics systems and laws of thermodynamics. Also treats the basis of the kinetic theory of gases. Prerequisites: 31-201/31-202, 32-113.

**31-330: JUNIOR LABORATORY (2)**

Designed to introduce students to experimental verification of some principles of physics, which could not be done in General Physics Lab. Prerequisites: 31-181/31-182.

**31-431/31-432: SENIOR LABORATORY (1/1)**

Designed to acquaint students with advanced sophisticated experiments. Prerequisite: 31-330.

**31-441/31-442: MATHEMATICAL METHODS OF PHYSICS (3/3)**

Acquaints students with basic mathematical tools necessary to study physics. Such topics as special functions, orthogonal functions, calculus of variation, wave equations, operator algebra introduced in a selective way. Prerequisite: 32-113.

**31-481/31-482: MODERN PHYSICS (3/3)**

Relativistic kinematics and dynamics, particle aspects of electromagnetic radiation, quantum effects, the hydrogen atom, qualitative treatment of many electron atoms, nuclear structure and reaction, elementary particles, molecular and solid state physics. Prerequisites: 31-181/31-182.

## **DEPARTMENT OF SOCIAL SCIENCES**

The Department of Social Sciences administers course offerings in Anthropology, Geography, History, Philosophy, Political Science, Sociology, and Sociology/Pre-Social Work.

Through its offerings, the Department of Social Sciences acquaints students with social groupings and social forces which affect human behavior. Its major objectives are: (1) to offer work leading to the Bachelor's degree, (2) to provide students with experiences which will enable them to live intelligently in group life, (3) to prepare students to interpret relationships between human activities and the natural environment, (4) to enable students to understand factors which shape world culture, and (5) to help students understand better, their own personalities and to identify ways in which social institutions can be improved through the contributions of the individual citizen.

The Department provides both teaching and non-teaching programs for majors in Social Sciences, history and sociology; non-teaching degree programs in police science technology, history, political science, and sociology/pre-social work; and minors in police science technology, political science and black studies. The curricula for majors are designed also to prepare students for graduate and professional study.

The teacher-training programs lead to the Bachelor of Science degree. Most non-teacher-training programs lead to the Bachelor of Arts degree.

The Department also offers a minor or concentration to students following other disciplines. It provides, in addition, such courses as those required in the General Education curricular patterns of all departments. Students may also elect courses for their enrichment.

### **Degree Programs**

The following degree programs are offered by the Department:

Major in Social Science — Concentrations in Environmental Science, History or Sociology/Social Studies (B.S. Degree)

Major in Social Science — Concentrations in Environmental Science, History or Sociology (B.A. Degree)

Major in Social Science — Minors in Black Studies, Police Science Technology, and Political Science (B.A. Degree)

Majors in Police Science Technology (B.S.), History, Political Science, Sociology/Pre-Social Work (B.A.), History, Sociology (B.A. and B.S.)

### **Specific Requirements for Majors**

Students following one of the curricula leading to a major in Social Science, Police Science Technology, History, Political Science, Sociology, Sociology/Pre-Social Work or minors in Black Studies, Police Science Technology, and Political Science, are required to complete satisfactorily, those courses given in the several curricular patterns. The course, World Civilization (41-147/41-148), is a General Education course; therefore, it cannot be counted toward the major in Social Sciences.

A course treating the Afro-American, will be required of majors in

the Social Sciences but the course required will be in the major's field of concentrated study.

Majors in the Social Sciences may pursue a minor in areas of study other than Social Sciences. Each major is guided by a faculty member in choosing the area of concentration and throughout the period of study. Other requirements common to all degree students at the University and as set forth in the catalog are to be met by Department majors.

### **Courses for Teaching Majors**

Students with majors in teaching Social Science must take and successfully complete, with a grade of "C" or above, each of the following courses:

60-201 Foundations of Education

60-313 Secondary School

60-413 Observation and Supervised Teaching in the Secondary School

60-417 Social Science Methods

61-212 General Psychology

61-308 Psychology of Adolescent Development

61-309 Educational Psychology

63-318 Teaching Reading in the Secondary Schools

### **Courses for Non-Teaching Majors**

Students with non-teaching majors in Social Sciences may choose 21 semester hours from elective courses in the areas of History, Political Science, Sociology, Philosophy, Geography, and other approved courses in lieu of the teacher education courses.

### **Sociology Field Experience**

Students pursuing the B.A. degree in Sociology/Pre-Social Work, will be permitted to enter the program during the first semester of their Junior year. Students entering the program must have maintained a minimum grade average of 2.00 or higher in all courses. During the Senior year, students will intern for a period of eight weeks at social welfare agencies cooperating with Elizabeth City State University.

### **Police Science Technology**

The curriculum in Police Science Technology leading to a Bachelor of Science degree seeks to educate both the new students as well as personnel currently in this field by encompassing a broad general studies program with specified courses to further individual develop-

ment. They will learn new techniques as well as using modern analytical equipment employed in criminal investigation. A minor in Police Science is offered in which at least 18 semester hours of Police Science courses will be taken in a prescribed sequence.

Law enforcement officers who have graduated from a two-year accredited community college or two-year accredited technical institute with an Associate Degree in Police Science or related areas and who satisfy the General Education Program requirements at Elizabeth City State University may be admitted to this program with Junior status.

Each student will have an opportunity to participate as an intern in state or local law enforcement agencies. The purpose for the internship program is to offer a student the opportunity to integrate classroom knowledge with practical experience. By so doing, each intern will develop specific learning objectives that can be reviewed and identified from time to time. Through each service-learning experience the intern will establish the necessary techniques that will be regarded as worthwhile by the organization or group with whom the intern is affiliated, by the intern, and by the faculty mentor.

#### MAJOR

##### B.S. in Social Science (Teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Soc. 42-201, 42-202, 42-305 or Hist. 41-250, 42-360; Hist. 41-385, 41-386; Pol. Sci. 43-301, 43-304; Geog. 44-201, 44-204 or 44-205.	
C. Professional Education .....	24 sem. hrs.
Psy. 61-308, 61-309; Educ. 60-201, 60-313, 60-413, 60-417; Read. 63-318.	
D. Related Areas .....	9 sem. hrs.
Hist. 41-458, 41-473; Soc. 42-302.	
E. Electives .....	20 sem. hrs.
Total Required for Degree .....	130 sem. hrs.

#### MAJOR

##### B.A. in Social Science (Non-teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	33 sem. hrs.
Hist. 41-385, 41-386; Soc. 42-201, 42-202, 42-305 or Hist. 41-250, 42-360; Pol. Sci. 43-301, 43-304; Geog. 44-201, 44-203 or 44-205; Phil. 45-250.	

C. Related Areas .....	30 sem. hrs.
Hist. 41-451, 41-452, 41-453, 41-473;	
Soc. 42-204, 42-302, 42-306, 42-385, 42-401, 42-481.	
D. Electives .....	20 sem. hrs.
Total Required for Degree .....	130 sem. hrs.

#### MAJOR

##### B.S. in History (Teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Hist. 41-250, 41-255, 41-256, 41-376, 41-385, 41-386, 41-451, 41-453, 41-458, 41-473.	
C. Professional Education .....	24 sem. hrs.
Educ. 60-201, 60-313, 60-317, 60-413; Psych. 61-308, 61-309; Read. 63-318	
D. Related Areas .....	15 sem. hrs.
Pol. Sci. 43-301; Econ. 55-301; Soc. 42-202; Geog. 44-201; Phil. 45-250.	
E. Electives .....	14 sem. hrs.
Total Required for Degree .....	130 sem. hrs.

#### MAJOR

##### B.A. in History (Non-teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Hist. 41-250, 41-451, 41-452, 41-453, 41-455, 41-456, 41-458, 41-465, 41-473, 41-477.	
C. Related Areas .....	27 sem. hrs.
Hist. 41-385, 41-386, 41-481, 41-497; Soc. 42-201; Pol. Sci. 43-301; Geog. 44-201, 44-204 or 44-205; Phil. 45-250.	
D. Electives .....	26 sem. hrs.
Total Required for Degree .....	130 sem. hrs.

#### MAJOR

##### B.A. in Political Science (Non-teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Hist. 41-250 or Soc. 42-305; Pol. Sci. 43-200, 43-301, 43-302, 43-304, 43-306, 43-307, 43-404, 43-483; Police Sci. 46-310.	
C. Related Areas .....	30 sem. hrs.
Hist. 41-385; Soc. 42-201, 42-204, 42-302,	

42-360; Geog. 44-201, 44-204 or 44-205;  
Phil. 45-250, 45-251, 45-242.

D. Electives .....	23 sem. hrs.
Total Required for Degree .....	130 sem. hrs.

**MAJOR**

**B.A. in Sociology (Non-teaching)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Soc. 42-201, 42-204, 42-245, 42-297, 42-305, 42-306, 42-354, 42-385, 42-488, 42-499.	
C. Related Areas .....	24 sem. hrs.
Soc. 42-302, 42-401, 42-412, 42-481; Geog. 44-201; Phil. 45-250; Police Sci. 46- 391, 46-491.	
D. Electives .....	29 sem. hrs.
Total Required for Degree .....	130 sem. hrs.

**MAJOR**

**B.S. in Sociology (Teaching)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	30 sem. hrs.
Soc. 42-201, 42-202, 42-204, 42-245, 42-297, 42-302, 42-306, 42-360, 42-385, 42-401.	
C. Professional Education .....	24 sem. hrs.
Educ. 60-201, 60-313, 60-317, 60-413; Psych. 61-308, 61-309; Read. 63-318.	
D. Related Areas .....	15 sem. hrs.
Hist. 41-255, 41-256; Pol. Sci. 43-301; Geog. 44-201; Econ. 55-301.	
E. Electives .....	14 sem. hrs.
Total Required for Degree .....	130 sem. hrs.

**MAJOR**

**B.A. in Sociology/Pre-Social Work (Non-teaching)**

A. General Education Core .....	47 sem. hrs.
B. Major .....	45 sem. hrs.
Soc. 42-201, 42-202, 42-204, 42-205, 42-245, 42-301, 42-340, 42-343, 42-344, 42-363, 42-364, 42-401, 42-443, 42-445.	
C. Related Areas .....	15 sem. hrs.
Eng. 20-227; Pol. Sci. 43-301; Geog. 44-204 or 44-205; Phil. 45-250; Bus. 55-201.	

D. Electives .....	23 sem. hrs.
Total Required for Degree .....	130 sem. hrs.

## MAJOR

### B.S. in Police Science Technology (Non-teaching)

A. General Education Core .....	47 sem. hrs.
B. Major .....	33 sem. hrs.
Police Sci. 46-201, 46-204, 46-206, 46-210, 46-310, 46-312, 46-316, 46-391, 46-489, 46-499.	
C. Related Areas .....	21 sem. hrs.
Soc. 42-302; Eng. 20-227; Speech 26-314; Pol. Sci. 43-306; Soc. Sci. electives (9).	
D. Electives .....	26 sem. hrs.
Total Required for Degree .....	127 sem. hrs.

## MINORS

### **Black Studies**

Required Courses:

Eng. 20-458; Drama 25-425; Hist. 41-250, 41-473; Soc. 42-302, 42-305; Art 70-432;  
Mus. 75-407.

Total Required for Minor .....	18 sem. hrs.
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### **Police Science Technology**

Required Courses:

46-201, 46-204, 46-206, 46-210, 46-312, 46-489.

Total Required for Minor .....	18 sem. hrs.
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### **Political Science**

Required Courses:

Pol. Sci. 43-200, 43-301, 43-302, 43-304, 43-306,  
43-307, 43-404; Police Sci. 46-310.

Total Required for Minor .....	24 sem. hrs.
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## CONCENTRATIONS

### **Black Studies** for Intermediate Education Majors

Required Courses:

Hist. 41-250; Soc. 42-305; Art 70-432;  
Mus. 75-407; Eng. 20-458; Drama 25-425.

Total Required for Concentration .....	18 sem. hrs.
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### **Social Studies** for Intermediate Education Majors

Required Courses: Hist. 41-255, 41-256, 41-376; Soc. 42-201 or  
42-204; Pol. Sci. 43-301; Geog. 44-204.

Total Required for Concentration .....	18 sem. hrs.
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## COURSE DESCRIPTIONS

### HISTORY

#### **41-147: HISTORY OF WORLD CIVILIZATION (3)**

World Civilization from prehistoric times to 1650. Survey of political, economic, social, and intellectual history of major world civilizations before the period of Western domination. Particular emphasis upon ancient Egypt and Mesopotamia, ancient India and China, native cultures in the Americas, Islam at its height, Afro-Islamic kingdoms of West Africa, classical Mediterranean civilizations, medieval Europe, Renaissance, Reformation, and Age of Discovery.

#### **41-148: HISTORY OF WORLD CIVILIZATION (3)**

Continuation of 41-147. World Civilization from 1650 to present. Emergence of modern nation-states of Europe; Enlightenment, democratic revolutions, Industrial Revolution, 19th-century imperialism, World War I, rise of Communism and Fascism, World War II, and the Cold War.

#### **41-250: AFRO-AMERICAN HISTORY TO 1865 (3) (formerly 41-450, Afro-American History)**

African backgrounds of black Americans. Part they played in exploration, discovery, development of America.

#### **41-251: AFRO-AMERICAN HISTORY FROM 1865 to PRESENT (3) (formerly 41-450, Afro-American History)**

Continuation of 41-250. Study of the black American's relationship with constitutional, political, economic, social, and cultural development of the United States. Prerequisites: 41-250, 41-256 or consent of instructor.

#### **41-255: AMERICAN HISTORY TO 1865 (3)**

General political, constitutional, and economic development of the United States from the Colonial Period to end of the Civil War. Prerequisites: 41-147, 41-148.

#### **41-256: AMERICAN HISTORY SINCE 1865 (3)**

Continuation of 41-255. Analysis of political, constitutional, social, and economic growth of United States from Civil War to present. Emphasis on Reconstruction, economic depressions, and the two World Wars as factors in American growth and development. Prerequisite: 41-255.

#### **42-376: HISTORY OF NORTH CAROLINA (3)**

General survey of political, economic, and social history of North Carolina. Problems of North Carolina growth and development and their relationship to problems of growth and development of the nation as a whole.

#### **41-380: THE RENAISSANCE AND REFORMATION, 1300-1648 (3)**

A treatment of the intellectual, political, social and economic development in both Italy and Northern Europe, stressing the medieval roots and transition venture of the movement; the Protestant Reformation and the Catholic or Counter Reformation. Prerequisites: 41-147, 41-148.

**41-381: THE AGE OF REASON & REVOLUTION, 1648-1875 (3)**

Major emphasis on the far-reaching results of the Renaissance and the Reformation; the expansion of European powers; the Old Regime; the French Revolution and Napoleonic Europe through the Congress of Vienna. Prerequisites: 41-147, 41-148.

**41-385: MODERN EUROPEAN HISTORY, 1815-1914 (3)**

Special consideration given to the revolutionary movement of the 19th and 20th centuries; the post Napoleonic era; liberalism versus conservatism; the rise of radicalism, the growth of nationalism, imperialism and militarism; and World War I. Prerequisites: 41-147, 41-148.

**41-386: EUROPE SINCE 1914 (3)**

The world between wars; the rise of communism, rise and fall of fascism, economic collapse, failure of collective security, World War II; colonial revolt, conflict between communism and democracy; cultural developments. Prerequisite: 41-385.

**41-451: COLONIAL AND REVOLUTIONARY AMERICA (3)**

A study of the foundation of the colonies and the characteristics of the society established; considerable attention to the European and African background of the colonization movement; the origins and impact of the War for Independence and the basis for the establishment of a new national government in 1787. Prerequisites: 41-255, 41-256.

**41-452: THE AGE OF JACKSON, 1820-1850 (3)**

Intensive examination of political, economic, intellectual and social history of the Jacksonian era, with emphasis on such dominant issues as the broadening of democratic processes, expansionism, sectionalism, slavery and reform movements and including studies of outstanding figures of the period. Prerequisites: 41-255, 41-256.

**41-453: THE CIVIL WAR & RECONSTRUCTION (3)**

A study of the origins of the idea of secession and of the war, with military, political, economic, and social struggle between the Confederate and federal governments; and of the immediate and long-range effects of radical reconstruction. Prerequisites: 41-255, 41-256.

**41-454: THE SOCIAL & CULTURAL HISTORY OF THE U.S. (3)**

Development of American society with emphasis on the life of the people, and the influence of changing religious, intellectual, esthetic, literary, social and economic currents; impact of science, technology, and increasing urbanization upon the American order.

**41-455: CONSTITUTIONAL HISTORY OF THE UNITED STATES (3)**

Constitutional problems involved in the struggle for independence. Establishment of national government. Growth of democracy. Slavery; growth of capitalism, organization of labor, territorial expansion, World War I, the United Nations, and collective security.

**41-456: DIPLOMATIC HISTORY OF THE UNITED STATES (3)**

Conduct and problems of American foreign policy, beginning with

diplomacy involved in achieving independence. Struggle for neutrality and commercial recognition; westward expansion of the North American continent. Origins and reasons for Monroe Doctrine.

**41-458: THE UNITED STATES SINCE 1900 (3)**

Survey of American history since the Spanish-American War. Role of the United States as a world power. Prerequisite: 41-256.

**41-461: HISTORY OF ENGLAND (3)**

Beginning and development of English nationality. Narrative treatment of political, economic, and cultural development of English people; their constitutional and legal systems. Particularly suited as background for the student of English literature.

**41-465: HISTORY OF SOUTH AND SOUTHEAST ASIA (3)**

Revolutionary developments in South and Southeast Asia (India, Pakistan, Burma, Cambodia, Laos, Vietnam, Malaya, Indonesia, and Philippines) and the effect of western impact on the traditional institutions in modern times are studied. The period 1600 to the present is considered with emphasis on the 19th and 20th centuries. Prerequisites: 41-147, 41-148.

**41-467: MODERN RUSSIAN HISTORY (3)**

Survey of Russian history; greatest emphasis on immediate unfolding of "October Revolution" and foundation of Soviet State. Various Five-Year Plans; attempt of communist Russia to extend Communism throughout the world; World War II, Cold War; such recent trends as the Sino-Soviet Conflict, threat of thermonuclear extermination. Prerequisite: 41-148.

**41-470: THE WORLD SINCE 1914 (3)**

Survey of recent developments since assassination of Franz-Ferdinand in 1914. Rise and fall of Nazism and Fascism; rise of Communist Russia; League of Nations and the United Nations; end of imperialism in Asia and Africa with accompanying problems. Prerequisite: 41-256.

**41-473: AFRICA: PAST AND PRESENT (3)**

Survey of geography, history and present-day problems of Africa south of the Sahara. Prerequisite: 42-204.

**41-477: HISTORY OF LATIN AMERICA (3)**

Origin and development of Latin American states from colonial times to present. European background; conquest and settlement; political, social, economic, and military aspects of causes of revolution; nature of political institutions and systems in the American republics.

**41-481: HISTORICAL METHODS AND HISTORIOGRAPHY (3)**

Designed to train history majors in approach and method of the historian, emphasizing fundamentals of historical research and writing and the basic schools of historical thought.

**41-497: INDEPENDENT HISTORICAL RESEARCH (2-4)**

Independent reading and research on historical problems selected under supervision of an instructor. Papers and oral reports as appropriate.

## **SOCIOLOGY AND PRE/SOCIAL WORK**

### **42-201: INTRODUCTION TO SOCIOLOGY (3)**

Basic principles of social organization; special reference to communities, social institutions; social stratification, and social change in contemporary societies.

### **42-202: SOCIAL PROBLEMS (3)**

Study and analysis of major social problems confronting groups and individuals. Among problems studied: personality disorganization, delinquency and criminality, poverty, health, the aged, prejudice and discrimination. Prerequisite: 42-201.

### **42-204: INTRODUCTION TO ANTHROPOLOGY (3)**

Primary notions with regard to the physical and cultural development of mankind. Genetic principles involved in evolution; cultural principles involved in the origin, nature, and diffusion of culture. Comparison with many contemporary cultures and beginnings of human society. Social stratification.

### **42-205: INTRODUCTION TO SOCIAL WORK (3)**

History, methods, and practice in professional social work in the United States. Orients students to the methods, field and contexts of social work practice. Students acquainted with conceptual framework, essential characteristics, functions, values and skills of social work practice. Prerequisites: 42-201, 42-204.

### **42-245: SOCIAL STATISTICS (3) (formerly 42-405)**

Methods of data presentation and interpretation in social research: central tendency, dispersion, association, regression, and tests of hypothesis.

### **42-297: METHODS AND MATERIALS OF SOCIOLOGICAL RESEARCH (3) (formerly 42-499)**

General orientation and processes involved in social research: problem selection, conceptualization, measurement, data collection, compilation, and analysis. Prerequisite: 42-201.

### **42-302: RACE AND ETHNIC RELATIONS (3)**

Study of majority and minority groups. Inter-group relations. Racial, social, and cultural tensions among various groups. Problems of prejudice, discrimination, and segregation. Impact of Civil Rights legislation and movements on intergroup relations in the United States.

### **42-304: CULTURAL ANTHROPOLOGY (3)**

Culture and institutions of non-literate people. Social structure and culture of complex societies. Characteristics of and relations between family, kinship, and clan; differing roles based upon status, sex, and age analyzed for specific groups. Social stratification. Special attention to interdisciplinary aspects. Prerequisite: 42-201 or 42-204.

### **42-305: SOCIOLOGY OF THE AFRO-AMERICAN (3)**

Critical analysis of events, trends, and developments affecting the total

social adjustment of the black people in America. Prerequisites: 42-201, 42-204.

**42-306: URBAN SOCIOLOGY (3)**

Study of processes and patterns of urban development, the impact of urbanism on social-implication, and personal-social adjustment. Prerequisites: 42-201, 42-204.

**42-340: PRINCIPLES OF SOCIAL WELFARE (3)**

Introductory course. Systematic study of development, structure, scope, and processes of public social welfare systems in the United States.

**42-341: SOCIAL CASEWORK (3)**

Use of professional relationships, social history diagnosis and treatment as casework skills. Study of selected patterns of behavior significant to the social caseworker. Prerequisites: 42-201, 42-204, 42-340.

**42-342: SOCIAL GROUP WORK (3)**

Group work principles as related to individual and group needs, understanding the group process, and uses of program media. Prerequisites: 42-201, 42-204, 42-304.

**42-343: CHILD WELFARE (3)**

Surveys the historical development and present status of child welfare programs including services to supplement, support, and substitute for the care given to children by their natural parents.

**42-344: COMMUNITY ORGANIZATION (3)**

Analyzes a variety of forms of community organization, practice, focusing on definition of goals, values, roles and skills required for professional practice. Views community organization as a process of bringing about desirable changes in community life. Also studied are community needs and resources available to meet these needs, health, housing, recreation, community centers, and neighborhood projects. Prerequisites: 42-202, 42-204, 42-340.

**42-346: GROUP DYNAMICS (3)**

Designed to develop an understanding of the dynamics of group behavior, and to promote development of skills and attitudes essential for functioning effectively as a group member. Topics include: arousal and expression of emotions by group members; decision-making procedures; task orientation of the group; behavior relevant to task completion; power; the problem of intimacy within the group; and the role and procedures of communication within the group. Prerequisites: 42-202, 42-342.

**42-354: SOCIOLOGY OF INDUSTRY AND OCCUPATIONS (3) (formerly 42-404)**

Social organization of work in our culture. Problems of antagonism and cooperation arising from interaction of social structures in work plants. Changing institutional patterns of labor-management relations. Research in human relations in industry.

**42-360: SOCIAL PSYCHOLOGY (3)**

Socio-psychological basis of social relationships; individual and group behavior; review of theories of human nature; role of social and cultural factors as determinants in growth and development of human nature and personality. Theories applied to problems of contemporary social life such as social structure, social learning, social change, crisis, propaganda, prejudice, leadership, public opinion, racial and national character. Prerequisite: 42-201 or 42-204.

**42-363: SOCIAL WORK METHODS I (3)**

Introduction to the basic principles, methods, and techniques which form the basis for social work practice. Special emphasis on the professional use of self and utilization of systematic processes of problem solving in the delivery of social and rehabilitative services. Prerequisites: 42-202, 42-205.

**42-364: SOCIAL WORK METHODS II (3)**

Provides an opportunity to explore more fully, differential concepts and principles, advocacy roles, problem solving skills, strategies, and techniques in providing discrete services to individuals, groups and communities. Emphasis is on role, communicative patterns, and types of systems encountered by the social worker. Also concerned with broadening and deepening of principles underlying autonomous social work practice, decision techniques, goal formation, and mobilizing competence for action, observation and participation in a selected human service. Prerequisite: 42-363.

**42-385: SOCIAL THEORY (3) (formerly 42-485)**

Survey of theories of Comte, Durkheim, Weber, Marx, Simmel, and others; analysis of applicability of these perspectives to contemporary social, political and economic issues. Prerequisite: 42-201.

**42-401: THE FAMILY (3)**

Comparative analysis of different types of family organization; changing ideas of family life and contemporary family problems. Prerequisite: 42-201 or 42-204.

**42-412: SOCIAL STRATIFICATION (3) (formerly 42-312)**

Investigation of the development and character of status groupings, patterns of interaction within and between social classes and the implications of stratification for human group behavior. Prerequisite: 42-201.

**42-443: PRE-SOCIAL WORK FIELD EXPERIENCE (6)**

A field experience in selected social agencies designed to permit student application and integration of cognitive and affectual learning with a formalized service system. Learning experiences and content are designed to gain and demonstrate beginning knowledge, attitudes and skills, which are consistent with the concepts of social practice. Prerequisites: 42-340, 42-344, 42-363.

**42-445: THE AGED AND SOCIETY (3)**

The study of the aged, how they function in society and society's effect on them. Prerequisite: Senior standing.

**42-455: SMALL GROUPS (3)**

Elements and characteristics of small group behavior and process. Prerequisite: Senior standing.

**42-481: POPULATION (3)**

Composition and characteristics of population; trends in population growth; social and economic consequences and changes in population.

**42-488: SEMINAR IN SOCIOLOGY (3)**

Comprehensive survey of the fields of sociology with emphasis on independent study and group discussion of recent developments and trends.

**42-499: INDEPENDENT SOCIOLOGICAL RESEARCH (3) (formerly 42-497)**

Independent reading and research on a topic to be selected under the supervision of an instructor. Papers and oral reports as appropriate.

## **POLITICAL SCIENCE**

**43-200: INTRODUCTION TO POLITICAL SCIENCE (3)**

A basic study of political science, its scope, methodology. Structure of government, political institutions and ideologies.

**43-301: AMERICAN NATIONAL GOVERNMENT (3)**

Structure and functions of the national government. Nature of the federal system, the Constitution, citizenship, and popular participation in governing. Extent and character of national power. Changing nature of relations of national government to the states and to the individual. Students given working knowledge of good citizenship to enable them as teachers, not only to teach but apply citizenship in everyday life.

**43-302: POLITICAL PARTIES AND PRESSURE GROUPS (3)**

Deals with the nature, function, evolution, and organization of political parties in the United States. Special attention to relation of pressure groups to the party system.

**43-303: POLITICAL THEORY (3)**

Study of great political writers and thinkers from ancient times to the present; analysis and evaluation of their beliefs, concepts and ideologies.

**43-304: STATE AND LOCAL GOVERNMENT (3)**

Survey of origin and development of structure and functions of government in the American states. Colonial background; development of written constitutions; executive and administrative organization and function; legislative and judicial powers and functions of the political process; federal-state regulations; interstate relations; state-local relations. Prerequisite: 43-301 or consent of instructor.

**43-305: GOVERNMENT AND POLITICS OF NORTH CAROLINA (3)**

Basic study of North Carolina's constitution, political parties, election laws, legislature, executive, judiciary, economic and social services.

**43-308: PUBLIC ADMINISTRATION (3)**

Deals with organization, responsibility, personnel management, fiscal processes, functions and problems of public administration.

**43-307: AMERICAN POLITICAL IDEAS (3)**

Analysis of American Ideas on law and government, authority and civil liberty, oligarchy and democracy, from the Puritans to the present time. Emphasis on the thoughts of Hamilton, Jackson, Calhoun, Lincoln, Thoreau, Bellamy, Henry George, Wilson, Hoover, Roosevelt, Holmes, Dewey and others.

**43-308: THE LEGISLATIVE PROCESS (3)**

Analytical study of the organization and procedures of legislative bodies. Special attention to problems of legislative reforms in the United States.

**43-309: PUBLIC OPINION AND PROPAGANDA (3)**

Intensive study of the nature, measurement and function of symbol manipulation and its relation to the formation of public policy in a democratic society.

**43-401: POLITICS OF AFRICAN NATIONS (3)**

An area survey of the African nations south of the Sahara, analyzing the legacy and impact of traditional African systems and the various colonial systems upon new governments.

**43-402: INTERNATIONAL LAW (3)**

Intensive study of the substantive content of the law of International relations. Special attention given to problems of enforcement.

**43-403: AMERICAN FOREIGN POLICY (3)**

A study of the United States' political, economic, social and cultural involvements in the International arena — major foreign policy decisions, their short- and long-range impact on United States relations with other countries of the world.

**43-404: COMPARATIVE GOVERNMENT (3)**

Comparative study of governmental systems and institutions of foreign states. Emphasis on Great Britain, France, Italy and Russia.

**43-405: SEMINAR ON CONTEMPORARY POLITICAL PROBLEMS (3)**

Intensive study of major domestic and foreign problems. Each student required to write a research paper on a selected contemporary topic.

**43-406: INTRODUCTION TO JURISPRUDENCE (3)**

Study of the various schools and theories of jurisprudence; historical development of legal systems, legal reasoning and juristic processes.

**43-483: INTERNATIONAL RELATIONS (3)**

Relations among sovereign states based on generally accepted rules of International law. Methods and goals of diplomacy; problems and areas of tension in the power-war period. Some attention to League of Nations and United Nations as major efforts at International organization.

#### **43-484: INTERNATIONAL ORGANIZATIONS (3)**

Their background, development and contributions to peace and understanding. Emphasis on League of Nations and especially the United Nations and its various agencies. Other international agencies considered. Prerequisite: 43-483 or consent of instructor.

### **GEOGRAPHY**

#### **44-201: PRINCIPLES OF GEOGRAPHY (3)**

Elements of the natural environment, characteristics, distribution, and relation to population. Cultural, economic, and social development of man. Relation of geography to physical and social science.

#### **44-203: GEOGRAPHY OF AFRICA (3)**

Description and analysis of the cultural landscapes of Africa. Physical and human geography of African regions and countries, and the identity of African people within their socio-economic and biophysical environments.

#### **44-204: GEOGRAPHY OF THE UNITED STATES AND CANADA (3)**

Study and analysis of correlation of natural resources and other environmental factors with cultural, economic, and social developments in the United States and Canada.

#### **44-205: WORLD REGIONAL GEOGRAPHY (3)**

Relationship of man to his environment for the major regions of the world. Analysis of selected representative countries of these regions so as to assist the student in development of concepts, ideas, and an awareness about the natural and cultural conditions of the world. Designed to help students develop an understanding of the people and social problems of other countries.

### **PHILOSOPHY**

#### **45-250: INTRODUCTION TO PHILOSOPHY (3)**

Introductory study of core topics of philosophical concerns, human knowledge, the world, God, human freedom, morals, and politics to help students develop philosophic interests and skills in analysis of concepts basic to value decisions in education, art, religion, and life.

#### **45-251: SOCIAL AND POLITICAL PHILOSOPHY (3)**

Contemporary and traditional problems concerned with the moral evaluation of political power: individual rights, social responsibility, legal and civil authority, civil disobedience, war and peace.

#### **45-452: INTRODUCTION TO LOGIC (3)**

Techniques of formal reason. Emphasis on the nature, forms, and function of logical thinking. Deductive, inductive, and applied logic considered in the context of useful clarity in ordinary language. Prerequisite: 45-250.

## POLICE SCIENCE TECHNOLOGY

### **46-201: INTRODUCTION TO LAW ENFORCEMENT AND CRIMINAL JUSTICE (3)**

Provides an understanding of the problems of the law enforcement practitioner and the criminal justice system in the United States. Topics surveyed include the system's history, its constitutional limitations, its philosophical backgrounds, and the process used to achieve its goals.

### **46-204: PENOLOGY (3)**

Examination and development of managerial concepts of correctional institutions and study of rehabilitation programs at state and federal levels.

### **46-206: POLICE ORGANIZATION AND ADMINISTRATION (3)**

Organization and function of law enforcement agencies; analysis of the most effective means of social control; relationship of law enforcement to the total correctional process.

### **46-210: JUVENILE JUSTICE SYSTEM (3)**

Concerned with procedural and substantive aspects of the juvenile system as it relates to intake, hearings, corrections and rehabilitation programs.

### **46-218: POLICE — COMMUNITY RELATIONS (3)**

Basic course treating the broad field of police and community relations as it focuses particular attention on police and community responses.

### **46-310: AMERICAN CONSTITUTIONAL LAW (3) (formerly 43-310)**

Study of the basic principles of the American Constitutional System. Emphasizes judicial interpretation and application of these principles in construing the powers of the government and the rights of people. Historical background of major federal court decisions also analyzed.

### **46-312: CRIMINAL EVIDENCE (3)**

Familiarization with the rules of evidence as well as reasons for the rules; instruction in collecting, protecting and presenting evidence so that its admissibility will be assured.

### **46-316: CURRENT POLICE POLICIES (3)**

Analysis of police policies with particular attention to current major problem areas from viewpoints of both the administrator and the line operation officer. Integration of established scientific knowledge with practical police experience in the various areas of police functioning.

### **46-391: CRIMINOLOGY (3) (formerly 42-391)**

Nature, origin, and development of crime. Psychological and sociological causes of criminal behavior. Modern institutionalized crime and current programs for treatment and prevention.

### **46-487: CORRECTIONAL INSTITUTION SYSTEMS (3)**

A survey of the history and present status of correctional procedures and the administration of correctional institutions.

**46-489: SEMINAR ON POLICE PROBLEMS AND PRACTICES (3)**

Evaluation of police programs of crime control and prevention; maintenance of order in the community.

**46-490: PROBATION AND PAROLE (3)**

Development, organization, operation and result of systems of probation and parole as substitutions for incarceration; methods of selection; prediction scales.

**46-491: JUVENILE DELINQUENCY (3) (formerly 42-491)**

Conceptions of juvenile delinquency; causation; juvenile court movements; treatment of juvenile offenders; preventive programs.

**46-499: LAW ENFORCEMENT EXPERIENCE PRACTICUM (3)**

Practicum designed to functionalize theoretical knowledge with practical work by actually participating in law enforcement procedures in the field.



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AT ECSU**

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Robert W. Williams, Jr., AB, MA, PhD .....	<i>Associate Vice President- Academic Affairs</i>

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Harold Leonard Trigg, EdD, 1939-1945  
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(*President-Emeritus*, 1969-1974)  
Walter Nathaniel Ridley, EdD, 1958-1968  
Marion Dennis Thorpe, PhD, 1968-1972

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\*Chief executive of the institution termed *Principal* (1891-1928), *President* (1928-1972), *Chancellor* (beginning July 1, 1972).

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Nathaniel C. McNair, Jr., MEd	Director of Development (1974-1976)
Benjamin F. Speller, Jr., PhD	Assistant Academic Dean & Director, Division of Special Studies & Programs (1974-1976)
Nathaniel N. Fullwood, PhD	Assistant Academic Dean & Director Division of Special Studies & Programs (portion of 1976-1977)
Louis V. Nadeau, PhD	Assistant Academic Dean & Director, Division of Special Studies & Programs (portion of 1976-1977)
Jimmy R. Jenkins, PhD	Assistant Academic Dean — Administration
Edyth B. Cole, EdD	Director of Summer Session
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Gwendolyn J. Midgette, BSLS	Acting Librarian (1974-1975)
Claude W. Green, MLS	Librarian (beginning 1975)
Elizabeth L. Mosby, MLS	Acting Librarian (1976-1977)
Leonard R. Ballou, MA, AAGO	Director of Institutional Research; Archivist-Historian
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Alma M. Newby, BSC	Director, Student Financial Aid
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Ellis H. Smith, MA	Director of Educational Media
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Willie B. Spence, MEd	Associate Director, Student Services — Men
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Rae E. Williams, AB	Associate Director, Student Services — Women

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1974-1977

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*Chairman, Department of Education & Psychology*

Edna L. Davis, MusAD,

*Chairman, Department of Music*

Vincent J. de Gregorio, PhD,

*Chairman, Department of Art*

Anne M. Henderson, EdD,

*Chairman, Department of Modern Languages*

Ali Imam, MSci, MS,

*Acting Chairman (1976-1977), Department of Geosciences\**

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*Chairman, Department of Industrial Arts & Technology*

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*Chairman, Department of Mathematical Sciences\**

James H. Townes, DEd,

*Acting Chairman (1976-1977), Department of Physical Sciences\**

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*Chairman, Department of Physical Education & Health*

---

\*Departments of Geosciences, Mathematical Sciences and Physical Sciences began Fall 1976, evolving from former Department of Physical Sciences and Mathematics (Dr. Sutton, Chairman).

## Program and Project Directors

1974 — 1977

Kumar K. Chatterjee, DPhil, *Director (part-time), NASA/ECSU Energy Research Program (1975-1977)*

A. Latif Choudhury, Dr rer nat, *Campus Coordinator (part-time), Cooperative Physics Program (Elizabeth City State University/Howard University)*

Hezekiah W. Cooper, *Director, Advancement of Educational Personnel Program (Elizabeth City State University/Temple University) (1974-1976)*  
BS, Elizabeth City State University

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Joseph A. Dempsey, *Director, Special Services and Upward Bound*  
BS, St. Augustine's College; MA, New York University

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BS, Winston-Salem State University; MA, New York University

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Linda E. Neal, *Director, University Year for Action Program*  
BA, Johnson C. Smith University; MEd, Temple University

Maurice C. Powers, PhD, *Director (part-time), COSIP-D Program (1974-1976)*

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BA, St. Augustine's College; MA, North Carolina Central University; EdD, Duke University

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BA, North Carolina Agricultural & Technical State University; MLS, University of Wisconsin — Milwaukee

Walter R. Winborne, *Director, Health Careers Recruitment Counseling Center\*\**  
BA, Elizabeth City State University

Whittier C. Witherspoon, *Director (part-time), International Curriculum Development Center (1974-1975)*  
BS, Johnson C. Smith University; MA, New York University

\*Formerly (1974-1975) Five-College Curriculum Program

\*\*Formerly (1974) Regional North Carolina Health Manpower Center

## The Faculty

1974 — 1977

<sup>1</sup>Evelyn A. Johnson, *Professor Emeritus (Music)*

BA, Diploma, Fisk University; MA, Columbia University

-----

Md. Ashraful Alam, <sup>2</sup>*Professor, Chemistry/Physics*

BS, MSc, University of Dacca; PhD, Louisiana State University

<sup>3</sup>Mary W. Alexander, *Instructor, Sociology*

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<sup>4</sup>Thelma H. Anderson, *Professor, Psychology*

BSEd, Langston University; MSEd, University of Kansas; EdD, University of Oklahoma

Leonard R. Ballou, *Assistant Professor, Music*

BA, Fisk University; MA, Virginia State College; Certificate, Case Western Reserve University; Associate of the American Guild of Organists (AAGO)

<sup>5</sup>Sandra J. Barrington, *Instructor, Library Science*

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<sup>5</sup>Debabrata Basu, *Assistant Professor, Geology*

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<sup>6</sup>Patricia L. Basu, *Instructor, History*

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<sup>6</sup>Frank A. Boada, *Lecturer (part-time), Business*

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<sup>11</sup>Coy G. Brown, *Visiting Instructor (part-time), Physical Education*

Certificate, Professional Golfers' Association of America

<sup>12</sup>William P. Bunnell, *Lecturer (part-time), Education*

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E.C.S.U.

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- Thomas L. Caldwell, *Assistant Professor, Physical Education*  
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- John H. Carson, *Professor, Business*  
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- Thomas E. Carter, <sup>2</sup>*Professor, Mathematics*  
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- Kumar K. Chatterjee, *Associate Professor, Physical Sciences*  
BSci, MSc, DPhil, University of Calcutta
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- <sup>6</sup>John L. Cobbs, *Assistant Professor, English*  
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- Edyth B. Cole, *Professor, Education*  
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- <sup>13</sup>James D. Conklin, *Lecturer (part-time), Business*  
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- <sup>14</sup>Herman G. Cooke, *Professor, Biology*  
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MusB, MusEdM, Oberlin Conservatory; MusAD, Boston University
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- Venus B. Deonanan, <sup>15</sup>*Assistant Professor, Modern Languages*  
BA, Utah State University; MA, Southern Illinois University

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BA, University of Punjab; MPA, PhD, New York University
- R. Edwin Duke, *Instructor, French*  
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- Betty J. Egan, *Instructor, Reading*  
AB, Marywood College; MA, University of West Florida
- <sup>12</sup>Okon A. Etok, *Lecturer, Physical Sciences*  
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- <sup>18</sup>Woodford M. Garrigus, *Professor, Physical Sciences/Geography*  
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- ECSU** Harry J. Ghee, <sup>19</sup>*Assistant Professor, History*  
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- <sup>20</sup>Roshan A. Ghori, *Professor, Psychology*  
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- <sup>21</sup>William E. Gibson, Jr., *Assistant Instructor (part-time), Music*  
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- <sup>23</sup>William R. Gibson, *Assistant Professor, Industrial Arts*  
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- Rachel W. Gragson, <sup>2</sup>*Associate Professor, Music*  
BM, College of Wooster; MMus, DMA, West Virginia University
- <sup>23</sup>Wesley M. Gragson, *Professor, Music*  
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- <sup>12</sup>Frozine R. Green, *Lecturer (part-time), Music*  
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- <sup>5</sup>Lois W. Green, *Associate Professor, Education & Psychology*  
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- <sup>6</sup>Doris E. Greene, *Instructor, Library Science*  
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<sup>25</sup>Yvonne B. Harris, *Instructor, History*

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BA, New York University; AM, Columbia University; EdD, George Washington University

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<sup>5</sup>Billy C. Hines, *Instructor, Music*

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ECSU

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Ali Imam, *Assistant Professor, <sup>10</sup>Geosciences*

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ECSU

Jimmy R. Jenkins, <sup>27</sup>*Professor, Biology*

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Carol C. Jones, *Instructor, English*

BA, MA, Howard University

ECSU

Clara G. Jones, *Assistant Professor, Education*

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<sup>21</sup>Mildred P. Jones, *Assistant Professor, Library Science*  
AB, Virginia State College; BSLS, North Carolina Central University;  
MSLS, Catholic University

<sup>4</sup>Rudolph Jones, *Professor, Business*  
AB, Shaw University; MA, PhD, Catholic University; LLD (hon), Shaw  
University

Woo J. Ju, *Professor, History*

BA, East Texas State University; MA, Mississippi College; PhD, Mis-  
sissippi State University

Victoria B. Kebede, *Instructor, Social Science/Social Work*

BS, North Carolina Agricultural & Technical State University; MS,  
Mankato State College

ECSU Alvin T. Kelley, <sup>28</sup>*Instructor, Physical Education*

BS, Elizabeth City State University; MEd, Virginia State College

<sup>29</sup>H. Burton Kester, *Visiting Instructor (part-time), Music*

BFA, MFA, Carnegie-Mellon University

ECSU Mumtaz B. Khan, *Instructor, Business*

BS, Elizabeth City State University; MBA, East Texas State University

Sekender A. Khan, *Professor, Biology*

BAG, MAG, University of Dacca; PhD, Louisiana State University

<sup>6</sup>Leonard W. Kolins, *Assistant Professor, English*

AB, University of Arizona; MA, PhD, Duke University

<sup>6</sup>Hannon D. Lane, *Lecturer (part-time), Music*

BS, Virginia State College

ECSU <sup>36</sup>Jerry T. Lawrence, *Visiting Instructor (part-time), Industrial Arts*

BS, Elizabeth City State University

Tein S. Lee, *Instructor, Sociology*

BA, National Taiwan University; MA, West Virginia University

<sup>11</sup>Linwood Lewls, *Visiting Instructor (part-time), Industrial Arts*

BS, Tuskegee Institute

ECSU Thurlis J. Little, Jr., <sup>28</sup>*Instructor, Physical Education*

BS, Elizabeth City State University

<sup>6</sup>Herbert J. Lock, *Lecturer (part-time), Education*

BS, University of Dayton; ME, EdS, Kent State University

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Part-time.

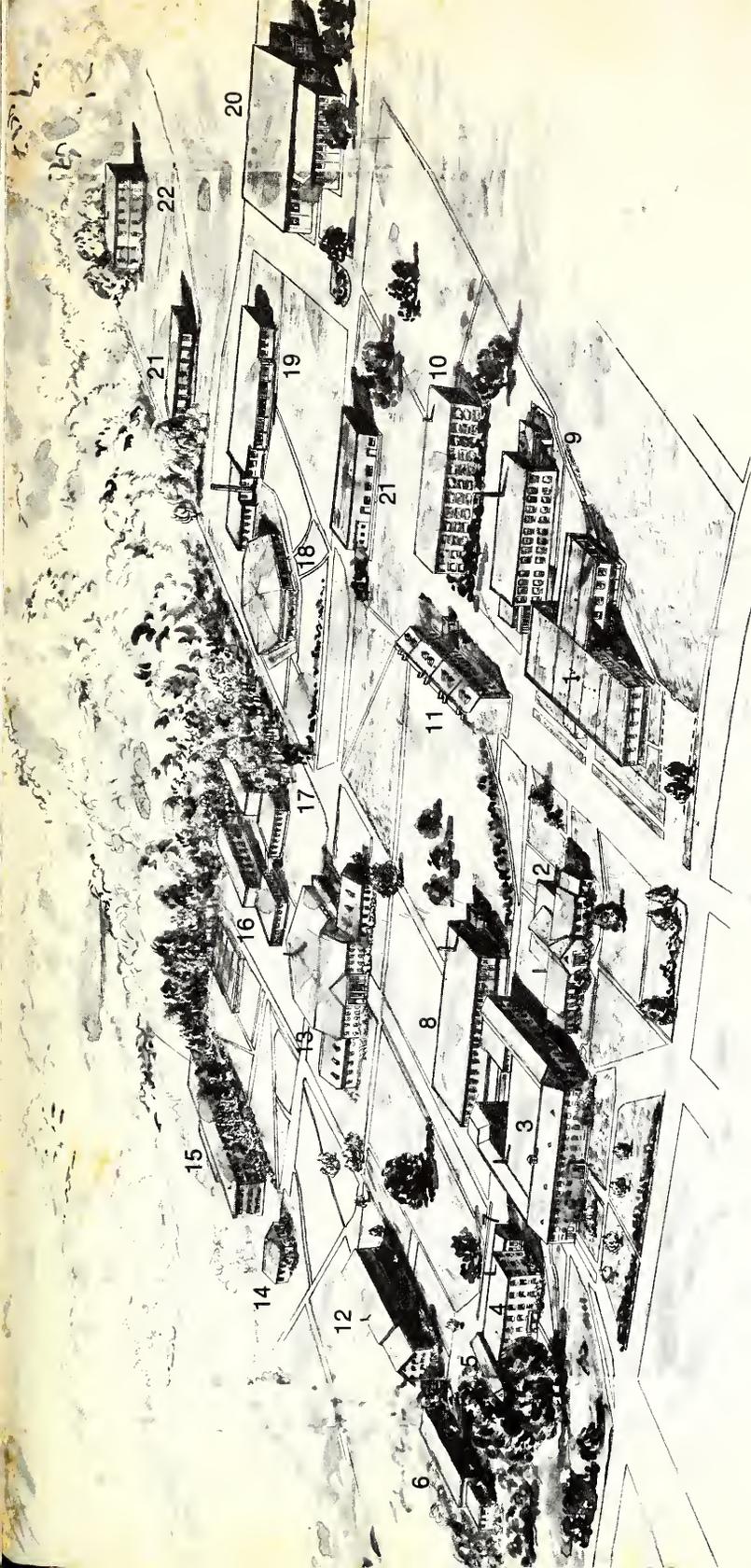
### Footnote Compilation

1. Retired May 17, 1975. Emeritus effective December 7, 1976
2. Promotion, December 7, 1976
3. Until October 27, 1975
4. Retired May 17, 1975
5. Beginning Fall Semester 1975-1976
6. Beginning Fall Semester 1976-1977
7. On leave, 1974-1976
8. Deceased August 16, 1976
9. Beginning Fall Semester 1975-1976. Title change, Fall Semester 1976-1977
10. Title change, Fall Semester 1976-1977
11. 1975-1976
12. Beginning Spring Semester, 1976-1977
13. Fall Semester, 1976-1977
14. Deceased June 30, 1977
15. Promotion March 8, 1977
16. 1974-1976
17. September 1, 1976 — February 28, 1977
18. Spring Semester, 1974-1975
19. Promotion, Fall Semester 1975-1976
20. Fall Semester, 1974-1975
21. 1974-1975
22. Beginning Spring Semester, 1974-1975
23. On leave 1974-1975. Promotion, December 7, 1976
24. Beginning Summer 1975. On leave 1976-1977
25. On leave, 1974-1977
26. Retired July 1, 1977
27. Promotion, January 1, 1977
28. Title Change, Fall Semester 1975-1976
29. Spring Semester, 1975-1976
30. Deceased between October 31 and November 10, 1976
31. Retired June 30, 1975
32. Retired May 30, 1976
33. On leave, 1974-1975
34. Beginning Summer 1976
35. 1975-1976 and Fall Semester 1976-1977
36. Fall Semester, 1975-1976

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### Key to Campus Area

1. G. R. Little Library
2. Thorpe Hall, Administration
3. Moore Hall, Academic
4. Symera Hall, Dormitory
5. Lane Hall, Academic
6. Cardwell-Hoffler Infirmary
7. Student Services Building
8. Johnson Hall, Academic

9. Lester Hall, Science
10. Warrack Hall, Dormitory
11. Butler Hall, Dormitory
12. Bias Hall, Dormitory
13. Williams Hall, Academic & Student Services
14. McLendon Hall, Nursery/Kindergarten

15. Mitchell-Lewis Hall, Dormitory
16. Hugh Cale Hall, Dormitory
17. Doles Hall, Dormitory
18. Bedell Hall, Cafeteria
19. Ridley Hall, Student Union
20. Physical Education Building
21. Service and Maintenance Building
22. Dixon Hall, Industrial Arts

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