

88

PEMBROKE STATE UNIVERSITY



1987-88 CATALOG

Pembroke State University is a member of or is accredited by:

The Southern Association of Colleges and Schools
The North Carolina Association of Colleges and Universities
The National Council for Accreditation of Teacher Education
The National Association of Schools of Music
The American Association of Colleges for Teacher Education
The American Council on Education
The North Carolina State Board of Education
The Association of Field Services in Teacher Education
The American Association of State Colleges and Universities
The Council on Social Work Education (Candidacy Status)

* * * * *

This catalog provides the basic information you will need about Pembroke State University. It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and rules and regulations that govern student life. This catalog also describes our student organizations and other activities on the campus, lists courses and programs by department, and contains the name, rank, and educational background of each faculty member.

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

* * * * *

Pembroke State University reserves the right to change without notice any fee, provision, offering, or requirement in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation.

* * * * *

Pembroke State University is one of sixteen universities in The State of North Carolina that make up the University of North Carolina.

Pembroke State University has a thirteen-member Board of Trustees, and it, like the other institutions of the University of North Carolina, is subject to the governing regulations of The Board of Governors of The University of North Carolina.

THE COVER: Pictured on the cover is the GIVENS PERFORMING ARTS CENTER. Named in honor of current Chancellor Paul R. Givens, this beautiful building has a seating capacity of 1,700 in cushioned, air-conditioned comfort.

This catalog was prepared by the Office of Public Information
Gene Warren, Editor
Dr. Monika Brown, Associate Editor

C376
P394
1987/8

VOL. XXVII

FALL, 1987

NO. 1

PEMBROKE STATE UNIVERSITY

N.C. COLLECTION

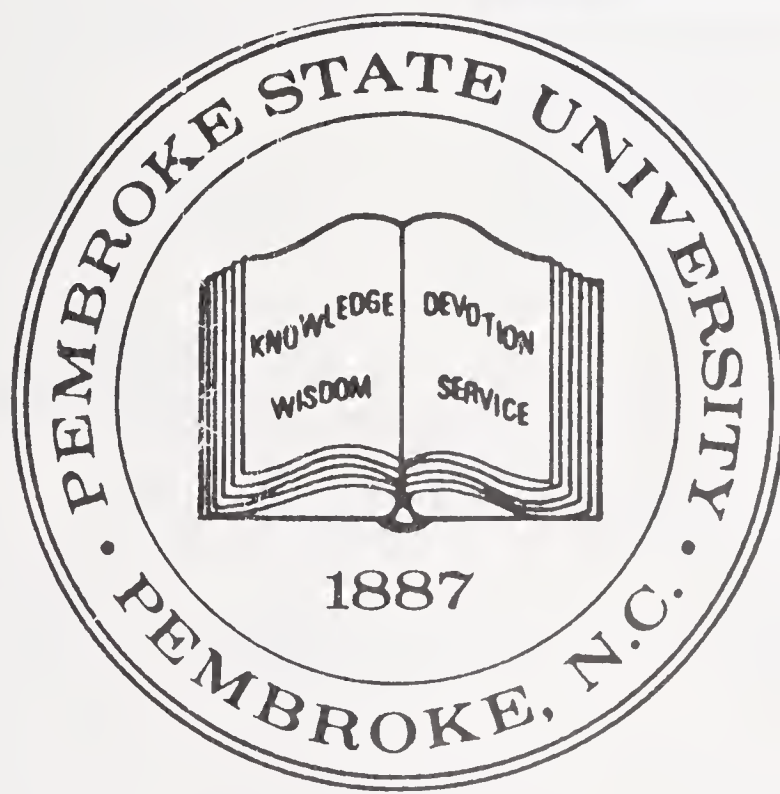
*Wilson Library
UNC - Chapel Hill*

OCT 7 1988

SL001

N. C. DEPOSITORY

State Document



1987-1988 CATALOG

WHOM TO CONTACT ABOUTTelephone (919) 521-4214

| | |
|---|---|
| Academic Records & Transcripts | Office of Records and Special Programs, Ext. 303 |
| Admissions..... | Office of Admissions, Ext. 262 |
| Alumni Affairs | Office for Institutional Advancement, Ext. 252 |
| Bookstore..... | Student Supply Store Manager, Ext. 222 |
| Career Planning..... | Office of Career Planning & Placement, Ext. 270 |
| Catalog | Office of Public Information, Ext. 249 |
| Certification (Teacher) | Department of Education, Ext. 221 |
| Commencement | Office for Student Affairs, Ext. 226 |
| Computer Center | Computer Center, Ext. 260 |
| Continuing Education Courses..... | Office of Continuing Education, Ext. 367 |
| Counseling and Testing Center..... | Ext. 202 |
| Degree Programs | Office for Academic Affairs, Ext. 211 |
| Dormitories and Student Housing | Office for Student Affairs, Ext. 228 |
| Evening Program | Office of Continuing Education, Ext. 367 |
| Faculty | Office for Academic Affairs, Ext. 211 |
| Fees and Accounts..... | Accounts Receivable Office, Ext. 329 |
| Financial Aid (Scholarship, Grants, Loans, Work-Study) | Office of Financial Aid, Ext. 255 |
| Graduate Program..... | Office of Graduate Studies, Ext. 271 |
| Institutional Advancement..... | Office of Institutional Advancement, Ext. 252 |
| Library Services | Circulation Desk, Ext. 238 |
| Media Center Services..... | Media Center, Ext. 254 |
| Placement | Office of Career Planning and Placement, Ext. 270 |
| Native American Resource Center..... | Ext. 282 |
| Performing Arts | Performing Arts Center, Ext. 287 |
| Public Information | Office of Public Information, Ext. 249 |
| Registration | Office of Records and Special Programs, Ext. 298 |
| Residence Status | Office of Admissions, Ext. 262 |
| Sports Information | Office of Sports Information, Ext. 261 |
| Security | Campus Security, Ext. 235 |
| Student Activities..... | Office for Student Affairs, Ext. 226 |
| Summer Programs | Office of Continuing Education & Summer Programs, Ext. 367 |
| Tests (A.C.T., S.A.T., M.A.T.) | Counseling and Testing Center, Ext. 202 |
| Veterans Information..... | Office of Financial Aid, Ext. 339 |

All communications should be directed to the proper University office and addressed to:

Pembroke State University
Pembroke, North Carolina 28372

PEMBROKE STATE UNIVERSITY

Academic Programs Offered and Degrees Conferred

| | |
|--|---|
| American Indian Studies, B.A. | Health and Physical Education, Education, B.S. |
| Art, B.A. | Recreation Management/ Administration, B.S. |
| Art Education, B.S. | History, B.A. |
| Biology, B.S. | Social Studies Education, B.A. |
| Medical Technology, B.S. | Mathematics, B.S. |
| Biology Education, B.S. | Computer Science, B.S. |
| Business Administration | Mathematics Education, B.S., M.A.Ed. |
| Accounting, B.S. | Music, B.A. |
| Management, B.S. | Music Education |
| Office Administration, B.S. | Instrumental, B.S. |
| Business Education, B.S. | Vocal, B.S. |
| Business, Applied Science, B.S.A.S. | Philosophy and Religion |
| Chemistry, B.S. | Philosophy, B.A. |
| Medical Technology, B.S. | Religion, B.A. |
| Communicative Arts | Political Science, B.A. |
| Dramatic Literature & Performance, B.A. | Pre-Law, B.A. |
| Language and Literature, B.A. | Public Administration, B.A. |
| Contracted Major, B.A. | Psychology, B.S. |
| English Education, B.A., M.A.Ed. | Social Work, B.S. |
| Computer Science, B.S. | Sociology, B.A. |
| Economics, B.A. | Criminal Justice, B.A. |
| Educational Administration and Supervision, M.A.Ed. | Special Education |
| Elementary Education | Learning Disabilities, B.S. |
| Early Childhood, B.S., M.A.Ed. | Mental Retardation, B.S. |
| Intermediate, B.S., M.A.Ed. | |
| Middle Grades Education B.S., (G Certification) | |
| Reading Education, M.A.Ed. | |
| Health and Physical Education, B.S. | |

Academic Minors Offered

| | | |
|-------------------------|--|-----------------------|
| American Indian Studies | Language | Psychology |
| Art | Legal Studies | Public Administration |
| Athletic Coaching | Literature | Public Relations |
| Business Administration | Mathematics | Communication |
| Computer Science | Medical Sociology | Recreation |
| Criminology | Mental Health | Religion |
| Economics | Music | Sacred Music |
| French | Personnel and Organiza- tional Leadership | Social Work |
| Geography | Philosophy and Religion | Sociology |
| Health Education | Philosophy | Speech |
| History | Physical Education | Theater |
| Jazz Studies | Political Science | World Studies |
| Journalism | | Writing |

Other Academic Offerings

| | |
|------------------------------------|-------------------------------|
| Aerospace Studies — Air Force ROTC | Chancellor’s Scholars Program |
| Military Science — Army ROTC | |

SUMMARY OF MINIMUM BASIC STUDIES REQUIREMENTS***A. Basic Skills** (6 hours)

CMA 105, 106

B. Humanities (18 hours)

1. Fine Arts (3 hours) Choice of one: ART 205, CMA 250, MUS 230, 295

2. Literature (3 hours) Choice of one: CMA 203, 205, 206

3. History (3 hours) Choice of one: HST 101, 102, 126, 127, 210 (AIS 210)

4. Philosophy/Religion (3 hours) Choice of one: PHI 100, 101, 204; REL 130

5. Humanities Electives (6 hours)

Choice of two courses, to be chosen from two areas below. A student may elect six hours of foreign language. (Chancellor's Scholars may elect six hours from Area 5.)

Area 1. Fine Arts: ART 101, 205; CMA 250; MUS 113, 209, 230, 296

Area 2. Communicative Arts: CMA 100, 101, 204, 205, 206, 207, 220 (AIS 220), CMA 221, 246; FRH 131, 132, 231, 232; SPN 131, 132, 231, 232

Area 3. History: HST 101, 102, 126, 127, 210 (AIS 210)

Area 4. Philosophy/Religion: AIS 201, PHI 100, 101, 102 (REL 102), 202, 204, 205, 211; REL 105, 106, 130, 209, 213 (AIS 213), REL 214, 216, 218

Area 5. (Chancellor's Scholars only.) CSP 200, 201

Note: No more than two of the following courses — AIS 201, 210 (HST 210), AIS 213 (REL 213), AIS 220 (CMA 220) — shall apply to requirements.

C. Social Science (12 hours)

Choice of four out of five disciplines, with 3 hours in each of the four.

Economics Discipline: ECN 201

Geography Discipline: GGY 101, 102, 200, 206 (ECN 206)

Political Science Discipline: PLS 100, 101

Psychology Discipline: PSY 101

Sociology Discipline: SOC 101, 105, 201

Chancellor's Scholars may substitute CSP 100 and 275 for courses in any two disciplines.

D. Natural Science and Mathematics (12 hours)

1. Biology (3 hours) — BIO 100

2. Physical Science (3 hours) — Choice of one: CHM 100, PHS 110, 111; PHY 100, 150, 200 (Chancellor's Scholars only: CSP 250)

3. Mathematics (3 hours) — Choice of one: MAT 101, 105, 107, 108, 109, 221

4. NatSci/Math Elective (3 hours) — Choice of one from Categories 2 and 3 **or** from the following: BIO 100, 100L, 101, 102, 103, 201, 207, 210; CHM 100, 101; CSC 200, 201, 210; GLY 100, 115; MAT 101, 102, 105, 107, 108, 109, 118, 210, 221, 222; PHS 110, 111, 116; PHY 100, 101, 115, 150, 151, 200, 201.

(Chancellor's Scholars only: CSP 240).

E. Physical Education (2 hours) Select from PED 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 149, 171, 172, 175, 176, 177, 178, 179, 180.

*See page 66 for complete description of Minimum Basic Studies Requirements.

TABLE OF CONTENTS

AccreditationInside Cover

Academic Programs Offered1

Minimum Basic Studies Requirements2

University Calendar7

Organization13

 UNC Board of Governors14

 University of North Carolina17

 Pembroke State University18

 Board of Trustees18

 Officers and Administration19

 Office of the Chancellor19

 Office for Academic Affairs19

 Department Chairmen20

 Office for Student Affairs20

 Office for Business Affairs21

 Office for Institutional Advancement21

 University Safety Department21

General Information27

 History28

 Location29

 Mission of the University30

 Buildings and Grounds31

 Summer Program33

 Continuing Education34

 Special Programs34

 Advisement and Retention35

The Admissions Process37

 Undergraduate Admissions38

 Entering Freshmen38

 New Transfer Students39

 Readmitted Students40

 Special Students40

 Transient Students41

 Foreign Students41

 Graduate Admissions41

 Bachelor of Science in Applied Science Program42

 Military Degree Completion Program42

 College Level Examination Program43

 Part-time Students44

 Auditing45

 Residence Status for Tuition Purposes45

 College Opportunity Program47

Academic Regulations49

 Classification of Students50

 Student Load50

 Grading and Academic Eligibility50

Grading System.....50

Quality Point Average and Scholastic Standing.....51

Minimum Scholastic Requirements.....51

Honors.....52

Dean’s List.....53

Freshman Orientation.....53

Academic Advisement.....53

Registration.....53

Dropping and Adding Courses.....54

Withdrawal Policy.....54

Repetition of Courses.....55

Independent Study.....55

Class Attendance.....55

Requirements for Graduation.....56

Miscellaneous.....57

Curricula and Degrees.....59

Minimum Basic Studies Requirements.....61

Orientation Requirement.....61

Master’s Degree Programs.....61

Teacher Certification Programs.....61

Admission to the Teacher Education Program.....63

Continuation in the Teacher Education Program.....64

Basic Studies Requirements.....66

Requirements for a Double Major.....71

Requirements for a Second Baccalaureate Degree.....71

Requirements for Minors.....71

Chancellor’s Scholar Program.....72

Health Professions.....72

Air Force ROTC.....75

Army ROTC Program.....76

Programs for Experiential Learning.....76

The Graduate Program.....78

Student Life and Affairs.....81

Student Government.....81

Athletics.....82

Intramurals.....83

Cultural Programs.....83

Co-Curricular Activities.....83

Campus Clubs.....84

Religious Organizations.....86

Honorary Organizations.....86

Sororities.....87

Fraternities.....87

Who’s Who Among Students in American
Universities and Colleges.....88

Miss PSU and Miss Homecoming.....88

Student Housing Information.....88

| | |
|---|-----|
| Summer Housing | 89 |
| Food Service | 89 |
| Counseling Service | 90 |
| Student Health Center | 90 |
| Career Planning and Placement Services | 90 |
| Discipline | 91 |
| Vehicle Registration | 91 |
| The Traffic Control Committee | 92 |
| Student Finances | 93 |
| Financial Aid | 94 |
| Scholarships | 94 |
| Minority Presence Grant Program | 99 |
| Loan Funds | 100 |
| Student Employment | 101 |
| Veterans | 101 |
| Veteran Dependents | 102 |
| Student Fees | 102 |
| Tuition Waiver | 103 |
| List of Fees | 103 |
| Refund Policy | 105 |
| Courses of Instruction — Undergraduate Programs | 107 |
| University Orientation | 108 |
| American Indian Studies | 109 |
| Art | 113 |
| Biology | 120 |
| Business Administration and Economics | 134 |
| Business Education | 146 |
| Economics | 148 |
| Communicative Arts | 150 |
| English and Speech Education | 164 |
| Foreign Languages | 165 |
| Education | 167 |
| Early Childhood Education (K-4) | 172 |
| Intermediate Education (4-6) | 173 |
| Middle Grades Education (6-9) | 173 |
| Special Education (K-12) | 173 |
| Geology and Geography | 184 |
| Health, Physical Education and Recreation | 188 |
| History | 198 |
| Mathematics and Computer Science | 207 |
| Music | 218 |
| Philosophy and Religion | 229 |
| Physical Science | 239 |
| Chemistry | 243 |
| Physics | 244 |
| Political Science | 247 |
| Psychology | 256 |

Sociology and Social Work 265

Special Programs and Interdisciplinary Minors 279

 Aerospace Studies 280

 Military Science 284

 Personnel and Organizational Leadership 286

 Chancellor’s Scholars Program 287

 World Studies 289

 Graduate Program 291

Faculty Directory 317

Summary of Enrollment 331

Index..... 333

PEMBROKE STATE UNIVERSITY

CALENDAR — 1987-87

FIRST SEMESTER

| | |
|---------------------------------------|--|
| August 23, Sunday | 1:00 p.m. — Residence Halls open for Freshmen who have not attended Freshman Orientation |
| August 24-25, Monday-Tuesday | Orientation and Testing Program |
| August 25, Tuesday | 8:00 a.m. — Residence Halls Open for Non-Freshmen |
| August 26, Wednesday | 8:00 a.m. — Registration |
| August 27, Thursday | 8:00 a.m. — Classes Begin |
| August 27, Thursday | 4:00 - 6:00 p.m. — Evening Registration and First Class |
| August 27, Thursday | 6:00 p.m. — Graduate Registration and First Class |
| August 31, Monday | Drop-Add Begins |
| September 4, Friday | 5:00 p.m. — Last Day to Register for a Class or to Add a Class |
| September 7, Monday | Labor Day — Holiday |
| September 16, Wednesday | 10:15 a.m. — Fall Convocation |
| September 18, Friday | Last Day to Drop a First-Eight-Weeks Course with a "W" Grade |
| October 9, Friday | End of First Six Weeks and Last Day to Drop a Course with a "W" Grade |
| October 21, Wednesday | 4:00 p.m. — Mid-Semester Grades Due |
| October 23-24, Thursday-Friday | Mid-Semester Break |
| October 23, Friday | Mid-Point of the Semester. Last Date for Prorated Tuition/Fee Refund |
| November 11, Wednesday | 10:00-11:15 a.m. — Departmental Majors Meetings |
| November 11-17, Wednesday-Tuesday | Student Advisement |
| November 13, Friday | Last Day to Drop a Second-Eight-Weeks Course with a "W" Grade |
| November 18, Wednesday | 12:00 noon - 4:00 p.m. — Preregistration |
| November 25, Wednesday | 10:30 p.m. — Holidays Begin |
| November 30, Monday | 8:00 a.m. — Classes Resume |
| December 9, Wednesday | 10:30 p.m. — Classes End |
| December 10-16, Thursday-Wednesday | Final Examinations |
| December 17, Thursday | 5:00 p.m. — All Residence Halls Close |

SECOND SEMESTER

| | |
|--|--|
| January 5, Tuesday | 8:00 a.m. — All Residence Halls Open |
| January 6, Wednesday | 8:00 a.m. — Registration |
| January 7, Thursday | 8:00 a.m. — Classes Begin |
| January 7, Thursday | 4:00 - 6:00 — Evening Registration and First Class |
| January 7, Thursday | 6:00 p.m. — Graduate Registration and First Class |
| January 11, Monday | Drop-Add Begins |
| January 15, Friday | 5:00 p.m. — Last Day to Register for a Class or to Add a Class |
| January 22, Friday | Last Day to Drop a First-Eight-Weeks Class with a "W" Grade |
| February 19, Friday | End of First Six Weeks and Last Day to Drop a Class with a "W" Grade |
| March 11, Friday | 4:00 p.m. — Mid-Semester Grades Due |
| March 11, Friday | Mid-Point of the Semester. Last Date for Prorated Tuition/Fee Refund |
| March 11, Friday | 10:30 p.m. — Spring Vacation Begins |
| March 11, Friday | 5:00 p.m. — All Residence Halls Close |
| March 20, Friday | 1:00 p.m. — All Residence Halls Open |
| March 21, Monday | 8:00 a.m. — Classes Resume |
| March 21, Monday | Last Day to Drop a Second-Eight-Weeks Class with a "W" Grade |
| March 31, Thursday | 10:30 p.m. — Holidays Begin |
| April 5, Tuesday | 8:00 a.m. — Classes Resume |
| April 6, Wednesday | 10:15 a.m. — Awards Day Ceremony |
| April 13, Wednesday | 10:00-11:15 a.m. — Departmental Majors Meeting |
| April 13-19, Wednesday- Tuesday | Student Advisement |
| April 27, Wednesday | 10:30 p.m. — Classes End |
| April 28,-May 4, Thursday- Wednesday | Final Examinations |
| May 5, Thursday | 5:00 p.m. — All Residence Halls Close |
| May 7, Saturday | 2:00 p.m. — Commencement |

SUMMER SESSION — 1988**FIRST TERM AND INTRA-SESSION**

| | |
|-------------------|--|
| May 31, Tuesday | 8:00 a.m. — All Residence Halls Open |
| May 31, Tuesday | 8:00 a.m. — 12:00 noon — Registration |
| May 31, Tuesday | 1:00 p.m. — Classes Begin |
| June 1, Wednesday | Late Registration Fee and Change of Course Fee Apply |
| June 1, Wednesday | Last Day to Register for Course Credit |
| June 4, Saturday | Classes Meet |
| June 10, Friday | Last Day to Drop a Course with a "W" Grade |
| June 13, Monday | 8:00 a.m. — Intra-Session Begins |
| June 13, Monday | 6:00 p.m. — Graduate Registration and First Class |
| July 1, Friday | End of First Term of Summer School |

SECOND TERM

| | |
|-------------------|--|
| July 5, Tuesday | 8:00 a.m. — All Residence Halls Open |
| July 5, Tuesday | 8:00 a.m. — 12:00 noon — Registration |
| July 5, Tuesday | 1:00 p.m. — Classes Begin |
| July 5, Tuesday | 6:00 p.m. — Graduate Registration and First Class |
| July 6, Wednesday | Late Registration Fee and Change of Course Fee Apply |
| July 6, Wednesday | Last Day to Register for Course Credit |
| July 9, Saturday | Classes Meet |
| July 15, Friday | Last Day to Drop a Course with a "W" Grade |
| August 5, Friday | End of Second Term of Summer School |
| August 5, Friday | 5:00 p.m. — All Residence Halls Close |

PEMBROKE STATE UNIVERSITY

PEMBROKE, NORTH CAROLINA 28372



OFFICE OF THE CHANCELLOR

Dear Students and Parents:

Thank you for your interest in Pembroke State University. All of us at the University are extremely proud of the institution and we are anxious to share this enthusiasm with you.

This catalog is designed to be a concise and accurate description of Pembroke State University. We hope that it answers any questions you may have about the institution.

Pembroke State University is a unique institution in that it opened its doors in 1887 as a normal school for Indians in Robeson County. It developed through several stages and was granted university status in 1969. Today it has a student body composed of approximately 1 percent Asian, 1 percent Hispanic, 60 percent White, 24 percent Indians, and 14 percent Blacks.

The personalized teacher-student relationships at Pembroke State make it possible to offer excellent academic programs. Extremely able faculty members -- two-thirds of whom hold doctoral degrees -- are available to assist students inside and outside the classroom. They are dedicated to the job of teaching and working with the individual student. Our professors really care about students!

In addition to the University's fine undergraduate offerings, graduate programs are available in Elementary Education and in Educational Administration and Supervision, English Education, Mathematics Education, and Reading Education. This is a growing dimension of the University.

Opportunities for personal growth at Pembroke State University extend beyond the formal classroom as students and professors interact informally in pursuit of truth and understanding. We encourage each young person who comes to Pembroke State University to take advantage of the many opportunities for personal development.

I encourage you to visit our campus.

Sincerely,

A handwritten signature in dark ink, appearing to read "Paul R. Givens".

Paul R. Givens
Chancellor





HONORABLE HAMILTON McMILLAN
1857 - 1918
WILLIAMSON, EVOLUTION AND HISTORIAN
ADVANCED LEGISLATION IN 1888 ESTABLISHING
HIGHER SCHOOL FOR BOYS OF GORDON
COUNTY IN 1897 HE INTRODUCED LEGISLATION
TO REOPEN GORDON NORMAL SCHOOL
AND GORDON STATE UNIVERSITY
DIED MARCH 4, 1918

Organization

The University of North Carolina

Pembroke State University

Trustees

Administration

MEMBERS OF THE BOARD OF GOVERNORS

Philip G. Carson (Chairman)
P.O. Box 7246
Asheville 28807

Tel: Bus. 704/252-7381
Res. 704/274-7893

Mrs. Geneva Bowe (Secretary)
P.O. Box 293
Murfreesboro 27855

Tel: Res. 919/398-4861

Roderick D. Adams
P.O. Box 2855
West Durham Station
Durham 27705

Tel: Bus. 919/942-1500
Res. 919/489-9517

Irwin Belk
P.O. Box 31788
Charlotte 28231

Tel: Bus. 704/372-8900
Res. 704/553-7471

Wayne A. Corpening
P.O. Box 2511
Winston-Salem 27102

Tel: Bus. 919/727-2058
Res. 919/725-3003

Dr. J. Earl Danieleley
P.O. Box 245
Elon College 27244

Tel: Bus. 919/584-2299
Res. 919/584-0646

Walter R. Davis
P.O. Box 50156
Midland, TX 79701

Tel: Bus. 915/682-9418
Res. 915/684-8428

Charles D. Evans
P.O. Box 909
Nags Head 27959

Tel: Bus. 919/473-2171
Res. 919/441-5357

Charles Z. Flack, Jr.
P.O. Drawer 470
Forest City 28043

Tel: Bus. 704/245-0126
Res. 704/245-4067

Mrs. Joan S. Fox
123 Pine Cone Drive
Oxford 27565

Tel: Bus. 919/693-6166
Res. 919/693-6516

John A. Garwood
P.O. Box 999
Wilkesboro 28697

Tel: Bus. 919/667-9284
Res. 919/838-5378

R. Phillip Haire
P.O. Box 248
Sylva 28779

Tel: Bus. 704/586-2121
Res. 704/586-9210

James E. Holshouser, Jr.
P.O. Box 116
Southern Pines 28387

Tel: Bus. 919/692-8871
Res. 919/692-5857

Dr. Joy Joseph (J.J.) Johnson
First Baptist Church
North Main Street
Fairmont 28340

Tel: Bus. 919/628-6842

Robert L. "Roddy" Jones
P.O. Box 19067
Raleigh 27619

Tel: Bus. 919/828-6260
Res. 919/787-4960

John R. Jordan, Jr.
P.O. Box 709
Raleigh 27602

Tel: Bus. 919/828-2501
Res. 919/787-4151

Mrs. John L. "Betty" McCain
1134 Woodland Drive
Wilson 27893

Tel: Res. 919/243-4248

Reginald McCoy
P.O. Box 666
Laurinburg 28352

Tel: Bus. 919/276-0861
Res. 919/276-2875

Mrs. Martha F. McNair
1215 Tartan Court
Winston-Salem 27106
Tel: Res. 919/748-1933

Mrs. Julia T. Morton
P.O. Box 128
Linville 28646
Tel: Res. 704/733-2355

D. Samuel Neill
222 3rd Avenue West
Hendersonville 28739
Tel: Bus. 704/693-1739
Res. 704/693-0621

Samuel H. Poole
P.O. Box 84
Southern Pines 28387
Tel: Bus. 919/944-2361
Res. 919/692-7462

W. Travis Porter, III
2106 Wilshire Drive
Durham 27707
Tel: Bus. 919/682-5654
Res. 919/489-4928

J. Aaron Prevost
Hazelwood 28738
Tel: Bus. 704/452-5861
Res. 704/456-5351

Louis T. Randolph
208 W. Fourth Street
Washington 27889
Tel: Bus. 919/946-4438
919/946-7694
Res. 919/946-3956

Maceo A. Sloan
2100 Otis Street
Durham 27707
Tel: Bus. 919/682-6000

Asa T. Spaulding, Jr.
P.O. Box 3390
Durham 27702
Tel: Bus. 919/832-8311
919/682-9643
Res. 919/471-8164

Joseph E. Thomas
P.O. Box 337
Vanceboro 28586
Tel: Bus. 919/244-1414
919/353-7000

Gus Tulloss
1518 Lafayette Avenue
Rocky Mount 27801
Tel: Bus. 919/977-3633
Res. 919/442-1093

David J. Whichard, II
P.O. Box 1967
Greenville 27834
Tel: Bus. 919/752-6166
Res. 919/756-9752

William K. Woltz
P.O. Box 1027
Mount Airy 27030
Tel: Bus. 919/786-6171
Res. 919/786-2041

Ms. Ruth Dial Woods
P.O. Box 1328
Lumberton 28359
Tel: Bus. 919/739-9717
Res. 919/521-9006

MEMBERS EMERITI

William A. Dees, Jr.
P.O. Drawer 8
Goldsboro 27530
Tel: Bus 919/735-8311
Res. 919/734-3459

William A. Johnson
P.O. Box 68
Lillington 27546
Tel: Bus. 919/893-5107
Res. 919/893-3490

TERMS OF OFFICE OF THE BOARD OF GOVERNORS**Class of 1989**

Mrs. Geneva J. Bowe
 Philip G. Carson
 Walter R. Davis
 R. Phillip Haire
 Mrs. Julia Taylor Morton
 Asa T. Spaulding, Jr.
 David J. Whichard, II
 William K. Woltz

Class of 1993

Roderick D. Adams
 Charles Z. Flack, Jr.
 John A. Garwood
 Reginald F. McCoy
 Mrs. John F. McNair, III
 D. Samuel Neill
 Maceo A. Sloan
 Ms. Ruth Dial Woods

Class of 1991

Irwin Belk
 Wayne A. Corpening
 J. Earl Danieleley
 Charles D. Evans
 Mrs. Joan S. Fox
 James E. Holshouser, Jr.
 Dr. Joy Joseph Johnson
 Robert L. Jones
 John R. Jordan, Jr.
 Mrs. Betty McCain
 Samuel H. Poole
 W. Travis Porter III
 J. Aaron Prevost
 Louis T. Randolph
 Joseph E. Thomas
 Gul Tulloss

Members Emeriti

William A. Dees, Jr.
 William A. Johnson

THE UNIVERSITY OF NORTH CAROLINA**Sixteen Constituent Institutions**

C. D. SPANGLER, JR., B.S., M.B.A., D.H.L., LL.D. — President
 RAYMOND H. DAWSON, B.A., M.A., Ph.D. — Vice President-Academic Affairs
 ROY CARROLL, B.A., M.A., Ph.D. — Vice President-Planning
 LLOYD V. HACKLEY, B.A., Ph.D. — Vice President-Student Services and Special Programs
 L. FELIX JOYNER, A. B. — Vice President-Finance
 JASPER D. MEMORY, B.S., Ph.D. — Vice President-Research and Public Service
 WYNDHAM ROBERTSON, A.B. — Vice President-Communications
 JAY M. ROBINSON, B.S., M.A., Ed.D. — Vice President-Public Affairs
 JOHN P. KENNEDY, JR., S.B., B.A., M.A., J.D. — Secretary of the University
 RICHARD H. ROBINSON, JR., A.B., LL.B. — Assistant to the President
 JOHN W. DUNLOP, B.A. — Director, The University of North Carolina Center for Public Television

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

The University of North Carolina is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776, and it was chartered in 1789 by the General Assembly.

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the latter part of the nineteenth century, the General Assembly of North Carolina has established and supported fifteen other public senior institutions in keeping with Article IX, Section 8, of the Constitution of North Carolina which provides that the “General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise.”

By 1969, The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multi-campus University had its beginnings in legislation enacted in 1931 that defined The University of North Carolina to include The University of North Carolina At Chapel Hill, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro. In the 1960’s three additional campuses were added: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

Beginning in 1877, the General Assembly of North Carolina established or acquired ten additional separately governed state-supported senior institutions of higher education. They are: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. Then, in 1971, the General Assembly redefined The University of North Carolina, and under the terms of that legislation all sixteen public senior institutions became constituent institutions of The University of North Carolina.

The constitutionally authorized Board of Trustees of the sixteen-campus University of North Carolina was designated the Board of Governors and this body is by law The University of North Carolina. The Board of Governors consists of thirty-two members elected by the General Assembly, and it is charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” The chief executive officer of The University is the President.

Each constituent institution of The University has its own faculty and student body. The chief administrative officer of each institution is the chancellor, and the chancellors are responsible to the President.

Each constituent institution also has a board of trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body *ex officio*. (The School of the Arts has two additional *ex officio* trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

MEMBERS OF THE BOARD OF TRUSTEES
PEMBROKE STATE UNIVERSITY

1987-1988

| Term Expires | Appointed By | Name and Address | Telephone | |
|--------------|--------------|---|--------------|--------------|
| | | | Business | Residence |
| 1991 | B/G's | Bass, Marion 4000 Park Road Charlotte, NC 28209 | 704-523-9407 | 704-365-1780 |
| 1991 | G | Bell, James F. P.O. Box 346 Pembroke, NC 27372 | 919-521-9464 | 919-521-4622 |
| 1989 | G | Biggs, Murchison Bolton P.O. Box 671 Lumberton 28358 | 919-739-2871 | 919-739-8057 |
| 1991 | B/G's | Evans, Wayne P.O. Box 1529 Laurinburg, NC 28353 | 919-276-7676 | |
| 1989 | B/G's | Gibson, M. Carr 5205 Barker Ten Mile Road Lumberton 28358 | 919-739-2885 | 919-739-6651 |
| 1991 | B/G's | Lowery, Dennis P.O. Box 8204 Charlotte, NC 28208 | 704-392-2311 | |
| 1989 | B/G's | Lowry, Ira Pate P.O. Box 719 Pembroke, NC 28372 | | 919-521-4164 |
| 1991 | G | Oxendine, H. Dobbs 1604 W. 5th St. Lumberton, NC 28358 | 919-738-5630 | 919-738-7907 |
| 1989 | B/G's | Ostrom, Faye Lewis 134 Azalea Lane Spruce Pine, NC 28777 | | 704-765-4554 |
| 1989 | G | Ransom, Julian Route 1, Box 27 Pembroke 28372 | | 919-521-4730 |

| | | | | |
|------|-------|--|--------------|--------------|
| 1991 | B/G's | Thomas, Willie 113 McGirt Bridge Road Laurinburg, NC 28352 | 919-276-0611 | 919-276-3264 |
| 1989 | G | Winfree, Rosa R. 1231 Bearmore Drive Charlotte, NC 28211 | | 704-365-0841 |
| | | Riley, Manfred President (Student Government Association) 1605 Flintlock Ct. Fayetteville, NC 28304 | | 919-867-4069 |

OFFICERS AND ADMINISTRATION

| | | | | |
|---|-------|--------------------------------------|---------------------------|--|
| CHANCELLOR | | | | |
| PAUL R. GIVENS, B.A., M.A., Ph.D. | | | | |
| OFFICE OF THE CHANCELLOR | | | | |
| CHARLES R. JENKINS, B.S., M.A.Ed., Ed.D. | ..... | Vice Chancellor for | Academic Affairs | |
| JAMES B. CHAVIS, B.S., M.A.Ed., Ed.D. | ..... | Vice Chancellor for | Student Affairs | |
| WILLIAM S. MASON, JR., B.S. | ..... | Vice Chancellor for | Business Affairs | |
| RICHARD C. PISANO, B.S., M.Ed., Ed.D. | ..... | Vice Chancellor for | Institutional Advancement | |
| TERRY R. HUTCHINS, B.A., J.D. | ..... | Legal Assistant to the Chancellor | | |
| JOSEPH E. SANDLIN, B.A., C.P.A. | ..... | Distinguished Executive in Residence | | |
| RAYMOND B. PENNINGTON, B.S., Ed.M., Ed.D. | ..... | Director of Athletics | | |
| GENE WARREN, B.A. | ..... | Director of Public Information | | |

OFFICE FOR ACADEMIC AFFAIRS

| | | | | |
|---|-------|----------------------------------|------------------------------|--|
| CHARLES R. JENKINS, B.S., M.A.Ed., Ed.D. | ..... | Vice Chancellor for | Academic Affairs | |
| PAUL W. KILLIAN, JR., A.B., M.A., Ph.D. | ..... | Assistant Vice Chancellor | for Academic Affairs | |
| NORMA J. THOMPSON, B.S., M.A., Ph.D. | ..... | Dean of Records | and Special Programs | |
| W. HOWARD DEAN, B.S., M.A., Ed.D. | ..... | Director of Graduate Studies | | |
| SYLVESTER W. WOOTEN, B.S., M.S., Ed.D. | ..... | Director of Continuing | Education and Summer Session | |
| ROBERT C. HERSCH, B.A., M.A., Ph.D., M.L.S. | ..... | Director of Library Sciences | | |
| DALTON P. BROOKS, B.A., M.A., Ph.D. | ..... | Director of Institutional | Research and Grants | |
| MARY P. BOYLES, A.B., M.A., Ph.D. | ..... | Director of College | Opportunity Programs | |
| JOYCE S. SINGLETARY, B.S., M.A. | ..... | Registrar | | |
| ANTHONY LOCKLEAR, B.S. | ..... | Director of Admissions | | |
| JANICE G. WILLIS, B.S. | ..... | Assistant Director of Admissions | | |

| | |
|--|--|
| MELINDA GOODEN, B.A. | <i>Admissions Counselor</i> |
| LISA LEWIS SCHAEFFER, B.S., M.Ed. | <i>Admissions Counselor</i> |
| STEVEN R. SWINT, B.A. | <i>Admissions Counselor</i> |
| JO ANN PEARSON, A.S., B.S. | <i>Computer Center Manager</i> |
| TOMMY D. SWETT, B.S., M.A.Ed. | <i>Director of Special Services</i> |
| RICHARD R. VELA, B.A., M.A. | <i>Director of Advisement & Retention</i> |
| STANLEY G. KNICK, B.A., M.A., Ph.D. | <i>Director/Curator of Native American Resource Center</i> |
| A. WARREN LOVE, B.S., M.Ed. | <i>Director of Media Center</i> |

DEPARTMENT CHAIRMEN

| | |
|--|--|
| ADOLPH L. DIAL, A.B., Ed.M., C.A.G.S., L.H.D. | <i>American Indian Studies</i> |
| PAUL VAN ZANDT, B.F.A., M.F.A. | <i>Art</i> |
| HAROLD D. MAXWELL, B.S., M.S., Ph.D. | <i>Biology</i> |
| LEON M. BOLICH, B.B.A., M.A., Ph.D. | <i>Business Administration and Economics</i> |
| THOMAS J. LEACH, B.S., M.A., Ph.D. | <i>Communicative Arts</i> |
| GERALD D. MAYNOR, B.A., M.A., Ed.D. | <i>Education</i> |
| THOMAS E. ROSS, B.A., M.S., Ph.D. | <i>Geology and Geography</i> |
| EDWIN W. CRAIN, B.S., M.A., Ed.D. | <i>Health, Physical Education and Recreation</i> |
| JOHN CHAY, A.B., M.A., M.A.L.S., Ph.D. | <i>History</i> |
| GILBERT L. SAMPSON, B.S., M.A., Ph.D. | <i>Mathematics and Computer Science</i> |
| ROBERT L. ROMINE, B.S., M.A., Ph.D. | <i>Music</i> |
| ROBERT K. GUSTAFSON, B.A., M.Div., Th.M., Ph.D. | <i>Philosophy and Religion</i> |
| JOSE J. D'ARRUDA, B.S., M.S., Ph.D. | <i>Physical Science</i> |
| GIBSON H. GRAY, B.B.A., M.A., Ph.D. | <i>Political Science</i> |
| MICHAEL L. STRATIL, B.A., M.A., Ph.D. | <i>Psychology</i> |
| FRANK A. SCHMALLEGER, B.A., M.A., Ph.D. | <i>Sociology and Social Work</i> |
| KERVIN L. MACK, B.A., M.A. | <i>Aerospace Studies</i> |
| DOUGLAS R. THOMPSON, B.S. | <i>Military Science</i> |

OFFICE FOR STUDENT AFFAIRS

| | |
|--|---|
| JAMES B. CHAVIS, B.S., M.A.Ed., Ed.D. | <i>Vice Chancellor for Student Affairs</i> |
| ALEC PRICE, B.A., M.A. | <i>Dean of Student Affairs</i> |
| JUDY SARVIS, B.S., M.A.Ed. | <i>Director of Student Activities</i> |
| RAY VON BEATTY, B.S., M.Ed., Ph.D. | <i>Director of Counseling and Testing Center</i> |
| DIANE O. JONES, B.S., M.S., Ed.D. | <i>Director of Career Planning and Placement</i> |
| ESTHER D. JACOBS, B.S. | <i>Financial Aid Officer</i> |
| ENOCH C. MORRIS, JR., B.F.A., M.F.A. | <i>Director of Performing Arts Center</i> |
| SANDRA MERCAVICH, B.A. | <i>Assistant Director of Performing Arts Center</i> |
| MARTIN L. BROOKS, M.D. | <i>University Physician</i> |
| EVA B. SAMPSON, B.S., R.N. | <i>University Nurse</i> |

OFFICE FOR BUSINESS AFFAIRS

| | |
|-------------------------------------|---|
| WILLIAM S. MASON, JR., B.S. | Vice Chancellor for Business Affairs |
| ILA GRAY, A.S., B.S.A.S. | Director of Accounting |
| HORACE BURNETTE | Plant Maintenance Supervisor |
| WILBERT CHAVIS. | Printing Dept. Manager |
| BILLY DEES, B.S.C.E., P.E. | University Engineer |
| EDYTHE MURRAY | Switchboard Supervisor |
| CAROLYN H. LOCKLEAR, A.S. | Payroll Clerk |
| KATE LOCKLEAR. | Personnel Officer |
| REGGLE STRICKLAND, B.S. | Student Supply Store Manager |
| TRYON D. LOWRY, B.S. | Purchasing Agent |
| HERBERT ROBERTS | Central Stores Manager |
| PATRICIA LAMBERT | Cashier |
| GORDON WILLIAMS | Director of Food Services |

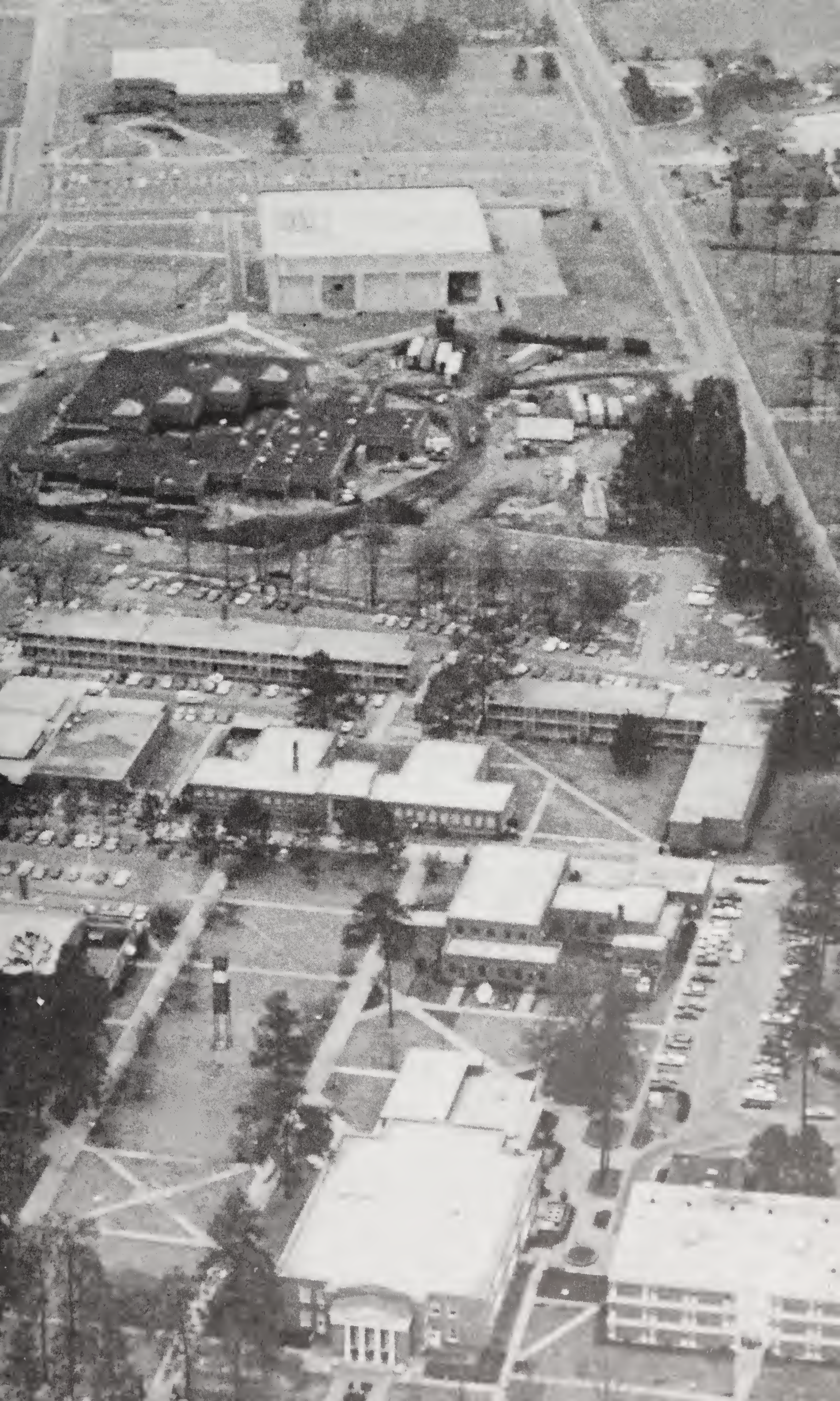
OFFICE FOR INSTITUTIONAL ADVANCEMENT

| | |
|--|---|
| RICHARD C. PISANO, B.S., M.Ed., Ed.D. | Vice Chancellor for Institutional Advancement |
| ELIZABETH M. McINTYRE, B.A., M.L.S. | Resource Development Officer and Assistant to the Vice Chancellor for Institutional Advancement |
| JOHN CARTER III, B.S. | Director, Alumni Affairs |
| OSCAR PATTERSON III, B.A., M.F.A., Ph.D. | Director of Radio and Television Communications |
| JOSEPH E. SANDLIN, B.A., C.P.A., L.H.D. | Distinguished Executive In Residence |
| AKBAR G. PAZANDAH, B.S.E.E. | Engineer, Television Facility |

UNIVERSITY PUBLIC SAFETY DEPARTMENT

| | |
|---------------------------------------|--------------------------------------|
| TERRY R. HUTCHINS, A.B., J.D. | Legal Assistant to the Chancellor |
| CHARLES BRYANT | Campus Police Chief |





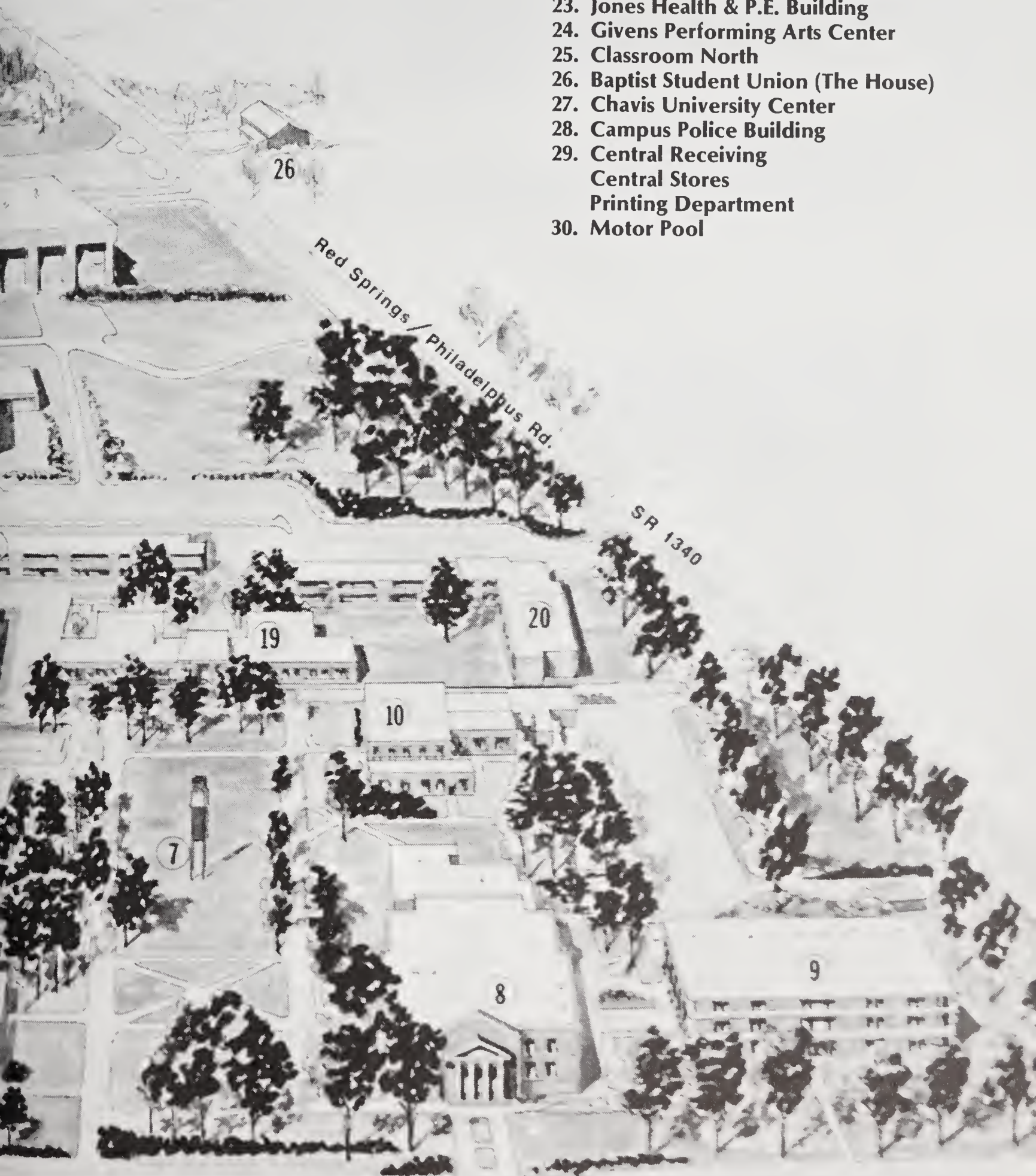
PEMBROKE STATE UNIVERSITY



KEY TO MAP

1. Sampson Hall (Administration)
2. Livermore Library
3. Admissions Building
4. Chancellor's Residence
5. Infirmary
6. Old Gym
7. Lowry Bell Tower
8. Old Main
9. Oxendine Science Building
10. Moore Hall

11. Belk Hall
12. West Hall
13. North Hall
14. Education Center
15. Business Administration Building
16. Cafeteria
17. Student Center
18. Student Supply Store
19. Locklear Hall
20. Jacobs Hall
21. Wellons Hall
22. Pinchbeck Maintenance Building
23. Jones Health & P.E. Building
24. Givens Performing Arts Center
25. Classroom North
26. Baptist Student Union (The House)
27. Chavis University Center
28. Campus Police Building
29. Central Receiving
Central Stores
Printing Department
30. Motor Pool





General Information

GENERAL INFORMATION

HISTORICAL SKETCH

In 1887 the General Assembly of North Carolina authorized establishment of a normal school for Indians in Robeson County. This legislation, which included an appropriation of only five hundred dollars, required the local Indians to provide a building within two years on pain of having the act repealed if they failed to do so. A four-member board, composed of Robeson County Indians, was named to inaugurate the new school and guide its development.

With money raised by local subscription these trustees purchased an acre of land one mile west of Pembroke and erected thereon a two-story building with lumber and labor donated by residents of the area. W. L. Moore, a leading Indian teacher, became the first principal of the new school, which opened in the Fall of 1887 with fifteen pupils. In 1889 the General Assembly increased the appropriation to one thousand dollars, and this level of support was continued for many years. In 1909 the school was moved to its present location, and in 1921 the legislature appropriated seventy-five thousand dollars to build a large, modern structure which was ready for use in 1923. This building, now known as "Old Main," was reconstructed in 1978-79, using its identical brick walls of 1923, and was rededicated on February 16, 1980.

Although it had been legally designated a "normal school" from the beginning, the institution did not offer work beyond the elementary level during its early years. After its relocation in 1909, steady growth occurred, secondary and vocational courses were added, and in 1912 the first high school student graduated. Two additional students completed the high school curriculum in 1914, but after that year the program languished and it was not until 1922 that a fourth person achieved high school graduation from the institution. In 1924, when the graduating class included seven members, the school was given a "standard" classification by the State High School Inspector.

Until 1926 only elementary and high school courses were offered, but in that year a normal school program for the preparation of teachers was inaugurated, and the phasing out of the elementary offerings was begun. In June, 1928, the first normal school class was graduated, and the State Board of Education recognized the institution as a "Standard Normal School." During these years the name of the institution underwent successive changes. First called the Croatan Normal School, it was in 1911 rechristened the Indian Normal School of Robeson County.

In 1928 the last of the elementary program was eliminated from the curriculum and only high school and normal school programs were continued. In the early 1930s, college classes were initiated, and by 1938, three full years of college work were available. The high school and college branches were separated in 1939 when a fourth year of college work was added, and in June, 1940, the first college degrees were conferred. In keeping with these changes, the Legislature in 1941 renamed the school Pembroke

State College for Indians, and in 1949 shortened the name to Pembroke State College.

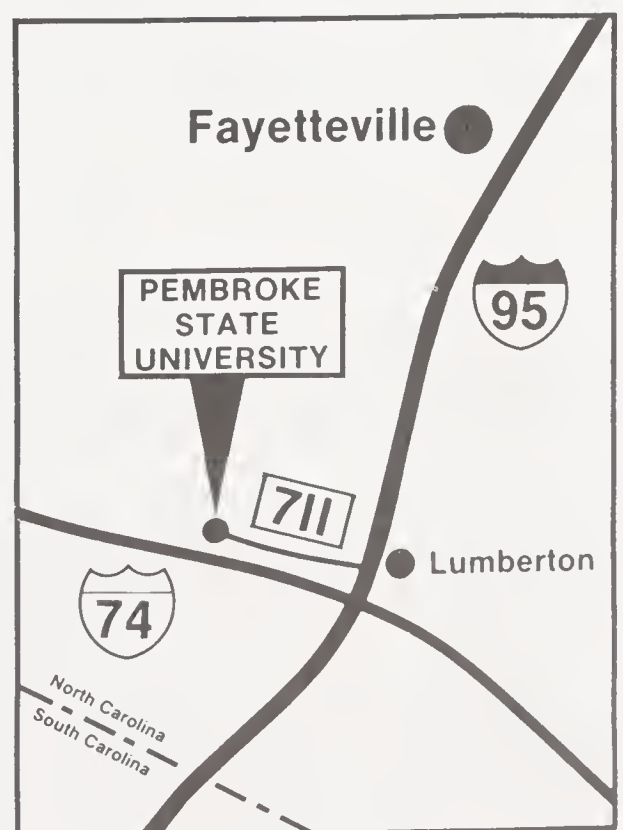
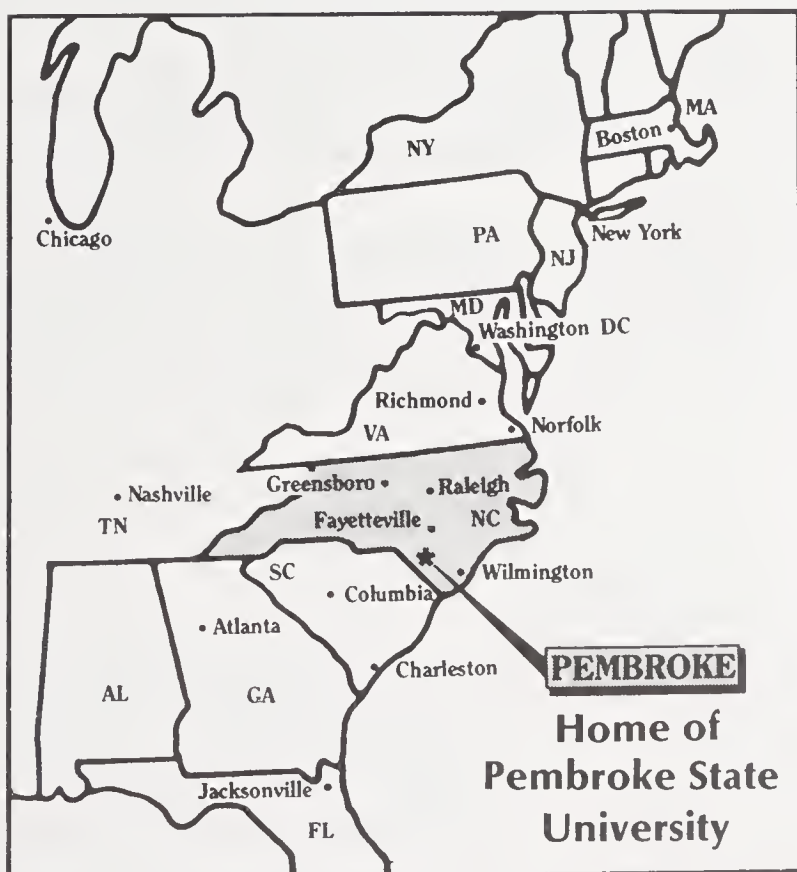
Until 1945 only Robeson County Indians were eligible for admission to Pembroke, but in that year the Legislature authorized admission of Indians other than those who resided in Robeson County. In 1954, admission was opened to all qualified applicants without regard to race or national origin.

The General Assembly of North Carolina granted regional university status to the institution on July 1, 1969, changing the name to Pembroke State University.

In 1972, Pembroke State University became a constituent institution of the 16-campus University of North Carolina system.

LOCATION

Pembroke State University occupies 108 acres located along the western edge of the town of Pembroke in Robeson County, North Carolina. It is easily accessible by automobile, being only ten miles from Interstate 95 and two miles from U.S. 74. Commercial air line service is available at the Fayetteville Municipal Airport, Grannis Field, which is approximately 30 miles from the campus.



MISSION

In the tradition of excellence in liberal arts education, Pembroke State University teaches disciplined reasoning, effective communication, and an appreciation of learning. The University strives for quality and balance in its academic programs, both graduate and undergraduate, and proclaims sound and vigorous teaching as its central duty. As a center for education and service, Pembroke State University also encourages research and promotes the educational, cultural, and economic development of the region and state. As a multicultural institution with substantial enrollment of American Indian, black, and white students, the University community is committed to the philosophy that education is a lifelong experience.

GOALS

1. To maintain an atmosphere of free inquiry, in which a dynamic faculty enjoys teaching and research, and in which students learn and experience growth;
2. To provide quality programs for a liberal arts education and for diverse professions, occupations, and avocations;
3. To enhance communication skills, including writing, reading and speech;
4. To offer students advisory counseling and placement services;
5. To encourage continuing education by offering evening courses, extension classes, lectures, fine arts programs, conferences, and other activities of value to the people of its service area;
6. To serve the greatest number of students by holding college costs at the lowest possible level and providing financial support to those who need it to gain equal access to higher education;
7. To promote the economic development of the region and to mold leaders committed to service, adept at problem-solving, and active in meeting societal needs;
8. To assure program effectiveness by reviewing periodically the purpose of the University and its programs.

FACULTY SENATE

The Faculty Senate is the primary vehicle of faculty governance at Pembroke State University. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. The Student Affairs Committee and the Academic Affairs Committee also have subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total

University and is the principal academic policy-making body of the University.

BUILDINGS AND GROUNDS

Sampson Hall, completed in 1949, houses the university administration offices. It was named for Oscar R. Sampson, a long-time chairman of the University Board of Trustees.

Locklear Hall, opened in 1950 and named for Anderson Locklear, a leading educator of Robeson County, houses the offices, classrooms, and studios of the Art department.

Moore Hall, dating from 1951, contains a 216-seat auditorium, classrooms, offices, and studios used by the Music department. This building was named for Reverend W.L. Moore, the first teacher of the Indian Normal School at Pembroke.

The Chancellor's Residence, completed in 1952, was fully renovated and enlarged in 1976. It is located on the western side of the campus.

The Admissions Office, opened in 1965, has been recently renovated.

The D. F. Lowry Building, first completed in 1965, and with the additions completed in 1972, is to contain the student supply store, the print shop, and the following offices: ROTC, Continuing Education and Summer Session, Upward Bound, and Special Services. This former Student Center was named for Reverend D.F. Lowry, the first person to graduate from the Indian Normal School.

Jacobs Hall, dating from 1961, is a men's dormitory which has a capacity of 134 students. This dormitory was named for Reverend L. W. Jacobs, who served as chairman of the Board of Trustees for thirty years.

Wellons Hall, opened in 1965, is a men's dormitory with a capacity of 100 students. This structure was named for Dr. Ralph D. Wellons, who served as President of the University from 1942 through 1956.

West Hall, opened in 1965, is a men's dormitory which offers accommodations to 200 students.

The Music Annex, attached to Moore Hall in 1965, contains facilities for the university band and chorus as well as practice rooms.

The University Infirmary, opened in the spring of 1967, contains examination and treatment rooms, offices for the University Nurse and Physician, and 22 beds for treatment of inpatients.

The Mary Livermore Library (1967) has recently been extensively renovated. The library currently houses over 186,000 books and 1,000 periodical and newspaper subscriptions, receives relevant U.S. government documents on a

depository basis, and contains the University Archives. The staff offers students such services as instruction in library use, in-depth consultation on research projects, data base searching, copying facilities, interlibrary loan, orientation tours, and recreational reading. The library was named in honor of the late Mary Livermore, long-time religion professor at PSU.

The Computer Center, on the second floor of the Mary Livermore library, houses the university's academic and administrative computing services as well as a computers lab for faculty and student use.

The Herbert G. Oxendine Science Building, completed in 1967, affords classrooms, laboratories, computer rooms, and offices for the Biology, Physical Science, and Mathematics departments. It was named in honor of the late Dr. Herbert G. Oxendine, who served as Academic Dean.

The Business Administration Building, completed in 1969, affords classrooms and offices for the departments of Business Administration and Economics, Sociology, and Geology and Geography. It also houses the College Opportunity Program.

The Environmental Building, completed in 1969, is a one-story brick structure located behind the Science Building. It is used for animal laboratory experiments.

The Maintenance Buildings are located on the northwest corner of the campus. They contain shops, offices, and garage facilities for university vehicles. *The Walter J. Pinchbeck Maintenance Building* was named in honor of the late Walter J. Pinchbeck, long-time PSU superintendent of buildings and grounds.

The Central Receiving Warehouse is located beside the Maintenance Buildings. All deliveries of supplies and materials are received there.

Mary Irwin Belk Hall, completed in 1970, is a women's dormitory which offers accommodations to 200 students. It was named in honor of the late Mary Irwin Belk of Charlotte.

North Hall, completed in 1972, is a women's dormitory which offers accommodations to 200 students.

The English E. Jones Health and Physical Education Center, completed in the spring of 1972, has two gymnasiums, a natatorium which includes a six-lane swimming pool and diving tank, faculty offices, classrooms, a physiology laboratory, and a small lecture hall which seats 120. The building was named in honor of the late chancellor, Dr. English E. Jones, Chief Executive of PSU from 1962-79.

The Givens Performing Arts Center, completed in 1975, houses the dramatic arts and provides an ultramodern amphitheater-style auditorium which will accommodate any performing arts production and which will comfortably seat an audience of seventeen hundred. It was named in honor of the present chancellor of PSU, Dr. Paul R. Givens.

The Educational Center, completed in 1976, contains classrooms, offices, and curriculum and reading laboratories for the departments of Education, Psychology, and Philosophy and Religion.

The Old Main Building was originally constructed in 1923, destroyed by fire in 1973, and restored in 1979. The first floor houses the Media Center, the Television (WPSU) and Radio Stations, and the Native American Resources Center (described below). The second floor provides classroom and office space for the American Indian Studies program, Public Information, Institutional Research, Institutional Advancement, and “Strike at the Wind,” an outdoor drama performed each summer.

The Native American Resource Center, on the first floor of the Old Main building, offers a rich collection of authentic Indian artifacts, handicrafts, art, books, cassettes, record albums, and filmstrips about Native Americans, with emphasis on the Lumbee Indians of Robeson County. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from all sections of the United States are represented by characteristic artifacts.

The Classroom North Building, completed in 1980, is located on the north side of campus and provides classroom and office space for the departments of Communicative Arts, History, and Political Science. The building also houses a word processing laboratory, the CMA library, and the offices of the yearbook and the student newspaper.

The James B. Chavis University Center, completed in 1987, houses student and faculty lounges, the post office, the cafeteria, a snack bar, a bowling alley, a TV/game area, the Counseling and Testing Center, the Office of Career Planning and Placement, and Student Government offices. It was named in honor of the present PSU vice chancellor for student affairs, Dr. James B. Chavis.

SUMMER PROGRAM

The University offers two five-week terms and a three-week intra-session designed to give the summer student both educational and recreational opportunities. Special workshops and institutes enrich the regular summer program and visiting specialists augment the regular faculty when the need arises.

Through many curricular and extra-curricular activities, the summer session provides special opportunities for teachers and others who are free for summer study. Many courses and workshops are open to individuals not seeking a university degree but interested in gaining personal or professional knowledge.

A student entering Pembroke State University for the first time as a beginning freshman, a transfer student, or a student who is returning to the

University after an absence of one semester or more must meet all requirements for admission.

Transient students, students who are regularly enrolled at another institution of higher education and who wish to take courses at Pembroke State University during the summer session for transfer to their home institution, must submit a form available from the Summer Session Office. This form must show that they are in good standing at their home institution and have their Dean's or Registrar's permission to enroll at Pembroke State University. Admission to the Summer Session *does not constitute admission to the University.*

In-service teachers who wish to attend the Summer Session for certificate renewal or some other purpose must submit an application. The application form and the *Summer Session Bulletin* may be obtained from the Summer Session Office.

OFFICE OF CONTINUING EDUCATION

Evening classes: Pembroke State University offers a number of evening classes for individuals who wish to earn degrees as full-time or part-time students. Degree seeking students should contact the Department Chairmen for assistance in working out a plan to fulfill degree requirements during the regular and evening programs.

All students admitted for degree-credit course work in the evening must meet minimum University requirements for admission. Applicants meeting minimum University requirements will be admitted either as special, part-time or regular students. (See page 38).

Extension: Credit and non-credit courses are offered through extension programs at times and places convenient to students. Extension instruction leads to earned credit toward a degree offered at Pembroke State University but is offered outside the regular session.

Short Courses, Institutes, and Conferences: In addition to helping students meet certificate requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population.

The University awards Continuing Education Units (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at Pembroke is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

SPECIAL PROGRAMS

Special Programs at Pembroke State University are designed to help meet the academic, cultural, and financial needs of participants in order that they

may achieve a high success rate while in school. The four projects included in Special Programs are Upward Bound, Special Services, Health Careers Academic Advancement Program (HCAAP), and Clinical Work-Study Summer Health Program (CWSSHP).

Upward Bound is funded to serve seventy-five Robeson County high school students who have the academic potential to become first-generation college students but lack certain skills or motivation to demonstrate that talent. The program consists of an academic and a summer phase. During the academic phase, students are encouraged to achieve their educational potential with the help of weekly tutoring sessions in their high school courses. Assistance is also provided for seniors in completing college and financial-aid applications. During the summer phase, participants live on campus for six weeks and attend college and recreational activities during the evenings. This summer component familiarizes students with college life while motivating students and developing and enriching their basic skills.

Special Services is funded to serve one hundred fifty college students at Pembroke State University. The program offers the following services:

- tutoring on a one-to-one or a small group basis in all majors offered at the University
- reading skills instruction in increasing vocabulary, comprehension, and rate
- study skills assistance in developing techniques of note-taking and test-taking
- assistance in applying for financial aid and scholarship programs
- guidance in academic, vocational, and personal/social concerns
- opportunities to participate in cultural activities
- access to reference and resource materials available which include magazines, paperbacks, and a file on current events.

The Health Careers Program and the Clinical Work Study Summer Health Program are funded through the North Carolina Health Manpower Development Program. The main objective of these program is to recruit minority students into an academic health profession through academic advisement, career counseling and enrichment activities. The Health Careers Program also provides clinical work training through summer employment with local health care agencies in Robeson and Scotland Counties. Students are employed in jobs related to their health care interests.

Students interested in Special Programs should visit the office in the D. F. Lowry building or call (521-4214 ext. 276) for information.

ADVISEMENT AND RETENTION

Advisement and Retention focuses University resources to help individual students complete their work at Pembroke State University.

Through the *Early Alert Program*, a professor or staff member may recommend that a student get help with a problem that threatens the student's academic success. Continued absence from class is usually the first and most significant indication that a student should be referred. The Office of Advisement and Retention works with the student to determine appropriate help and draws on existing programs and offices to find a workable solution.

Through the *Student Advocacy Program*, any student who has become confused or frustrated by university practices may request that the Office of Advisement and Retention act as intermediary, locate assistance or information, or provide academic advisement.





The Admissions Process

UNDERGRADUATE ADMISSIONS

Pembroke State University welcomes applications from persons who have earned a high school diploma, or its equivalent, and whose academic preparation and aptitude predict success in higher education. The University's Office of Admissions processes and individually evaluates all applications that are submitted. No single consideration dictates decisions on applications; instead, numerous factors, and their relationships to one another, enter into such decisions. All applicants demonstrating that they can profit from and succeed in undergraduate studies qualify for admission to the University.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admissions to Pembroke State University may be denied admission, or if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from Pembroke State University.

Qualified applicants are admitted in the following categories:

1. Entering Freshmen
2. New Transfer Students
3. Readmitted Students
4. Special Students
5. Transient Students
6. Foreign Students
7. Auditors

Students may enter at the beginning of any semester or summer term. Applicants for the Fall Semester are encouraged to apply early in the year prior to their intended enrollment. Applicants for admission to the Spring Semester should apply by December 1.

Requests for application forms should be addressed to the Director of Admissions. Completed forms and all supporting documents (test scores and official high school, college and university transcripts), with a non-refundable \$15.00 application fee, should be forwarded to the Office of Admissions.

All new students, and all readmitted students who have been out of Pembroke State University for one year, who plan to take 7 or more credit hours during their initial semester are required to complete a medical history form before registering for classes. This form may be obtained from the Office of Admissions and should be returned to the University Infirmary prior to registering for classes.

ENTERING FRESHMEN

Applicants for the freshman class must be graduates of an approved or accredited high school. Non-graduates must possess a high school equivalency certificate and present evidence of maturity and the potential to achieve success in a university environment.

High School transcripts and SAT or ACT scores must be received prior to a determination of an applicant's admissions status. A predicted grade point average is computed on the basis of the high school class rank and the SAT or ACT scores for each applicant. The Admissions Policy requires one of three possible decisions for each applicant:

1. Applicants who have a satisfactory high school record and appropriate SAT or ACT test scores, and meet the minimum predicted grade point average, will immediately be accepted for admission.
2. Applicants whose records and test scores do not meet the minimum requirements will be denied admission.
3. Applicants whose records and/or test scores meet most, but not all, of Pembroke State University's regular admission standards may be offered admission to the University's summer College Opportunity Program. (A detailed description of this program is on page 47.)

The UNC Board of Governors has adopted the following minimum undergraduate admissions requirements to begin with the 1988 Fall Semester.

- A high school *diploma* or its equivalent;
- Four (4) course units in *English*, emphasizing grammar, composition, and literature;
- Three (3) course units in *mathematics*, including algebra I, algebra II, and geometry, or a higher level mathematics course for which algebra II is a prerequisite;
- Two (2) course units in *social studies*, including one (1) unit in U.S. history;
- Three (3) course units in *science*, including at least one (1) unit in a life or biological science (for example biology), at least one (1) unit in a physical science (for example, physical science, chemistry, physics), and at least one (1) laboratory course.
- In addition, it is *recommended* that prospective students complete at least two (2) course units in one *foreign language*, and take one (1) *foreign language* course unit and one (1) *mathematics* course unit in the twelfth grade.

TRANSFER STUDENTS

1. Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0) average on all work attempted prior to entering Pembroke State. (The repeat rule is not used in computing the cumulative grade point average on transfer course work.) Courses satisfactorily completed in regionally accredited institutions are evaluated in terms of courses offered and curriculum selected at Pembroke State.
2. The student must attain at least a grade of "C" (2.0) in a course in order for that course to be allowed for transfer credit at Pembroke State.
3. Transfer applicants must be immediately eligible to return to the last institution attended.

4. Each transfer applicant must submit a completed health record after academic approval has been received by applicant.
5. All transfer students entering PSU must attend a transfer orientation designed to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student's academic advancement.

(Because of differing admission requirements, transfer applicants who are candidates for teacher certification degrees should refer to the admission requirements stipulated by the Department of Education.)

NOTE: Prospective students who have attended an accredited college but who have earned less than 30 semester hours of transferable credit must meet both freshman and transfer admission requirements. This means that in addition to the following procedures for freshmen, they must present a transcript showing an overall 2.00 average on all college work. In addition, such applicants must be eligible to return to the institution last attended.

The classification of transfer students (freshman, sophomore, junior, or senior) is determined by the number of transfer credit hours accepted by Pembroke State University. The maximum transfer credit hours accepted from a two-year institution is 60 semester hours, and no student who has attained junior status will be allowed to transfer credit for any college work completed after that time in a two-year institution. Students attending a four-year institution prior to attending a two-year institution should consult the Office of Admissions regarding credits allowed. Although there is no limit on credit hours accepted from a four-year institution, a 30-hour residency is required to graduate from Pembroke State University.

300-400 level courses from two-year community colleges will receive elective credit only. Technical school course credit will not transfer, unless the school and PSU have an agreement to honor such credits.

All transfer students are required to complete the Basic Studies requirements or a minimum of 50 semester hours of course work equivalent to those required in Basic Studies.

READMITTED STUDENTS

Students who have interrupted their course of study for at least one semester must apply for readmission through the Office of Admissions. Transcripts of any academic work completed in the interim at any other institution must be provided prior to approval for readmission. Students who have left the University as a result of an academic deficiency should review the policy on page 57.

SPECIAL STUDENTS

Continuing Education

Applicants not enrolled in degree programs at other institutions who wish to complete courses at Pembroke State University for professional advance-

ment (e.g., teacher certification) or personal enrichment may qualify as Special Students. Such applicants must complete appropriate forms from the Office of Admissions. Special Students cannot enroll for more than six (6) hours a semester. They matriculate without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from the University are not eligible to enroll as Special Students.

Non-Traditional

Pembroke State University adopted a policy in March, 1974, which was directed toward adults at least twenty-one (21) years of age who have been out of school for several years. This provision allows these applicants be admitted as special students (non-degree seeking students). These special students must present satisfactory evidence that they are qualified to take the courses desired. After enrollment the students are expected to meet and maintain all the University's regulations, requirements, and standards. Students who satisfactorily complete at least 15 hours of credit ("C" or better average) as special students may qualify for regular student status. Credit earned as a special student may be applicable for University graduation requirements.

TRANSIENT STUDENTS

Transient Students are students enrolled elsewhere who qualify to study for one semester or summer at Pembroke State University and to transfer credits earned to the institutions at which they are pursuing degrees. To gain admission as Transient Students, applicants must be in good standing at and be eligible to return to their parent institutions. They must also have permission from those institutions to schedule study at Pembroke State University. Transient Students do not pay an application fee.

FOREIGN STUDENTS

Applicants from non-English speaking nations must provide evidence of proficiency in the English language with their applications for admission to Pembroke State University. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required; no applications for admission are complete without such scores, and no Form 1-20 will be authorized without them. For students born in non-English speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL or the Michigan Test.

GRADUATE ADMISSIONS

Inquiries concerning the graduate studies admissions should be directed to the Director of Graduate Studies. Admissions requirements are stated in the Graduate Studies Section. See page 292.

BACHELOR OF SCIENCE IN APPLIED SCIENCE PROGRAM

Students who hold an Associate in Applied Science Degree from a community college or technical institute in Business Administration are eligible for admission to this program. The program has three major components: (1) the Associate in Applied Science Degree, (2) a core curriculum of 50 semester hours, and (3) an individualized program of study consisting of 18 semester hours at Pembroke State University leading to the Bachelor of Science in Applied Science Degree. The Associate in Applied Science Degree is required for admission to the program and would constitute the first two years of work toward the Bachelor of Science Degree. The core curriculum is based on the Basic Studies Program required of all Pembroke State University graduates and is designed for each student in terms of his prior experience and achievement. The individualized program of study beyond the core curriculum is based on the student's associate in applied science degree program and is designed to: (1) give the student additional depth in his applied science and related study areas, (2) provide him with the opportunity to explore other study areas, and (3) assist him in the realization of his capacities, interests and desires. (See page 61.)

DEGREE COMPLETION PROGRAM FOR MILITARY PERSONNEL

Pembroke State University provides educational programs for veterans, active military personnel, and retired military personnel who wish to continue their career development in higher education and to complete an educational program leading to a college degree.

In recognition of the educational experience gained by military personnel in their regular training, in service school courses, in USAFI or DANTES courses, and through the College Level Examination Program (CLEP), Pembroke State University will accept transfer credit toward a Bachelor of Arts or Bachelor of Science degree.

1. Men or women who have served two or more years in the armed services will be awarded four semester hours credit for each two years of service, up to 12 semester hours of credit, as elective credit.
2. Credit may be awarded for service school courses comparable to those offered by Pembroke State University. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services*.
3. Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at Pembroke State University provided a transcript of the work is sent directly to the Director of Admissions.
4. Credit may be earned through the College Level Examination Program (CLEP).

In addition to the special provision for granting credit to military personnel for their educational experience the University will accept transfer credit toward a Bachelor's degree:

- 1. All transferable work completed in residence at accredited senior institutions of higher education provided the student has an overall cumulative quality point average of 2.0;
- 2. Up to 60 semester hours of work completed in a two-year college provided the student has an *overall cumulative quality point average* of 2.0;
- 3. Up to 24 semester hours of work completed through correspondence and/or extension (with no more than 12 semester hours by correspondence) courses. Work completed in courses offered by Pembroke State University's Continuing Education Division at cooperating technical institutes is not counted as extension work.

COLLEGE LEVEL EXAMINATION PROGRAM

Incoming freshmen may earn up to thirty semester hours of Basic Studies credit through the College Level Examination Program (CLEP) in accordance with the following schedule.

| CLEP General Examination | Basic Studies Credit |
|----------------------------|--|
| 1. English Composition | Three semester hours credit for CMA 105: Composition I; and three semester hours credit for CMA 106: Composition II. |
| 2. Humanities | Three semester hours credit for Art 205: History and Appreciation of Art; and three semester hours credit for Music 230: Introduction to Music Appreciation. |
| 3. Mathematics | Three semester hours credit for Mathematics 105: Introduction to College Mathematics; and three semester hours credit for Mathematics 107: College Algebra. |
| 4. Natural Sciences | Three semester hours credit for Biology 100: Principles of Biology; and three semester hours credit for Physical Science 110: Physical Science I. |
| 5. Social Sciences—History | Three semester hours credit for History 126: Introduction to Early European Civilization; and three semester hours credit for History 127: Modern European Civilization. |

A Departmental Test may also have to be passed.

Entering freshmen may obtain lists of CLEP testing centers from their high school counselors or by contacting the College Board by writing or calling:

CLEP
CN 6600
Princeton, N.J. 08541-6600
Telephone (609) 734-3843

ADVANCED PLACEMENT

Pembroke State University especially welcomes applicants with preparation in Advanced Placement courses. It awards University credit for such preparation according to the following table.

| Examination | Score Required | Hours Granted | Courses |
|---|-------------------|------------------|--|
| Art: History | 3 | 3 | Art 205 |
| Art: Studio Art: Drawing | 3 | 3 | Art 132 |
| Biology | 3 | 3 | Biology 100 |
| Chemistry | 5 | 8* | A in Chemistry 100, 101 |
| Chemistry | 4 | 8* | B in Chemistry 100, 101 |
| English Language | 3 | 3 | Communicative Arts 105 |
| English Language | 4 | 6 | Communicative Arts 105, 106 |
| English Literature | 3 | 3 | Any 200-level English Literature Course |
| English Literature | 4 | 6 | Any two 200-level English Literature Courses |
| French Language | 3 | 3 | French 231 |
| French Language | 4 | 6 | French 231, 232 |
| French Literature | 3 | 3 | French 321 |
| French Literature | 4 | 6 | French 321, 322 |
| History: American | 3 | 3 | History 101 |
| History: European | 3 | 3 | History 126 |
| Mathematics: Calculus AB | 3 | 3 | Mathematics 221 |
| Mathematics: Calculus BC | 3 | 3 | Mathematics 222 |
| Music: Listening and Literature | 3 | 3 | Music 230 |
| Music: Theory | 3 | 6 | Music 113, 114 |
| Physics: B | 3 | 6 | Physics 150, 151 |
| Physics C: Mechanics | 3 | 3 | Physics 200 |
| Physics C: Electricity and Magnetism | 3 | 3 | Physics 201 |
| Spanish Language | 3 | 3 | Spanish 231 |
| Spanish Language | 4 | 6 | Spanish 231, 232 |
| Spanish Literature | 3 | 3 | Spanish 321 |
| Spanish Literature | 3 | 6 | Spanish 321, 322 |

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

PART-TIME STUDENTS

A part-time student is a student who is regularly admitted to Pembroke State University and is registered for less than 12 semester hours of course work in a Fall or Spring Semester.

Students in a part-time status taking seven or more semester hours are charged all fees; activity and tuition charge is based on the number of semester hours taken. Part-time students taking four to six semester hours will pay a reduced student activity fee.

AUDITING

All persons, whether regularly enrolled in the University or not, who desire to audit a course must secure the permission of the instructor and the Office for Academic Affairs. The fee charged for auditing a course will be the same as if the course were taken for credit.

For non-matriculating students, a copy of the receipt of payment from the Business Office must be filed with the instructor at the beginning of the course. Students who are regularly enrolled at the University must file a copy of the permission letter from the Office for Academic Affairs with the instructor at the beginning of the course.

Audited classes are listed on the permanent record and are designated by the letter "N". Class participation by and requirements of auditors are at the discretion of the instructor.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following. See page 103-105 for information about tuition and fees.

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or a court-appointed guardian of the person, the domicile of such parent(s) or

guardian is, *prima facie*, the domicile of the individual; but this *prima facie* evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed *prima facie* evidence of the applicant child's status if the applicant he. as lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residency intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-months requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent. Military members and dependents may be eligible for an In-State Tuition Waiver. To be considered for this, the student must submit a military residency application.

Grace Period. If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins

enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution.”

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 months’ duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

COLLEGE OPPORTUNITY PROGRAM

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of Pembroke State University’s regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, SAT or ACT scores, and the recommendation of the high school counselor. The application for admission should be filed as early as possible.

The student enters the College Opportunity Program in the summer for a five-week session including preliminary testing and courses designed for the development of academic skills to prepare him/her for the Fall Semester. The student who successfully completes these summer courses is then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 12 hours of academic courses and 1 hour courses in Orientation and Physical education. In addition the student meets regularly with the COP advisor for special advisement and counseling. Each student's academic eligibility is reviewed at the end of the Fall Semester and the Spring Semester. If he/she meets the academic eligibility requirements listed under "Academic Eligibility" in the college catalog and if he/she has successfully completed the College Opportunity Program requirements, he/she is admitted to the University as a regular student at the end of the Spring Semester.





Academic Regulations

ACADEMIC REGULATIONS

Students are expected to learn the University requirements and regulations which are applicable to them, and are individually responsible for meeting all such requirements and regulations.

Before the close of each semester, the student is expected to discharge all financial obligations to the University. A student may not register for a new semester nor receive a degree, certificate, or transcript until all University bills are paid.

CLASSIFICATION OF STUDENTS

Regular students at Pembroke State University are classified according to the number of semester hours they have earned in keeping with the following table:

- Less than 30 hours — Freshman
- 30 to 59 hours — Sophomore
- 60 to 89 hours — Junior
- 90 hours to graduation — Senior

STUDENT LOAD

All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution.

Full-time students must carry at least 12 semester hours each semester and may carry 18 semester hours; however, 15 semester hours is the normal load. Students who are on the current Dean’s List may take a maximum of 21 semester hours.

Summer session students may carry no more than 7 semester hours each summer session term.

GRADING AND ACADEMIC ELIGIBILITY

A grade report is sent to each student at the end of each semester. Mid-term grades are also sent at the mid-point of the semester.

Grading System

| Grade | | | |
|-------------------|----------------|--|----------------|
| Per Semester Hour | Interpretation | | Quality Points |
| A | Excellent | | 4 |
| B | Good | | 3 |
| C | Average | | 2 |
| D | Below Average | | 1 |
| F | Failure | | 0 |
| P | Pass | | 0 |
| I | Incomplete | | 0 |
| W | Withdrawal | | - |
| N | Audit | | - |

The “I,” or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. If the “I” is not removed during the succeeding semester, it will be computed as an “F.” In the determination of quality point averages an “I” is counted as an “F” until it is removed.

The “W” grade is given when a student withdraws from a course during the designated drop-add period. It is also used after the drop-add period when a student obtains the signature of his instructor to withdraw from a course prior to and including the last day of the sixth week of the semester. An “F” is given when a student withdraws from a course(s) beginning the first day of the seventh week of semester. In addition, a student who officially withdraws from the University will receive grades of “W” in the courses. An “F” is given if a student withdraws under any other conditions. When a student receives a “W” grade, neither the grade nor the semester hours attempted are counted. When a student receives a “W” grade, the grade is recorded, but the semester hours attempted are not counted.

QUALITY POINT AVERAGE AND SCHOLASTIC STANDING

Scholastic standing at Pembroke State University is based upon the quality point average (grade average). For determining this, every grade has a quality point value for each semester hour it represents, as follows: A, four; B, three; C, two; D, one; F, zero. For example, an A in a three-hour course is worth 12 quality points; a D in a four-hour course, four points; and an F in any course, zero points. To calculate the point average, the total number of quality points earned is divided by the total number of attempted semester hours. A student who attempts 16 semester hours and earns 40 quality points holds a point average of 2.50. Only grades A, B, C, D, I, and F are included in the calculation of the point average.

An overall cumulative grade point average is obtained by including in the grade point average calculation the hours attempted and the quality points received from Pembroke State University as well as the hours and quality points attempted from all other post-secondary institutions of higher education. For this purpose, only the most recent grade of a repeated course and only the semester hours and quality points corresponding to the most recent grade are used.

MINIMUM SCHOLASTIC REQUIREMENTS

To indicate to a student his/her scholastic standing, four categories have been established: good standing, above GPA minimum (but below 2.00), warning/probation, and suspension. Suspension means a minimum of two semesters separation from the University to allow more maturation in those attributes that enhance the student’s academic ability.

Required levels of academic achievement increase progressively over the approximately four years leading to graduation. This is in recognition of the

adjustment period of transition from high school to college level which is sometimes difficult. The cumulative grade point averages required are as follows:

| Semester Hours Attempted | Minimum Overall Cumulative Quality Point Average |
|--------------------------|--|
| 30 | 1.250 |
| 45 | 1.375 |
| 60 | 1.500 |
| 75 | 1.625 |
| 90 | 1.750 |
| 105 | 1.875 |
| 120 | 2.000 |

A student who falls below the specified average for the number of hours attempted (including transfer hours attempted) will be placed on warning/probation and restricted to enrollment of no more than 13 semester hours. A student who has been warned and who fails to bring the cumulative average up to the required minimum by the end of the following semester will be suspended; however, a student who averages at least 2.00 for the warning/probationary semester will be continued on probation even though the cumulative average does not reach the minimum.

After at least two semesters of academic suspension for failure to meet the minimum requirements of quality point ratio, a student may apply for readmission. If readmitted, the student must then meet the minimum quality point ratio requirements at PSU on all hours attempted or earn a semester quality point at 2.0.

Regulations concerning academic eligibility are subject to constant revision and change. In the event of a change all students will conform to the newer regulations.

GRADUATION WITH HONORS

Any senior is eligible for honors who, at the beginning of the last semester of his senior year, has earned at least 15 semester hours of credit in residence at Pembroke State University during a regular Fall or Spring semester and who has not received more than two failing grades during his college or university career.

Students who attain an overall cumulative quality point average of 3.9 or higher are graduated *summa cum laude*. Those who achieve a minimum overall cumulative quality point average of 3.7 are graduated *magna cum laude* and students whose overall cumulative quality point average is at least 3.4 are graduated *cum laude*. Overall cumulative quality point averages are computed at the end of the semester prior to the student's last semester in school.

DEAN'S LIST

Students are eligible for the Dean's List, which is issued at the close of each semester, if they achieve a minimum *semester quality point average* of 3.60 while passing at least 12 semester hours of course work.

FRESHMAN ORIENTATION

A summer orientation program is sponsored by the University for all new freshmen. Two programs are held each summer, and students may select the one they wish to attend. The program is designed to acquaint students with the academic, co-curricular, and social life of the University. A battery of required University-administered tests is given to all students during the orientation session.

Freshman Testing Program

Each freshman will take a battery of University-administered tests prior to the student's first registration. No student will be allowed to register without being tested. The tests will be administered during the Freshmen Orientation sessions held in the summer. The tests are not entrance examinations and will not deny admission to any student. The purpose of the tests is to provide information to assist in advising every student and in planning the student's program.

Students who score below acceptable standards on the University-administered tests in English and mathematics will be advised to limit their course loads, to seek appropriate tutorial aid, and, in some cases, to enroll in special courses during their first semester at the University. Students who make acceptable scores on the English written examination will be exempt from CMA 104.

ACADEMIC ADVISEMENT

The University has an Academic Advising system to assist students in their respective academic programs. Each student is assigned to a faculty member who helps the student plan a program and maintains a record of progress during his or her college career. Although the advisor will guide the student in academic matters, the final responsibility for meeting all academic program requirements rests with the student.

The academic advisor may refer a student to other offices for further services in counseling, career planning and placement, tutoring, and skills development.

REGISTRATION

Each student must complete registration in person. No student is considered to be officially registered until the student has completed registration as outlined below. Students who fail to complete registration as prescribed will

have their names dropped from all class rolls. If these students subsequently request to register, they must follow regular registration procedures just as if they had not started registration before.

The University has a two-phase registration system: the preregistration phase and the registration phase.

Students currently enrolled at Pembroke State University may complete their registration by: (1) consulting with their advisors during the designated preregistration period and preparing their class schedules for the next semester, (2) obtaining a *Permit to Pay Fees* from the Registrar's Office, (3) paying tuition and fees to the Business Office, and (4) registering for course work desired during the designated registration period.

Students entering Pembroke State University for the first time or returning after an absence of one regular semester or more may complete their registration by: (1) obtaining a *Permit to Register* from the Registrar's Office, (2) consulting with their advisors and preparing their class schedules for the semester, (3) paying tuition and fees to the Business Office, and (4) registering for course work desired during the designated registration period.

DROPPING AND ADDING COURSES

After a student has completed registration the only way the student's schedule can be changed is through the drop-add procedure. To drop and/or add a course a student must obtain a Drop/Add Form from the Office of Records and Special Programs, complete the form, have it endorsed by the losing and/or gaining professors, and present it to the Business Office and the Office of Records and Special Programs.

Courses dropped during the drop-add period carry a "W" grade.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the sixth week of the semester with a grade of "W" if the student obtains the signature of the instructor.

WITHDRAWAL POLICY

All students who wish to withdraw officially from the University must complete the withdrawal procedure prior to exam week.

Students who are registered for classes and who wish to withdraw from the University must complete a Request for Withdrawal from the University. The form is available in the Office of Records and Special Programs. First, the form must be endorsed by the appropriate authorities as indicated on the form, then it is taken to the instructor of each course in which the student is registered, and finally it is submitted to the Office of Records and Special Programs.

Applicable refunds will not be made until the withdrawal process is completed. I.D. cards and meal plans must be given to Cashier before withdrawal is completed.

The instructor will give the student a grade of “W” if the student has obtained the necessary endorsements. A student who is registered for classes and who withdraws from the University without completing the withdrawal procedure will receive a grade of “F” on all courses for which he is registered.

REPETITION OF COURSES

Any course may be repeated. Semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing quality point averages and meeting graduation requirements.

INDEPENDENT STUDY

A student who wishes to enroll in 499 Independent Study in any department must: (1) be classified as a senior, (2) have a *cumulative grade point average* of 3.0 or better in his major area of study, (3) request independent study in his major area, and (4) submit a *Request for Approval of Independent Study* in triplicate to the Office for Academic Affairs. The form can be obtained from the department head responsible for the student’s major area of study. It must be approved by: (1) the professor supervising the student in independent study, (2) the department chairman, (3) the Dean of Records and Special Programs, and (4) the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit.

Upon completion of the independent study, the student must prepare a typewritten report of the study in duplicate. The supervising professor will evaluate the report and the overall work in the independent study and assign the appropriate grade. A copy of the independent study should be filed in the departmental chairman’s office.

CLASS ATTENDANCE

Students are expected to attend all classes regularly, and excessive absences may result in failure. The authority to determine whether a class absence is to be excused or unexcused is delegated to the instructor of the class, except that absences caused by personal illness, illness or death in the immediate family, participation in a University-sponsored activity, or an activity approved for instructional purposes are to be excused. The burden of proving the cause of an absence is, however, upon the student, who must submit such information as the instructor may require.

In interpreting this regulation, “immediate family” will mean parents, grandparents, siblings, spouse, and children; “university-sponsored activity” will be limited to representing the University in regularly scheduled athletic contests, intercollegiate debates, or officially sponsored appearances of the University instrumental or singing groups—the activities of social, political, and religious clubs are not to be considered University-sponsored activities; and “activity approved for instructional purposes,” will mean such instructional activities as field trips and individual on-site experiences which have

been previously approved by the Office for Academic Affairs. Students should receive advance permission from professors on forms provided by the Office of Student Affairs.

Students are reminded that instructors are encouraged to take the roll regularly and that only work missed during an excused absence can be made up.

REQUIREMENTS FOR GRADUATION

Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 128 semester hours of course work;
2. Have successfully completed the Basic Studies Program;
3. Earn a grade of “C” or better in both English composition courses, CMA 105 and CMA 106;
4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at Pembroke State University;
6. Have a minimum overall cumulative quality point average of 2.0 in major field of study;
7. Complete a minimum of 9 semester hours above the Basic Studies Program Level in the major field of study at Pembroke State University if the student transferred to Pembroke;
8. Be registered during the academic year in which the student’s graduation occurs;
9. Complete the last 30 semester hours in residence at Pembroke State University;
10. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 semester hours of correspondence) from regionally accredited institutions toward a degree, provided that such correspondence credit is approved by the Office of Records and Special Programs and will not be applied to satisfy specifically stated course requirements in major programs;
[Any student needing to take correspondence work after admission to study at Pembroke State University may be permitted to do so only after obtaining formal approval from the student’s academic advisor, from the Office for Academic Affairs, and from the Office of Records and Special Programs.]
11. Have the recommendation of the faculty;
12. Make application for the degree no later than the end of registration for the last semester prior to the completion of graduation requirements;
 - a. The Degree Application Form can be obtained from the Office of Records and Special Programs;
 - b. A non-refundable graduation fee of \$25.00 must accompany the application;
 - c. If a candidate fails to qualify after filing the student’s application and fee before commencement, but does not qualify at some

later time, the student must submit another application and another fee;

- d. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive the student's degree;

13. Satisfy all financial obligations to the University.

All candidates are encouraged to complete a file in the Placement Office.

A student who completes graduation requirements at the close of the Spring Semester is required to attend commencement, which is held at that time. A student who completes graduation at any other time will have the option of returning to participate in commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Dean of Records and Special Programs by April 15 a written request which indicates the address to which the diploma will be mailed. When the request is made as indicated above, the diploma will be mailed after the graduation ceremony.

MISCELLANEOUS

Academic eligibility for a student shall be determined by current regulations.

A student must choose to meet the *graduation requirements* of one catalog. The student may elect to meet the requirements which were published in the University catalog which was current at the time the student entered this institution or a subsequent catalog; however, the student will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog.

A student whose attendance at Pembroke State University is interrupted for more than one semester must meet the requirements published in the catalog which is in effect at the time the student resumes studies or those of a subsequent catalog.

Courses completed in other accredited colleges and universities for which transfer credit is requested will be evaluated in terms of Pembroke State University's academic regulations and curriculum, and in terms of the student's proposed program at Pembroke.

All courses attempted at all institutions are computed to determine a student's overall grade point average.

No student may transfer credit for more than 60 semester hours earned in a two-year college nor may any student who has attained junior status receive transfer credit for any work taken after that time in a two-year college.

Fractional credit will not be granted for partial completion of any course.

Students who wish to enroll in courses at other institutions to apply toward a degree at Pembroke State University must receive the written approval of

their major advisor and the Registrar before registering for the course(s) in order for such credit to be acceptable to Pembroke State University. This permission must be on file in the Registrar's Office.

Permission to take courses at other colleges or universities while a student is on probation or is socially or academically ineligible to attend Pembroke State University will not be granted.





Curricula and Degrees

CURRICULA AND DEGREES

Pembroke State University operates on the traditional two semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. The Summer Session is divided into two terms.

B.A. OR B.S. DEGREE

The University offers various liberal arts programs leading to the Bachelor of Arts or Bachelor of Science degree and programs for teacher certification in several fields. Candidates who successfully complete the University requirements in the following fields receive the Bachelor of Arts degree:

- | | |
|--------------------------|--------------------------|
| American Indian Studies | Philosophy and Religion: |
| Art | Philosophy |
| Communicative Arts: | Religion |
| Dramatic Literature & | Political Science |
| Performance | Political Science: |
| Language and Literature | Pre-Law |
| Contracted Major | Public Administration |
| English Education | Sociology |
| History | Sociology: |
| History: | Criminal Justice |
| Social Studies Education | |
| Music | |

Candidates who successfully complete the University requirements in the following fields receive the Bachelor of Science degree:

- | | |
|--------------------------|--------------------------------|
| Art Education | Health and Physical Education |
| Biology | Health and Physical Education: |
| Biology: | Education |
| Medical Technology | Recreation Management/ |
| Biology Education | Administration |
| Business Administration: | Mathematics |
| Accounting | Mathematics: |
| Management | Computer Science |
| Office Administration | Mathematics Education |
| Business Education | Music Education: |
| Chemistry | Instrumental |
| Chemistry: | Vocal |
| Medical Technology | Psychology |
| Computer Science | Social Work |
| Economics | Special Education: |
| Elementary Education: | Learning Disabilities |
| Early Childhood | Mental Retardation |
| Intermediate Grades | |
| Middle Grades | |

Candidates who hold the Associate in Applied Science Degree and who successfully complete the additional University requirements receive the Bachelor of Science in Applied Science Degree.

MINIMUM BASIC STUDIES REQUIREMENTS

Graduation from Pembroke State University is based on successful completion of Basic Studies, which is required for all baccalaureate degrees, and upon successful completion of a specialized program for a major.

Basic Studies at Pembroke State University seeks to graduate students with broad vision who are sensitive to values and the complexity of social problems and who are becoming effective citizens with an international perspective and a deep appreciation for the great principles and achievements of civilizations. The program attempts to impart to the student an understanding of the fundamental principles and contributions of a wide variety of disciplines. At the same time, it seeks to help students to analyze and weigh evidence, to exercise quantitative and scientific skills, to make informed decisions, to write and speak clearly, and to be creative.

UNIVERSITY ORIENTATION 100

A one-semester hour University orientation course is required of all freshmen during their first fifteen credit hours of course work at the University. (See p. 108).

MASTER'S DEGREE

The University offers various master's programs leading to the Master of Arts in Education Degree. Candidates who successfully complete the University requirements in the following fields receive the Master of Arts in Education Degree:

- Educational Administration and Supervision

- Elementary Education:

 - Early Childhood

 - Intermediate Grades

 - Middle Grades Education (G certification)

 - Reading Education

- English Education

- Mathematics Education

Descriptions of graduate curricula and degrees begin on page 289.

TEACHER CERTIFICATION PROGRAMS

The North Carolina State Board of Education has approved the following teacher certification programs at Pembroke State University:

UNDERGRADUATE LEVEL PROGRAMS

| | |
|-------------------------------------|-----------------------|
| Elementary School | Special Areas (K-12) |
| Early Childhood Education (K-4) | Art |
| Intermediate Grades Education (4-6) | Music |
| Middle Grades Education (6-9) | Physical Education |
| | Exceptional Children |
| Secondary Specializations (9-12) | Learning Disabilities |
| Biology | Mental Retardation |
| Business Education | |
| English | |
| Mathematics | |
| Social Studies | |

GRADUATE LEVEL PROGRAMS

| | |
|---------------------------|----------------------------------|
| Elementary Areas | Secondary Specializations (9-12) |
| Early Childhood (K-4) | English |
| Intermediate Grades (4-6) | Mathematics |
| Middle Grades (6-9) | |
| Reading (K-12) | |

Programs leading to certification are available in the following non-teaching areas:

UNDERGRADUATE LEVEL PROGRAM

School Social Work

GRADUATE LEVEL PROGRAMS

School Administrator
Curriculum-Instructional Specialist

Curricula for the undergraduate teacher education programs at Pembroke State University have been designed to develop competent individuals who will be able to serve as teaching professionals in the public and/or private schools of North Carolina as well as other sections of the nation. Each curriculum provides for the common needs of all teachers by beginning with a Basic Studies component which is designed to assure that each teacher begins with the necessary knowledge, skills, attitudes, and ideals to function not only as a teacher but as an educated citizen. The other common component of all curricula is the segment of the Professional Studies component which deals with the methodological elements of teaching and includes the professional laboratory experience. This component is designed to provide the prospective teacher the opportunity to develop the competencies necessary for the specifics of the teaching profession. The most diverse and flexible aspects of the curriculum is the teaching specialization,

which allows the individual to develop in a special area. While each curriculum is still developed around specific guidelines, stated competencies and guidelines for the teaching specialty are aimed at allowing for flexibility and diversity in program planning as well as providing for the individual development of the prospective teacher. Outlines of the various program requirements may be found in the section related to the specific program chosen.

Curricula for the Master of Arts in Education programs are designed to provide opportunities for continuing professional development and master's level certification for regional public/private school educators.

Each graduate education program is undergirded by a strong, diversified undergraduate program. The graduate program complements and enhances the undergraduate program by extending the professional development opportunities of educators. Each program is designed to assist the student with obtaining greater professional competence in the chosen area of specialization. Descriptions of graduate curricula and degrees begin on page 289.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. NOTE: Admission into the University as a student does *not* automatically satisfy eligibility requirements for admission to Teacher Education Programs. Eligibility for admission into Teacher Education Programs will be determined by regulations current at the time initial application is made for admission into the program.

INITIAL ADMISSION TO THE PROGRAM

According to the criteria established by the Teacher Education Committee, a student may enroll in the Program provided the student has successfully completed Education (EDN) 227 and Education (EDN) 202 AND completes the following:

1. Apply to the Teacher Education Committee for admission.
2. Have completed successfully *four* semesters of college work (60 semester hours).
3. Have an overall cumulative quality point average of 2.5 or better on a 4.0 scale.
4. Earn a minimum grade of "C" or better in the beginning professional education courses (EDN 227 and EDN 202).
5. Complete the Core Battery I and II tests of the National Teachers Examinations in accordance with criteria approved and published by the Teacher Education Committee at the time the student makes

initial application for admission to the program. These tests will normally be taken at the time Basic Studies requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. A copy of the scores on these tests must be received by the Office of the Chairman of the Teacher Education Committee before the student may complete the application for admission to the Teacher Education Program.

6. The student is requested to submit scores from appropriate scholastic aptitude tests or other college entrance examinations, e.g., the Scholastic Aptitude Test (SAT); required University testing in reading, mathematics, and writing; etc. A copy of the scores on these tests must be received by the Office of the Chairman of the Teacher Education Committee.
7. Present a statement of eligibility signed by the Registrar and by the student's advisor.
8. Present a statement of health and character fitness from the Office of Student Affairs.
9. Present an endorsement and recommendation for admission from the student's advisor and major department head.

A student having a handicap which might adversely affect the student's ability to attain minimal competency in the teaching profession should arrange with the Chairman of the Teacher Education Committee for any needed accommodation.

Each student who applies for admission to the Teacher Education Program will be given written notification by the Chairman of the Teacher Education Committee of the approval or disapproval of the student's application by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is made.

CONTINUATION IN THE PROGRAM

When the student's application for admission to the Professional Semester of the Teacher Education Program is disapproved or when the student earns a course grade of "D" or "F" in one of the required courses in his or her major or the professional education sequence, the student is automatically dropped from the Teacher Education Program and may not continue as a Teacher Education major until he or she reapplies for admission to the Program. A student seeking readmission to the Program must obtain approval of the following and then make application for admission to the Teacher Education Committee.

1. The student must obtain the approval and recommendation of the student's advisor.
2. The student must obtain the approval and recommendation of the appropriate Program area coordinating team.

3. The student must obtain the approval and recommendation of the Chairman of the Teacher Education Committee.
4. The student must apply to the Teacher Education Committee for readmission and be approved by them for readmission to the Program.

Upon being readmitted to the Program, the student must retake the required major or professional education course in which the “D” or “F” was earned and earn a minimum course grade of “C” or better. The course may be repeated one time only.

ADMISSION TO THE PROFESSIONAL SEMESTER

The Professional Semester occurs in the senior year and is devoted entirely to study in professional education and to student teaching. No student accepted for enrollment in the Professional Semester is permitted to register for any course other than those specified as professional education courses as part of the Professional Semester.

The application for enrollment in the Professional Semester must be filed with the Director of Student Teaching not later than three months prior to enrolling in the Professional Semester.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate for a teaching certificate must:

1. Have completed all required Basic Studies courses.
2. Not lack more than six semester hours of completing the requirements in the major field of study.
3. Have a quality point average of 2.5 or better overall AND also in the student’s major field of study.
4. Present a certificate of eligibility verified by the Registrar.
5. Present a final recommendation as to character, suitability, and aptitude for teaching from the student’s advisor and major department head.
6. Have satisfactorily completed all professional education requirements, excluding those in the Professional Semester, prior to admission to the Professional Semester.
7. Submit a statement of physical fitness from a licensed physician.

Accommodations to handicaps which might adversely affect the student teaching experience should be arranged with the Director of Student Teaching.

Each student who applies for admission to the Professional Semester will be given written notification by the Director of Student Teaching of the approval

or disapproval of the student’s application by the Teacher Education Committee. A student is not considered officially admitted to the Professional Semester until such notification is made AND all University registration procedures are completed.

BASIC STUDIES REQUIREMENTS
(50 Hours Total)

A. **Basic Skills** (6 hours)

- CMA 105 Composition I
- CMA 106 Composition II

A full-time student must enroll in CMA 105 - Composition I — immediately and must earn a “C” grade or better before enrolling in CMA 106 - Composition II. A student must remain continuously enrolled in CMA 105 or 106 until he or she has earned a “C” grade or better in CMA 106.

All entering freshmen and all freshman transfers must complete the CMA 105 & 106 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete CMA 106 during their first 30 semester hours at Pembroke State University. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 300 or 400 level courses. If they attempt to do so, the registrar’s office will cancel their registration and require them to register only for courses below the 300 level until they receive a “C” in CMA 106. (The Admissions and Retention Subcommittee of the Faculty Senate, or in emergency situations the Dean of Records and Special Programs, will consider exceptional cases.)

B. **Humanities** (18 hours)

- (1) Fine Arts 3 hours

Choice of *one* course from the following:

- ART 205 History and Appreciation of Art
- CMA 250 Introduction to the Theatre
- MUS 230 Introduction to Music Appreciation
- MUS 295 Music History and Literature I

- (2) Literature 3 hours

Choice of *one* course from the following:

- CMA 203 Introduction to Literature
- CMA 205 World Literature I
- CMA 206 World Literature II

Six semester hours of 200-level literature courses are required by Pembroke State University for any teacher certification candidate. However, music majors may satisfy three hours of this requirement by taking MUS 296 and MUS 395.

- (3) History3 hours
Choice of *one* course from the following:

| | | |
|-------------|-----|----------------------------------|
| HST | 101 | American Civilization to 1865 |
| HST | 102 | American Civilization since 1865 |
| HST | 126 | Early European Civilization |
| HST | 127 | Modern European Civilization |
| HST(AIS)210 | | History of the American Indian |

Six semester hours of 100 or 200-level history courses are required by Pembroke State University for any teacher certification candidate. However, music majors may satisfy three hours of this requirement by taking MUS 296 and MUS 395.

- (4) Philosophy and Religion3 hours
Choice of *one* course from the following:

| | | |
|-----|-----|----------------------------|
| PHI | 100 | Introduction to Philosophy |
| PHI | 101 | Introduction to Logic |
| PHI | 204 | Introduction to Ethics |
| REL | 130 | Introduction to Religion |

- (5) Humanities Division Electives6 hours
Choice of two courses selected from the following areas. Both courses may not be selected from the same area except that a student may elect 6 hours of foreign language. Music majors may elect two Fine Arts classes. Chancellor’s Scholars may elect six hours from Area 5.

Area 1. Fine Arts

| | | |
|-----|-----|------------------------------------|
| ART | 101 | Elements of Design |
| ART | 205 | History and Appreciation of Art |
| CMA | 250 | Introduction to the Theatre |
| MUS | 113 | Fundamentals of Music Theory |
| MUS | 209 | Basic Musicianship |
| MUS | 230 | Introduction to Music Appreciation |
| MUS | 296 | Music History and Literature II |

Area 2. Communicative Arts

| | | |
|-------------|----------|-----------------------------|
| CMA | 100 | Interpersonal Communication |
| CMA | 101 | Fundamentals of Speech |
| CMA | 204 | Mythology of All Peoples |
| CMA | 205 | World Literature I |
| CMA | 206 | World Literature II |
| CMA | 207 | Studies in Literature |
| CMA(AIS)220 | | American Indian Literature |
| CMA | 221 | Major American Authors |
| CMA | 246 | Major British Authors |
| FRH | 131, 132 | Elementary French |
| FRH | 231, 232 | Intermediate French |
| SPN | 131, 132 | Elementary Spanish |
| SPN | 231, 232 | Intermediate Spanish |

Area 3. History

| | | |
|----------|-----|----------------------------------|
| HST | 101 | American Civilization to 1865 |
| HST | 102 | American Civilization since 1865 |
| HST | 126 | Early European Civilization |
| HST | 127 | Modern European Civilization |
| HST(AIS) | 210 | History of the American Indian |

Area 4. Philosophy and Religion

| | | |
|----------|-----|----------------------------------|
| AIS | 201 | American Indian Culture |
| PHI | 100 | Introduction to Philosophy |
| PHI | 101 | Introduction to Logic |
| PHI(REL) | 102 | Perspectives on Man |
| PHI | 202 | Philosophy of Religion |
| PHI | 204 | Ethics |
| PHI | 205 | Social and Political Philosophy |
| PHI | 211 | American Philosophy |
| REL | 105 | Survey of Old Testament |
| REL | 106 | Survey of New Testament |
| REL | 130 | Introduction to Religion |
| REL | 209 | Religion in America |
| REL(AIS) | 213 | American Indian Traditions |
| REL | 214 | Introduction to Religious Ethics |
| REL | 216 | Religions of the Far East |
| REL | 218 | Religions of the Near East |

Area 5. (Chancellor's Scholars only)

| | | |
|-----|-----|---|
| CSP | 200 | Great Cultural Epochs I —will receive credit for any course in Section (5) of Humanities. |
| CSP | 201 | Great Cultural Epochs II —will receive credit for any course in Section (5) of Humanities. |

C. Social Science (12 hours)

Each student must earn three hours in **four** out of **five** of the following disciplines chosen from the courses listed below:

(1) Economics

| | | |
|-----|-----|---------------------------|
| ECN | 201 | Principles of Economics I |
|-----|-----|---------------------------|

(2) Geography

| | | |
|----------|-----|---------------------------|
| GGY | 101 | Introduction to Geography |
| GGY | 102 | World Regional Geography |
| GGY | 200 | Cultural Geography |
| GGY(ECN) | 206 | Economic Geography |

(3) Political Science

| | | |
|-----|-----|--|
| PLS | 100 | Introduction to Political Science |
| PLS | 101 | Introduction to American National Government |

- (4) Psychology
 PSY 101 Introductory Psychology
- (5) Sociology
 SOC 101 Introduction to Modern Sociology
 SOC 105 Introduction to Cultural Anthropology
 SOC 201 Sociological Concepts

Chancellor's Scholars may substitute these courses for courses in any two disciplines:

- CSP 100 Current World Problems
 —will receive credit for any course in Social Science.
- CSP 275 Individual and Collective Man
 —will receive credit for any course in Social Science.

D. Natural Sciences and Mathematics (12 hours)

- (1) Biology
 BIO 100 Principles of Biology
- (2) Physical Science
 Choice of *one* course from the following:
 CHM 100 General Chemistry
 PHS 110 Physical Science I
 PHS 111 Physical Science II
 PHY 100 Elementary Physics I
 PHY 150 College Physics I
 PHY 200 University Physics I

Chancellor's Scholars only:

- CSP 250 Structures of Universe
 —will receive credit for any course in Section (2) of Natural Science and Mathematics.

- (3) Mathematics
 Choice of *one* course from the following:
 MAT 101 Mathematics for Elementary School Teachers
 MAT 105 Introduction to College Mathematics
 MAT 107 College Algebra
 MAT 108 Plane Trigonometry
 MAT 109 College Algebra and Trigonometry
 MAT 221 Calculus I

- (4) Divisional Elective
 Choice of one or more courses needed to complete the 12 hour requirement.
- BIO 100 Principles of Biology
 BIO 100L Laboratory Investigations and Experiences in General Biology
 BIO 101 General Botany

| | |
|--------------|--|
| BIO 102 | General Zoology |
| BIO 103 | Basic Human Biology |
| BIO 201 | Economic Botany |
| BIO 207 | History of Biology |
| BIO 210 | Conservation and Environment |
| CHM100, 101 | General Chemistry |
| CSC 200 | Intro. to Computer Programming—FORTRAN |
| CSC 201 | Intro. to Computer Programming—COBOL |
| CSC 210 | Introduction to Statistics |
| GLY 100 | Introduction to Physical Geology |
| GLY 115 | Introduction to Earth Science |
| MAT 101, 102 | Mathematics for Elementary School Teachers |
| MAT 105 | Introduction to College Mathematics |
| MAT 107 | College Algebra |
| MAT 108 | Plane Trigonometry |
| MAT 109 | College Algebra and Trigonometry |
| MAT 118 | Finite Math |
| MAT 210 | Introduction to Statistics |
| MAT 221, 222 | Calculus I, II |
| PHS 110, 111 | Physical Science I, II |
| PHS 116 | Exploring Man's Energy Choices |
| PHY 100, 101 | Elementary Physics I, II |
| PHY 115 | Electronics |
| PHY 150, 151 | College Physics I, II |
| PHY 200, 201 | University Physics I, II |

Chancellor's Scholars only:

| | |
|---------|--|
| CSP 240 | Practices and Trends in Computer Applications —will receive credit for any course in Section (4) of Natural Science and Mathematics. |
|---------|--|

E. Physical Education (2 hours)

Each student is required to complete two of the following courses:

| | |
|---------|-----------------------|
| PED 131 | Archery |
| PED 132 | Badminton |
| PED 133 | Beginning Golf |
| PED 134 | Beginning Swimming |
| PED 135 | Beginning Tennis |
| PED 137 | Bowling |
| PED 138 | Folk Dancing |
| PED 139 | Racquetball |
| PED 140 | Intermediate Swimming |
| PED 141 | Physical Conditioning |
| PED 142 | Social Dance |
| PED 143 | Stunts and Tumbling |
| PED 144 | Trampoline |
| PED 145 | Volleyball |
| PED 146 | Weight Training |

| | | |
|-----|-----|--------------------------------|
| PED | 149 | Scuba Diving |
| PED | 171 | Intermediate Tennis |
| PED | 172 | Advanced Lifesaving |
| PED | 175 | Athletic Ballet |
| PED | 176 | Intermediate Golf |
| PED | 177 | Intermediate Weight Lifting |
| PED | 178 | Advanced Physical Conditioning |
| PED | 179 | Aerobic Fitness |
| PED | 180 | The Art of Self Defense |

REQUIREMENTS FOR A DOUBLE MAJOR

A student may elect to earn majors in two separate disciplines on the condition that the student meets all requirements for each major. The student who completes requirements for more than one major will receive only one degree, but at the time of initial graduation, the record will indicate both majors.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A student with a bachelor’s degree may receive a second baccalaureate degree if it is a different degree and a different major by fulfilling the following requirements:

- (1) The student must meet all the requirements for the second degree and major.
- (2) The student must complete a minimum of 30 hours in residence beyond the requirements for the first degree.

REQUIREMENTS FOR A MINOR

A recognized minor should ordinarily consist of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy Basic Studies, major requirements, or requirements of an additional minor. The award of a minor will require formal approval of the department concerned. Successful completion of a minor will be noted on the student’s official transcript. Student participation in minor programs will be optional.

The following Departments offer minors: [A list of minors appears on p. 1]

| | |
|--|----------------------------------|
| American Indian Studies | Mathematics and Computer Science |
| Art | Music |
| Business Admin. and Economics | Philosophy and Religion |
| Communicative Arts | Political Science |
| Geology and Geography | Psychology |
| Health, Physical Education and Recreation | Sociology and Social Work |
| History | |

In addition, two interdepartmental minors are available:

World Studies (See p. 289)

Personnel and Organizational
Leadership (See p. 286)

CHANCELLOR'S SCHOLARS PROGRAM

The Chancellor's Scholars Program is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary educational opportunities not necessarily available in the general curriculum programs. These distinctive opportunities include: small interdisciplinary seminars; an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; closer interaction with individual faculty members in the program; and the opportunity to write a senior thesis or to develop a senior project with faculty supervision.

Chancellor's Scholars are selected on the basis of exceptionally high grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and/or extra-curricular achievements. Tuition scholarships are awarded to as many of the Chancellor's Scholars as possible. Chancellor's Scholars are appointed by the Chancellor upon the recommendation of the Chancellor's Scholars Council. After receiving the recommendation from the Council, the Chancellor sends a personal letter to the student inviting him/her to participate in the program.

To remain in the Chancellor's Scholars Program, students are required to maintain a minimum overall grade-point average of 3.0, maintain a minimum CSP grade-point average of 3.0, and receive appropriate recommendations by the Chancellor's Scholars Council.

The Chancellor's Scholars Program allows the student to obtain a broad and solid general education, select an existing major at the University that best meets career goals, and participate in an enriching series of interdisciplinary seminars.

For Chancellor's Scholars seminars, please see page 287.

For further information, write Director, Chancellor's Scholars Program, Pembroke State University, Pembroke, NC 28372.

HEALTH PROFESSIONS — PREPROFESSIONAL CURRICULA

Although Pembroke State University does not offer degrees in the health professions, the departments of biology and physical science (chemistry) provide curricula which meet the requirements for admission into most schools of medicine, dentistry, veterinary science and medical technology. In addition, students wishing to pursue a degree in a variety of other health related professions such as nursing, pharmacy, optometry, physical therapy,

etc., can obtain some of the required college preparation (generally two years) at Pembroke State University prior to transfer to the appropriate professional school. In each case, admission to the professional school is competitive and completion of the prescribed curriculum at Pembroke State University does not guarantee such admission. Because entrance requirements vary with the profession and with individual schools, it is the responsibility of the student to be familiar with the requirements of the specific school to which he or she plans to apply. Advice or assistance can be obtained from the Health Careers Counselor, the Chairman of Committee on Preprofessional Curricula or from any member of the biology or chemistry faculty.

PREPROFESSIONAL CURRICULA IN MEDICINE, DENTISTRY AND VETERINARY SCIENCE

Although a B.S. degree is technically not a prerequisite for these programs, the large majority of students that apply and are accepted do hold an undergraduate degree. It is therefore recommended that students interested in these areas pursue a B.S. degree. The departments of biology and physical science (chemistry) offer B.S. programs with biomedical emphasis that enable a student to meet requirements for most professional schools. These programs are detailed on p. 127 (biology) and p. 240 (chemistry).

ACCELERATED PROGRAM IN MEDICAL TECHNOLOGY

Pembroke State University offers a program to its biology and chemistry majors in affiliation with hospitals approved by the Council on Medical Education of the American Medical Association which gives, by the board of registry of Medical Technologists, a medical technology certificate. In this program the students complete six semesters of on-campus study and one year of study and training in an affiliated hospital. After satisfactory completion of the fourth year (hospital training), Pembroke State University will award the B.S. degree in biology or chemistry to the students. Details of the medical technology program in biology are found on p. 124 and those for chemistry on p. 241.

Currently, Pembroke State University has a formal affiliation with McLeod Memorial Hospital in Florence, South Carolina. It should be stressed that admission to the hospital program is not automatic and involves an admission and screening process administered by the hospital. Dr. Vera C. Hyman, M.D., the program director, and Ms. Jean Lewallen, M.T., the education coordinator at McLeod Memorial, are officially regarded as adjunct professor and lecturer respectively at Pembroke State University. Undergraduate students enrolled in the fourth year of the accelerated program in medical technology must pay tuition to both Pembroke State University (not including fees) and to McLeod Memorial Hospital (\$750 for the year).

It should be noted that this is an accelerated program which allows the student to complete in four years a program that often requires five years.

Students may elect the alternate route in which a B.S. degree in biology or chemistry (biomedical emphasis) is obtained before application to a hospital program. Students electing this route are eligible to apply to any school of medical technology and are not limited to programs affiliated with Pembroke State University.

ACCELERATED PROGRAM IN PODIATRIC MEDICINE

In affiliation with the Pennsylvania College of Podiatric Medicine, the Department of Biology is able to offer to selected majors an Accelerated Podiatric Medical Education Curriculum (APMEC). The Doctor of Podiatric Medicine degree, awarded by the Pennsylvania College of Podiatric Medicine, is a seven-year program, involving three years of pre-professional and four years of podiatric medical education. Students selected for this program complete three years of a prescribed biology program at Pembroke State University and are awarded the B.S. degree in Biology upon successful completion of the first year of the podiatry curriculum at the Pennsylvania College of Podiatric Medicine.

Admission to the APMEC Program is limited to students attending those institutions formally affiliated with the Pennsylvania College of Podiatric Medicine. Students admitted into the program are generally from rural or underserved areas and are interested in returning to those areas to practice. Pembroke State University is one of eighteen currently affiliated institutions (only three of these are outside of the state of Pennsylvania). The Pennsylvania College of Podiatric Medicine has agreed to reserve up to three seats annually for students of Pembroke State University who have satisfactorily completed a prescribed three-year pre-professional curriculum. Completion of the preparatory program does not guarantee admission to the Pennsylvania College of Podiatric Medicine. Admission involves a competitive application process. Students accepted for the study of podiatric medicine must possess exceptional qualifications.

Additional information can be obtained from the Chairman of the Biology Department. Details of the curriculum in podiatric medicine are found on p. 126.

M.A.R.C. (MINORITY ACCESS TO RESEARCH CAREERS) PROGRAM

The M.A.R.C. Program at Pembroke State University, a training program funded by the National Institutes of Health, is designed to train qualified minority students for a career in biomedical research. In addition to a variety of unique educational experiences, the program will provide selected students a monthly stipend and will pay tuition and fees during their last 24 months at Pembroke State University. Administration of the program is the responsibility of the Program Director.

The M.A.R.C. Program is an honors program and trainee selection is on a competitive basis. Students will be selected at the end of the sophomore year by the M.A.R.C. Steering Committee. Requirements for selections are:

1. Completion of the first two years of the M.A.R.C curriculum in either biology or chemistry. These requirements are more demanding than those of the traditional biology or chemistry. See p. 128 for biology requirements and p. 128 for chemistry requirements.
2. An overall G.P.A. of at least 3.0.
3. An interest in a career in biomedical research and the desire to pursue the Ph.D. degree in a biomedical science or related field.

Students selected as M.A.R.C trainees will spend the summer between the sophomore and junior years in an intensive curriculum enhancement program at Pembroke State University. Skills will be developed or enhanced in molecular biology, organic chemistry, statistical analysis, and computer methodology. This program, taught by Pembroke State University faculty, will better prepare the students for the demanding curriculum of the junior and senior years. See p. 128 or p. 129 for details.

A vital component of the M.A.R.C. Program is a summer's research experience at a major research institution between the junior and senior years. Arrangements have been made with a number of research scientists in both academic and industrial settings to provide M.A.R.C. trainees from Pembroke State University with this research experience. For additional information about the M.A.R.C. training program in biology or chemistry, contact the Chairman of the Department of Biology.

AIR FORCE ROTC PROGRAM

General military courses are available for the freshman and sophomore years, and professional officer courses for the junior and senior years.

Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school Junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character; and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-enrollment agreement with an institution hosting the AFROTC Program. Pembroke State University has a cross-enrollment agreement.

Mission

The AFROTC Program mission is "to recruit, educate, and commission officer candidates through a college campus program in response to Air Force requirements." To support this mission, AFROTC has three specific objectives: (1) to recruit, select, and retain officer candidates until they are commissioned as second lieutenants in the US Air Force; (2) to provide a college-level education that qualifies cadets for commissioning in the US Air Force; and (3) to strengthen each cadet's sense of personal integrity, honor, and individual

responsibility; enhance knowledge of how the US Air Force serves the national interest; increase understanding of officer professionalism in the US Air Force; and develop potential as a leader and manager.

For Aerospace Studies courses, please see page 280.

For further information, write AFROTC Program, Pembroke State University, Pembroke, NC 28372.

ARMY ROTC PROGRAM

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the US Army.

Qualifications

The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character; and (d) being enrolled as a full-time student at Pembroke State University.

Mission

The mission of the Army ROTC Program at Pembroke State University is to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the US Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and an appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed service or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. For Army ROTC courses, please see page 282.

For further information, write Department of Military Science, Pembroke State University, Pembroke, NC 28372.

PROGRAMS FOR EXPERIENTIAL LEARNING

Practical work experience is very important in today's world. Students at Pembroke State University may elect to get some practical work experience which is related to their program major (or minor) through several practical work experiences.

Experiential Learning Program

Experiential Learning is a working-and-learning arrangement. The student negotiates a proposal in some area of interest to the student. Negotiation involves the student, the University, and an organization (business, agency, etc.) where the student plans to work. Experiential Learning is available through academic departments and requires approval of the chairman.

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.
2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.
3. To be eligible for enrollment in Experiential Learning I or II, a student must:
 - a. have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
 - b. be classified as a junior or senior;
 - c. have an overall cumulative quality point average of at least 2.0;
 - d. have the written recommendation and approval of the major department chairman and the major advisor.
4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:
 - a. what the student is to do, what the major advisor is to do, and what the organization is to do;
 - b. the number of semester hours the student will earn in completing the contract;
 - c. that credit will be earned only if all of the contracted work is completed within a contract period of one semester or term of summer session;
5. Eligible students are allowed to use not more than a total of six semester hours of credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

Cooperative Education Program

Cooperative Education is an arrangement whereby Pembroke State University cooperates with an outside business or agency to help a student directly explore a career-related field as an integral part of the educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences while pursuing an academic degree program. To be eligible, a student must have completed a minimum of 30 semester hours and normally must have earned a cumulative GPA of 2.00 or above. Participants receive pay and academic credit for the

work experience which is coordinated and supervised by the Career Planning and Placement Office.

Internship Program

The Internship Program provides opportunities for students to earn academic credit for approved work or research programs in cooperating business-government, or education organizations. The internships, which are of one term duration, are open to qualified junior or senior students with the approval of the department chairman. Further information is available from the Career Planning and Placement Office.

THE GRADUATE PROGRAM

The Master of Arts in Education Program, described on pp. 290 offers graduate curricula and degrees in the following areas: Elementary Education (Early Childhood, K-4, and Intermediate Grades Education, 4-6); Middle Grades Education (6-9); Elementary Education (Reading Education); Educational Administration and Supervision; English Education; and Mathematics Education.

Candidates for the Master of Arts in Education degree will be required to complete successfully a minimum of 30 semester hours in the prescribed program of graduate study. Where it is felt that more work is required to prepare a candidate for the degree and/or graduate certification, the number of semester hours of required work will be increased.

The Master of Arts in Education programs in Elementary Education and in Educational Administration and Supervision provide curricula and leadership training for continuing professional and career development. Specialties are offered leading to certification in early childhood education, intermediate education, middle grades education, reading education, educational administration and supervision (curriculum and instruction).

The curriculum core in the early childhood and intermediate areas of Elementary Education includes 15 semester hours of education in the areas of curriculum, research, language development, reading, diagnosis/evaluation of pupils and programs and internships. Appropriate electives (18 hours or more) are also required.

The curriculum core in Middle Grades Education (6-9) includes 12 semester hours of education in the areas of curriculum, adolescent psychology, research, and internship. Students also take 24 hours of guided electives in two areas of concentration.

The curriculum core in the reading education area of Elementary Education includes 15 semester hours in the areas of curriculum, research, language development, general reading diagnosis, and educational psychology. Fifteen (or more) semester hours of appropriate reading education courses and/or electives are required. Programs of study are available for those teachers with prior undergraduate preparation and/or certification in reading education; for those teachers without any prior preparation in

reading education; and for those teachers who need to update their preparation in reading.

The curriculum core in Educational Administration and Supervision consists of 18 semester hours of education in the areas of educational administration and supervision, curriculum, research, and an internship complemented by 12 (or more) semester hours of appropriate electives.

The curriculum in English Education includes a core of 18 semester hours in the areas of literacy and literature education, the teaching of writing, the teaching of literature, education psychology, research, and internship. Students also take 15 hours of guided electives in literacy, literature, and related subjects.

The curriculum in Mathematics Education includes a flexible core of 18 hours in two areas: mathematics education (curriculum, theory, history, and problem solving) and professional education (educational psychology, history and philosophy of education, research, and internship). Students also take 18 hours of guided electives in five areas of mathematics.







Student Life and Affairs

STUDENT LIFE AND AFFAIRS**STUDENT GOVERNMENT**

Although discipline is the legal responsibility of the administration, the principle of Student Government is fully supported by the administration and faculty. All students attending Pembroke State University automatically become members of the Student Government Association. Student Government functions through its elected representatives and its sponsor, the Vice Chancellor for Student Affairs. Officers of the Student Government are elected by the student body each spring according to the constitution and bylaws of the organization.

STUDENT SENATE

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of the SGA. Also, the Senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The Senate is empowered to schedule the time and place of its meetings, provided that there are regular meetings at least once every two weeks. Composition of the Senate is one representative for every one hundred students, based upon the previous September enrollment. The President of the Senate is the Vice-President of the Student Government Association.

ATHLETICS

Pembroke State University excels in athletics in both men's and women's competition. Recognition is strived for through competition in the Carolina Intercollegiate Athletic Conference, the National Association of Intercollegiate Athletics (District 26), and the National Collegiate Athletic Association (Division II).

Eight men's sports and five women's sports give Pembroke State University constant recognition at the local, state and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, golf, soccer, tennis, track and wrestling while women's sports include basketball, softball, tennis, volleyball and cross country.

Conference championships have been won in many of Pembroke State University's programs and advancing to national competition has been a feat of which Pembroke State is very proud. Cross country, wrestling, and track teams often attend nationals while basketball and baseball have participated in national competition. Pembroke State University won the 1978 national championship in cross country.

Pembroke State has won over 50 district championship crowns through the years. Over 40 student-athletes have been honored as First-Team All-Americans. These All Americans are recognized on the "Pembroke State University All-American Board" proudly displayed in English E. Jones Health and Physical Education Center. Also, former athletic greats are inducted

annually into the “Pembroke State University Athletic Hall of Fame.”

Athletic grants-in-aid offered in all of Pembroke State University’s intercollegiate sports programs for both men and women upon recommendation of the head coach and approval of the Director of Athletics.

1986-87 TITLES/CHAMPIONSHIPS WON

NAIA District 26 Men’s Cross Country Champions, 1986

NAIA District 26 Wrestling Champions, 1986-87

Carolinas Conference Track and Field Champions, 1987

NAIA District 26 Track and Field Champions, 1987

INTRAMURALS

The Intramurals Program believes that leisure physical activity and enjoyment are vital to a person’s total well-being. Based upon this belief, the intramural program provides a broad and diversified program of recreational sport activities for the University’s students, faculty, and staff.

The Pembroke State University student has opportunities for participation in over a dozen intramural activities, and if that is not sufficient recreational opportunity, there are also recreational swimming, weight lifting, and fitness activities.

CULTURAL PROGRAMS

There are many opportunities for cultural enrichment at Pembroke State University. The University Theatre produce three main-stage plays each year plus numerous studio theater productions in the Givens Performing Arts Center. The Music Department contributes programs of the band, chorus, and the ever popular Singers and Swingers. The SEASON provides four or five professional touring groups each year. Also, student and faculty art shows are displayed in Locklear Hall.

CO-CURRICULAR ACTIVITIES

The Pembroke State University community believes that students should become actively involved in the co-curricular activities of their University. This involvement should be an important part of the students’ campus life. The administration at Pembroke State is dedicated to providing the student body with a variety of activities that will complement the academic program.

The Band is open to all students regardless of major. The band appears in festivals in addition to a regularly scheduled series of concerts. They travel to neighboring states as well as in North Carolina. Credit is available through the music department.

Cheerleaders are selected through competition. In addition to cheering at athletic events, the Cheerleaders are campus leaders in promoting school spirit.

The Concert Choir is open to all students regardless of major. The Concert Choir is a large mixed vocal organization that specializes in performing works of a serious nature as well as the light classics. The Concert Choir appears before campus groups and local groups, and represents the University on tours. Credit is available through the Music department.

The Indianhead is the University yearbook. All students are eligible to work on the staff. Credit is available through the CMA department.

The Pep Band is open to all students regardless of major. It specializes in performing at University athletic contests and other special occasions.

The Pine Needle is the student newspaper. All students are eligible to work on the staff. Credit is available through the CMA department.

The University Theatre is a dramatics organization which offers members the opportunity to appear in plays and to engage in play productions. All students are eligible.

The PSU Emergency Medical Technician Association is a University service organization to render on-the-scene emergency medical care as needed, and to undertake other projects which are deemed appropriate to the betterment of the University.

The PSU Gospel Choir is open to all students with an interest in singing and promoting spiritual growth and inspiration.

The PSU International Student Club provides recreation and general assistance to foreign students adjusting to American college life.

The Singers is open to all students regardless of major. The Singers is a mixed-voice ensemble which specializes in performing popular songs before campus groups, local civic organizations, and goes on tours.

The Swingers is open to all students regardless of major. The Swingers is an instrumental ensemble which specializes in performing popular music and modern jazz arrangements before campus groups and local civic organizations, and goes on tours.

The Track Club is open to all students and its primary purpose is to lend assistance to the track team and act as a booster club at away meets.

WPSU-Television

Pembroke State University operates WPSU-TV, a cablecasting facility that serves Pembroke, Lumberton, Charlotte, Rockingham, Hamlet, Fayetteville, Hope Mills and Spring Lake. WPSU-TV is operated completely by university students and also supports the academic program in broadcasting by providing a working laboratory for practical experience.

CAMPUS CLUBS

The Native American Student Organization is open to all students. Its primary purpose is to create an Indian awareness and concern for the Native American.

The PSU Student Chapter of the National Art Education Association is open to any full or part-time undergraduate student not actually involved in the teaching of art for pay. The purpose of the chapter is to promote the values of art in the community schools.

The Black Student Organization is open to all students. Its primary purposes are to foster the idea of Black identity, promote the true spirit of Black unity, and insure effective participation in decision-making processes that affect the organization's members.

The Circle K Club is sponsored by the Pembroke Kiwanis Club and is open to all students.

The Criminal Justice Club is open to all Pembroke State University students interested in promoting awareness of all areas encompassed by the criminal justice system.

The Fellowship of Christian Athletes is open to all students. Its primary purpose is to promote Christianity throughout campus by sharing mutual problems and joys of Christian living.

The Health Careers Club is open to all students. Its primary purpose is to promote awareness and interest in all areas of the health professions.

The Political Science Club is open to all students majoring in any curriculum offered by the Political Science Department.

The Lambda Phi Epsilon organization is open to PSU male students with at least a 2.0 GPA. The purpose of this organization is to advance the educational and literary interests of its members, to promote social interaction, and to uphold a high standard of life for its members by uniting them in closer bonds of friendship and brotherly union.

The PSU Chapter of the North Carolina Association for the Education of Young Children is open to all students. Its primary purpose is to foster, encourage, and coordinate activities in relation to the education and well-being of children.

The Pi Beta Chi Business Fraternity is open to all students majoring in Business Administration or Business Education. Its primary purpose is to develop the student's knowledge and understanding of business administration and business education problems.

The PSU Student Admissions Corp assists the Admissions Office in its various recruitment efforts and with incoming students.

The Student National Education Association is a division of the North Carolina Association of Education and is the state affiliate of the National Education Association.

The Campus Association of Social Workers is open to any student interested in social work.

The Student Council for Exceptional Children is a professional organization for students, parents, and professionals who are interested in or work with any handicapped or gifted children. Membership is open to all students at Pembroke State.

People Motivated for the Advancement of Life is open to any student interested in the uplifting of humanity in the community while expressing the need for academic advancement among its members.

The Applied Sociology Club consists of students interested in practical applications of the science of sociology such as community development and town planning, occupational guidance and vocational rehabilitation, etc. It is open to all students.

RELIGIOUS ORGANIZATIONS

Religious organizations serving the Pembroke State University campus are based on the philosophy of providing opportunities for spiritual enrichment, social activities and religious service.

They are: The Baptist Student Union
PSU Catholic Community

HONORARY ORGANIZATIONS

Alpha Chi is a national honor society. Membership is comprised of the top ten percent of the junior class and top five percent of the senior classes.

Alpha Phi Sigma is open to students who have declared a major or minor in the field of criminal justice, and who have an overall GPA of 3.0, and a GPA of 3.2 in their major or minor, and have completed at least four courses in criminal justice, and at least one-third of their required coursework leading to the baccalaureate degree.

Alpha Psi Omega, a national dramatics fraternity, is open to those who excel in dramatics.

The Marshals of Pembroke State University are elected by a joint committee of faculty and students. The Marshals officiate at graduation and many University functions. Any student with a 3.0 grade point average may apply.

The National Art Education Association is an organization established to foster and stimulate the development of artistic and creative interests in the college community.

Phi Mu Alpha Sinfonia is the national music fraternity open to those male students interested in promoting the best in music both on and off campus.

Pi Sigma Alpha is a national political science honor society open to students interested in politics.

Psi Chi is a national honor organization to advance the science of psychology and to encourage, stimulate, and maintain the scholarship of individual members in all fields, particularly in psychology.

Sigma Alpha Iota is the international music fraternity for women students of colleges, conservatories, and universities. Music majors and music minors are eligible for membership provided they have a 3.0 grade point average in music courses and a 2.5 grade point average for all other academic areas of study.

Sigma Tau Delta is a national English organization designed to offer majors and faculty members in communicative arts an opportunity to share ideas, to bring speakers to campus, and to enhance student-professor relationships.

The Sociology Honor Society is open to those students with an overall 3.0 grade point average who are interested in the study of society.

SORORITIES

There are five sororities at Pembroke State University. They function as social organizations dedicated to enhancing the quality of community life on campus. Each sorority also undertakes many worthwhile service projects throughout the year.

The sororities are:

Delta Sigma Theta
Kappa Delta
Sigma Sigma Sigma

Zeta Phi Beta
Zeta Tau Alpha

PANHELLENIC COUNCIL

The Panhellenic Council is the governing body of the sororities with the main purpose of promoting the interests of both the University and the social sororities. Each sorority has two members serving on the Council.

The National Panhellenic Conference is an organization comprised of all national sororities in the country. Matters of mutual concern such as rushing, scholastic eligibility, standards of conduct, are determined by the local College Panhellenic Council.

FRATERNITIES

There are four fraternities at Pembroke State University. They are social organizations dedicated to enhancing the quality of life on campus. Many projects are undertaken by each fraternity each year for the betterment of the University and the community.

The fraternities are:

Alpha Omega Upsilon
Pi Kappa Phi

Phi Beta Sigma
Tau Kappa Epsilon

INTER-FRATERNITY COUNCIL

The governing body of the fraternities is the Inter-Fraternity Council. The IFC is a service organization with a primary goal of promoting the growth and well being of all fraternities.

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

Students selected for inclusion in this publication are chosen by a joint faculty-student committee and are judged on their total contributions to the University rather than their academic achievements alone.

MISS PSU AND MISS HOMECOMING

Miss Pembroke State University is selected by a panel of professional judges at a pageant held on campus during the fall semester. Miss Homecoming is selected by popular vote of the student body during the spring semester.

STUDENT HOUSING INFORMATION

All freshmen and sophomores are required by University regulations to live on campus until they have earned 60 semester hours unless exempted prior to registration. An Application for Campus Housing **MUST BE COMPLETED BY EVERY FRESHMAN AND SOPHOMORE STUDENT** entering Pembroke State University and by all other students who plan to live on campus.

An application for on-campus housing can be obtained from the Director of Student Housing, Pembroke State University, Pembroke, N.C. 28372. Room assignments are made in August preceding the fall semester and in December preceding the spring semester. Exemption requests will be considered and ruled on by the Housing Office: Students will be notified of the decision within ten days of their action.

At Pembroke State University housing is an integral part of the educational program. Residence halls are considered to be more than merely places to sleep: They are "home" for a few years for many students. The University's aim is to provide residence halls that offer an environment conducive to studying and to providing an opportunity for each student to develop socially and academically. Especially mature, well-qualified students are employed as hall counselors. Hall counselors have many duties; however, one of their primary duties is to extend the services of the Counseling and Testing Center into each room. The Residence Hearing Boards, elected by the residents, make the residence halls essentially self-governing.

Residence halls are located within walking distance of all campus facilities including classroom buildings, library, cafeteria, snack bar, student union, bookstore, post office, and recreational facilities. A wide selection of campus recreational facilities and programs are available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

In order to reserve a room on campus, an application for housing and a \$25 housing deposit should be mailed to: Director of Housing, Pembroke State University, Pembroke, N.C. 28372. This application and deposit must be on file before a permanent room assignment can be made. The deposit protects your room reservation until you either graduate or terminate your stay on campus and is refunded provided the procedures listed below are followed.

Housing Deposit

1. Incoming new students: The University will refund all but \$10 of the room deposit if written notice of cancellation is received by August 1st, preceding the fall semester, and by December 1st, preceding the spring semester. After these dates the deposit is non-refundable. Applicants who are not accepted for admission will receive a full refund of their deposit.
2. Established residents: The \$25 housing deposit (less damages) will be refunded provided that the resident submits written cancellation by November 15th, preceding the spring semester, and by April 15th, preceding the fall semester.

Key Deposit

A key deposit of \$5.00 will be charged to each student when the student picks up a room key. This deposit is refunded when the student returns the key.

SUMMER HOUSING

Room and Board are available during both terms of the Summer Session. A \$25.00 deposit is necessary to secure a room.

USE OF AIR CONDITIONERS IN RESIDENCE HALLS

Personal air conditioners are permitted in the residence halls subject to the following conditions:

1. The Housing Office will be notified of your desire to have your air conditioner installed. Approval will be granted on a first come, first serve basis, *subject to the electrical capacity* of your residence hall suite or floor.
2. An advance payment of \$40.00 for each regular semester or five-week summer session is required for installation and utilities.
3. A maximum of 6,000 BTU's and 110V will be permitted.
4. Installation must be provided by University maintenance personnel upon notification by the Housing Office. Removal from windows will also be done by maintenance personnel.
5. The University will not be liable for damage or theft.

SAGA FOOD SERVICE

Students residing on campus are required to purchase a meal plan. Any student requiring a special diet should obtain a copy of the prescribed diet from his or her physician and submit it to the Director of the Food Service.

The meal card is NOT TRANSFERABLE under any circumstance, and each student must attach a valid PSU I.D. Card to the meal card. A meal card is required to be presented at each meal. If a student loses his meal card, the Director of the Food Service will issue that student a three-day temporary meal card. If the meal card is not recovered after three days, the student must pay a non-refundable \$10.00 fee for replacement. All meal plans are valid seven days a week, except during summer sessions.

COUNSELING SERVICE

The University provides psychological counseling services through the University Counseling and Testing Center located in the Chavis University Center. Students who are experiencing personal, interpersonal, or academic difficulties are encouraged to make an appointment with a trained counselor at the University Counseling and Testing Center as soon as possible.

The Counseling Center also provides personal development opportunities through the use of such activities as personal growth groups, assertiveness training, vocational counseling, interpersonal communication workshops, and premarital counseling. All conferences are completely confidential.

STUDENT HEALTH CENTER

Pembroke State University is proud of its modern 22-bed infirmary, which offers 24-hour coverage. The Student Health Center is supervised by a part-time physician who is in the clinic each afternoon, Monday through Friday. He is assisted by a full-time nursing staff.

CAREER PLANNING AND PLACEMENT SERVICES

The Career Planning and Placement Center exists to assist students and alumni with career planning and with seeking and securing meaningful full-time employment. Students are afforded the opportunity to explore career opportunities with recruiters from a large number of business firms, government agencies and school systems which conduct on-campus interviews during the school year. This office also maintains and makes available to students and alumni a library of resources related to careers, employers, salary trends, the job market, graduate and professional schools, and part-time and summer employment opportunities. Workshops are held for students seeking assistance in improving their job-seeking skills in interviewing and resume writing.

All students are urged to register with the Career Planning and Placement Center and to complete a credentials file when they become seniors, regardless of whether they have an immediate need for the service. The student's credentials file, a major service offered by this office, may include an unofficial copy of the transcript, personal data form, letters of reference from professors, and a resume. Upon request by a prospective employer or registered student, a set of the student's credentials is sent to the employer by the Career Planning and Placement Center. This file serves as a permanent repository of credentials.

Students whose records are in the active file are recommended to prospective employers and notified of specific job opportunities which meet the candidate's geographic and career field preferences and for which the candidate is qualified to apply.

The Director is available for counseling with registrants who need information about job opportunities. Copies of placement credentials are free of charge for the first six after which there is a cost of one dollar per packet. All placement services are life-long to graduates.

STUDENT ACTIVITIES

Supervision of the Chavis University Center is a primary responsibility of the Director of Student Activities. Other responsibilities include the maintenance of a University Calendar of social activities, advising the Student Government Association and the Panhellenic Council, and coordination of the Miss PSU pageant and the Miss Homecoming contest. The Student Student Activities Office is located in Sampson Hall.

DISCIPLINE

Pembroke State University is an institution for the education of men and women who expect to take their places as responsible, trustworthy citizens of their country. It takes for granted that students will not be guilty of improper conduct.

The aim of all discipline is two-fold: First, to develop self-control in the individual; and second, to protect the welfare of society. Students who cannot or will not comply with the few and simple rules governing the student body are subject to dismissal. The institution reserves the right to decline to register students whose past record is such as to indicate moral, scholastic, or general conduct unfitness. In addition to any costs for repair or replacement, penalties for vandalism will include a \$25.00 fine, social or residence life probation, or suspension from the University.

All students are expected to observe the rules and live by the general codes of conduct as stated above and enumerated in the *Student Handbook*. Students living on campus are expected to observe special rules applicable to resident students.

VEHICLE REGISTRATION

Each motor vehicle, including two-wheeled vehicles, driven or parked on the campus by students, faculty, or staff must be registered in the Business Office and must display a valid parking permit. These parking permits can be purchased in the Cashier's Office for a \$10.00 fee (valid for one year only).

Students, faculty, and staff members are all subject to traffic rules and regulations. It is your responsibility to obtain a copy of the Traffic Rules and Regulations when you register your vehicle in the Business Office. These regulations are strictly enforced by the campus police officers. Fines must be paid before any records can be released from the University.

It is a privilege and not a right for a person to keep or operate a motor vehicle on the campus of Pembroke State University. Each student, faculty, or staff member must agree to comply with the traffic rules and regulations before keeping or operating a vehicle at Pembroke State University. The University reserves the right to withdraw motor vehicle privileges from any person at any time.

Parking facilities on campus are limited and on many occasions there will not be sufficient parking spaces available to accommodate all vehicles in their respective legal parking zones. In such instances, the driver concerned IS NOT PERMITTED to park in an illegal or restricted zone.

THE TRAFFIC CONTROL COMMITTEE

A Traffic Control Committee is appointed each year by the Chancellor of the University. The Committee consists of six regular members: two students, two faculty, and two staff.

The Traffic Control Committee operates as a policy advisory group and makes recommendations regarding traffic control, parking, vehicle registration, violations, and penalties. The recommendations of this Committee are subject to final approval of the Chancellor.





Student Finances

STUDENT FINANCES

FINANCIAL AID

Pembroke State University makes every effort within the limitations of its available financial aid resources and University and Federal regulations to provide assistance to students who, without aid, would be unable to begin or continue their college education. Financial assistance is available in the form of scholarships, grants, loans, and part-time employment.

Financial aid is awarded on the basis of academic achievement and demonstrated financial need. The first responsibility of financing a student's education rests with the student and the student's family. A student's parents are expected to contribute towards his or her expenses insofar as they are able from income and assets. A student is expected to provide funds for his or her own education through savings, summer work, and other resources. Each student is considered individually on the basis of the family financial situation. The financial need of a student is determined by the resources available to the student and the University expenses. Since a student's financial aid award reflects the student's financial situation, it is confidential information and should not be made public by the University, the recipient or anyone else.

All applicants for financial aid are required to complete the Financial Aid Form, side 1 and 2. These forms may be obtained from high school guidance counselors after January 1. The Financial Aid Form should be completed and mailed to College Scholarship Service, CN 6328, Princeton, NJ 08541 no later than March 15 to meet our priority date of April 15.

To be eligible to receive financial assistance, a person must be a U.S. Citizen or an eligible Non-citizen. A freshman or transfer student must meet all requirements for admission as a regular student (no restrictions or conditions to admission) to Pembroke State University. Returning students must be in good scholastic standing as defined in the FINANCIAL AID BROCHURE.

GENERAL SCHOLARSHIPS

Academic Scholarship

The alumni and friends of Pembroke State University have provided funds to aid students who demonstrate above average academic ability and who are in financial need. The awarding of these scholarships is the responsibility of the Financial Aid Officer with the approval of the Faculty scholarship and Student Assistance Committee.

Athletic Scholarship

The Alumni of Pembroke State University have provided funds to aid young athletes who show exceptional skill in the area of intercollegiate sports. The awarding of these scholarships is the responsibility of the respective coaches in cooperation with the administration of the University.

The Student Government Association of the University provides some funds, earned through the rental of refrigerators to dormitory residents, for

academic and athletic scholarships. The awarding of these scholarships is the responsibility of the Financial Aid Officer with the approval of the Faculty Scholarship and Student Assistance Committee.

Chancellor's Scholars Program Scholarship

Students qualifying for CSP scholarships currently receive \$350 per year for the student's four years of study. Chancellor's Scholars are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor.

The Aetna Life and Casualty Foundation Scholarship

This scholarship is designed to help qualified students who, without such financial assistance, would possibly be unable to further their education. The scholarships are designated for academically talented students.

West-Point Pepperell Alamac Knitting Division Scholarship

These scholarships are awarded to students who demonstrate above average academic ability and who are in need of financial aid to be able to continue their undergraduate education.

Kayser-Roth Foundation Scholarship

This scholarship is to be awarded annually to a chancellor's scholar, and it will be renewed to the recipient as long as (s)he is in good standing at the University.

Max M. Weinstein Memorial Scholarship

This scholarship is awarded annually to a history major selected by the faculty of the History Department. The recipient is selected on the basis of scholarship and need.

Issac Shain Memorial Scholarship

This award is given yearly by Arthur Shain in memory of his father, Issac. It is awarded to an individual student in the department of Sociology & Social Work for outstanding academic performance.

Singer-Swinger Scholarship

A fund was established by the Singers and Swingers to provide financial assistance to students who are enrolled in one or more of the music performing groups on the Pembroke State University campus. These scholarships are awarded by the Music Department Committee on the basis of financial need, talent, and the needs of the University. The Music Scholarship Committee is made up of four faculty and three student members.

The R.E. Smith, Jr., and Cora T.Y. Smith Scholarship

This scholarship has been designated for an academically talented Native American student demonstrating financial need.

The David Osterneck Memorial Scholarship In Medical Sociology

This scholarship is awarded to undergraduate students preparing for careers in public health, medical social work, social epidemiology and allied medical professions.

C.M. and M.D. Suther Scholarship

A C.M. and M.D. Suther Scholarship is awarded annually to a full-time North Carolina resident undergraduate student on the basis of academic standing and financial need. Recipients are chosen by the Financial Aid Office. Awards are non-renewable and vary in amount according to income available from the trust.

Ira Pate Lowry Music Scholarship

This scholarship is awarded annually to a music major selected by the Music Department Scholarship Committee and presented by the committee chairman. The recipient is selected on the basis of musical talent, scholarship, and need.

Morris L. Britt Kiwanis Scholarship

This scholarship is provided annually by the Kiwanis of Robeson Civic Club in memory of a long time Kiwanis member and Pembroke State University alumnus, Morris Lee Britt.

The scholarship provides full tuition for the first year's study at Pembroke State to a graduate of Lumberton Senior High School who meets the qualifications of (1) proven scholarship, (2) extracurricular involvement, and (3) need.

Priority is given to a student who also meets qualification standards for the Chancellor's Scholars program.

Beverly Enterprises/Kingsdale Manor Scholarship

This annual scholarship is offered to a junior majoring in Social Work with a concentration in Gerontological Social Work. Students are eligible to apply for this scholarship by being hard-working, and by expressing an interest in, and demonstrating an aptitude for social services for the elderly. The student is expected to complete his/her Senior Internship at Kingsdale Manor in Lumberton. The student will be selected by the Director of the Social Work Program and a representative of Beverly Enterprises/Kingsdale Manor.

The James A. Comstock Memorial Scholarship

This scholarship is awarded annually to students majoring in the field of Broadcasting, with concentration in Broadcast Engineering and Operations. Students are assigned responsibility in telecommunications-WPSU and are preparing for positions as video engineers and operations specialists.

William R. Bullard Scholarship

Awarded each year to a History major, this scholarship is made possible by a gift from William R. Bullard, Professor Emeritus of History. The recipient is chosen by the faculty of the History Department.

Lela Butler Haynes Scholarship

Awarded each year to a History major, this scholarship is made possible by a gift from Loren L. Butler, II, Assistant Professor of History, in memory of his mother. The recipient is chosen by the faculty of the History Department.

ENDOWED SCHOLARSHIPS**Alumni Endowed Scholarship**

The PSU Alumni Association through its Alumni Loyalty Fund awards scholarships to qualified incoming freshmen. Students are selected by the Admissions Office and must be sons or daughters of a PSU Alumni.

Pembroke Chamber of Commerce Endowed Scholarship

This scholarship was established by the Pembroke Chamber of Commerce and is to be awarded to qualified students majoring in American Indian Studies.

Adolph L. Dial Endowed Scholarship

This scholarship is awarded annually to a Pembroke State University student majoring in American Indian Studies. The recipient of the scholarship is named by the Chairman of the Department of American Indian Studies.

Margaret S. Jones Endowed Scholarship

This fund was established by friends of Pembroke State University in honor of Mrs. Margaret S. Jones, wife of former Chancellor Dr. English E. Jones, to aid students in obtaining their educational goals.

Reba M. Lowry Endowed Scholarship

Established by Ira Pate Lowry in memory of his wife, Mrs. Reba M. Lowry, who served Pembroke State University for many years as Dean of Women and Chairman of the Department of Foreign Languages. Monies are awarded annually to a student based on scholarship and need.

Walter L. Weisberg Memorial Endowed Scholarship In Political Science

This scholarship was established by the Weisberg family in memory of Walter L. Weisberg, a professor of Political Science at Pembroke State University, 1975-1981. Individuals selected for the scholarship will be selected by the faculty of the Political Science Department on the basis of academic achievement.

The John Green Memorial Endowed Scholarship

Established in 1984 and endowed by generous contributions from THE ROBESONIAN, family members, and friends of the late John Green ('84), this scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing. The recipient will be chosen by a faculty committee from the History and Communicative Arts departments.

**Maurice Bodenstein-Holocaust Memorial Endowed Scholarship
In Social Work**

This scholarship is given annually to a social work major for the purchase of textbooks. The faculty in social work will recommend a junior student, based on merit; the department chairman will confirm the award. This award honors the memory of Maurice Bodenstein, who survived the European death camps in WW II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect.

Harry Hutchison Gibson Endowed Scholarship

This scholarship is to be awarded annually to a Chancellor's Scholar, and it will normally be renewed to the recipient as long as (s)he is in good standing at the University. However, the decision regarding renewal will be made annually.

The recipient of the Scholarship is to be recommended by the Director of the Chancellor's Scholarship Program, and approved by the Chancellor.

Chancellor's Endowed Scholarship

This scholarship is to be awarded annually to a Chancellor's Scholar, and it will normally be renewed to the recipient as long as (s)he is in good standing at the University. However, the decision regarding renewal will be made annually.

The recipient of the Scholarship is to be recommended by the Director of the Chancellor's Scholars Program, and approved by the Chancellor.

A. J. Fletcher Music Scholarship

This award will be given annually to qualified freshmen and/or music students in their second or third year of study.

The selection will be made by the chairman of the Music Department and members of the Music Faculty Scholarship Committee.

GRANTS**North Carolina Tuition Grants**

Funds for tuition grants, allocated by the North Carolina Legislature, are made available on an annual basis to residents of North Carolina in attendance at Pembroke State. These grants are limited to basic tuition costs.

Pell Grants

This program is for students who have financial need. The U.S. Government fixes the amount of financial assistance a student may receive under the Pell Grant on the basis of need. These grants are awarded upon enrollment in good standing in an institution of higher education. Applications are available in the University's Financial Aid Office and any high school guidance counselor's office. To apply for a Pell Grant a student must complete the appropriate application and indicate in the appropriate section that (s)he

wants to be considered for a Pell Grant. A Student Aid Report will be sent to the student's home address. The student must submit all copies of the Student Aid Report to the Financial Aid Office whether or not (s)he is eligible for a grant.

Supplemental Educational Opportunity Grants

The purpose of this program is to provide Supplemental Educational Opportunity Grants to students who have demonstrated need and who would be unable to enter or remain in college without such assistance. Recipients must show academic or creative promise. The grant may be renewed for each year of undergraduate study for a period of up to four years if the student continues to qualify for assistance. Students must reapply each year.

North Carolina Student Incentive Grant Program

This program is administered by College Foundation, Inc. Funds are provided to the Foundation by the North Carolina State Education Assistance Authority under the 1965 Higher Education Act, as amended, from state and federal appropriations. To qualify for a North Carolina Student Incentive Grant (NCSIG), a student must be a legal resident of North Carolina, be accepted for enrollment as a regular student, or be enrolled full-time in good standing in an undergraduate program, and must demonstrate a "substantial financial need" as determined through the need analysis system of College Scholarship Service or American College Testing Program. Grants are based on an individual student's demonstrated need in relation to resources and the cost of education, but may not exceed \$1,500 per academic year.

To apply for NCSIG, the student's parents and/or the student and spouse must complete the Financial Aid Form (FAF), check Item 42, include the appropriate fee, and mail it to the processor no later than March 1. All North Carolina residents are encouraged to apply for this grant.

All students applying for the NC Student Incentive Grant must also apply for the Pell Grant.

Vocational Rehabilitation Scholarships

Students who have physical disabilities which constitute vocational handicaps are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, North Carolina.

Minority Presence Grant Program

Under the Board of Governors general Minority Presence Grant Program, Black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for three or more hours of degree credit course work, and demonstrate financial need.

American Indian Student Legislative Grant Program

Established by the NC General Assembly, this program provides assistance for resident North Carolina Indians who demonstrate financial need

according to federal guidelines. Recipients must be enrolled at least half time in a regular degree-seeking program and maintaining satisfactory academic progress.

LOAN FUNDS

Perkins Loan/National Direct Student Loan (NDSL)

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half-time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine* months after the borrower ceases to be enrolled in at least a half-time course of study. Repayment may be extended over a period of ten years as long as a minimum repayment of \$30 per month or \$90 per quarter is made.

Loans are made to entering freshmen and transfer students who are enrolled as regular students and to returning students who are in good academic standing and who can demonstrate financial need. The Perkins Loan Program is funded by the federal government.

N.C. State Scholarship Loan Fund For Prospective Teachers

Students desiring loans of this type should make applications to the North Carolina State Department of Public Instruction, Raleigh, North Carolina. This fund provides as much as \$2000 per year in financial aid for a prospective teacher. Repayment of the loan is canceled for recipients who teach four years in North Carolina public schools.

Memorial Emergency Loan Fund

This is a revolving loan fund. This fund was established through the efforts of Mr. Lacy Maynor, a former Judge of Records Court.

Herbert G. Oxendine Memorial Emergency Loan Fund

This fund was established by friends of the late Dr. Herbert G. Oxendine who for many years taught at Pembroke State University. Because of Dr. Oxendine's great interest in education and in Pembroke State University, it was the desire of his many friends to establish a fund in his name to aid students in furthering their education.

James Fulton Lowry Memorial Emergency Loan Fund

The Fund was established in memory of one of Pembroke's business leaders. Mr. Lowry, for many years, was President of the Pembroke State University Alumni Association. It was his desire that every student who wanted to further his education be given the opportunity to do so.

John J. and Steve Brooks Memorial Emergency Loan Fund

Mrs. John J. Brooks established this fund as a memorial to her dearly beloved husband and son. Mr. Brooks was an alumnus of this institution and an educator in this county for many years. He was extremely concerned that people be given an opportunity to further their education. Mr. Steve Brooks, their son, was also a student at Pembroke State University.

*New borrowers only

L.W. Jacobs Memorial Emergency Loan Fund

The Mt. Airy and Harpers Ferry Baptist Churches established this fund in honor of Rev. L.W. Jacobs who served this community for over half a century as a pastor and who served as Chairman of the Board of Trustees of Pembroke State University for over thirty years. Rev. Jacobs was keenly aware of the financial problems many students face as they endeavor to continue their education and be believed that all qualified people should be afforded an educational opportunity.

Guaranteed Student Loan Program

The Guaranteed Student Loan Program in North Carolina is administered by College Foundation, Inc., Raleigh, North Carolina. To obtain an insured loan, a student must complete the Financial Aid Form to establish eligibility on the basis of financial need. Repayment of these loans begins six months after a student ceases to be enrolled at least half time. The interest begins at the time of repayment and is calculated at eight (8) percent.

Students interested in obtaining a loan under this program may obtain information from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, NC 27605.

Out-of-state students should contact their bank or state higher education assistance agencies concerning state administered guaranteed student loan programs. Addresses are available in the Financial Aid Office.

STUDENT EMPLOYMENT

The student employment programs help eligible students pay University expenses while attending classes full time. Students participating in the programs are employed with the Maintenance Department, Library, Cafeteria, Switchboard, Administrative and Departmental Offices, and Laboratories.

The student employment programs consist of the University Self-Help Program and the College Work-Study Program, which is a federal assistance program. To participate in the programs, a student must have a completed application for aid on file in the Financial Aid Office.

A student's work schedule will depend upon class schedules and can be arranged by the student and the student's work supervisor. These jobs provide learning opportunities as well as financial aid.

VETERANS

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Vocational Rehabilitation for Disabled Veterans, and have the approval of the Veterans Administration will have their University fees paid directly to the University by the U.S. Government.

Veterans eligible for the G.I. Bill, Chapter 34, Title 38, U.S. Code effective June 1, 1966, and Chapter 32, Title 38, United States Code, effective Jan. 1, 1977, must make application for their benefits. For information regarding

eligibility, or application forms, contact the Veterans Administration, Regional Office, 251 North Main Street, Winston-Salem, North Carolina or the Financial Aid Office, Pembroke State University. Transfer students on the G.I. Bill should complete VA Form 21E-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Once the veteran is enrolled, (s)he must attend classes regularly to continue receiving benefits. Each veteran will complete an attendance roster bimonthly and file with the Financial Aid Office on campus. This will be checked by the Financial Aid Office to assure the VA Regional Office that veterans remain eligible for benefits.

NC National Guard, Chapter 106

Upon enlistment in the North Carolina National Guard, students will be eligible to apply for up to \$500 per year tuition assistance, with a maximum of \$2,000 over a four-year period. The Tuition Assistance Program was established by the North Carolina Legislature to provide educational assistance for members of the North Carolina National Guard. For further information students can write to NORTH CAROLINA ARMY NATIONAL GUARD, Educational Opportunities, Attn: AGRR, 4105 Reedy Creek Road, Raleigh, NC 27607.

VETERAN DEPENDENTS

Children of disabled or deceased veterans may receive financial assistance in the payment of tuition, room, meals, and other required University fees. For information and application forms, students should write to the North Carolina Department of Veterans Affairs, Raleigh, North Carolina.

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and surviving spouses of veterans who died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; or who have been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power.

Students enrolling under provisions of Chapters 32, 34 and 35 will pay fees at the time of registration and receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran should make arrangements as early as possible.

STUDENT FEES

Tuition and all fees are due and payable in full by registration day for each semester or summer term. Please make checks or money orders payable to Pembroke State University.

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. The fees now in effect are, however, subject to change without notice. Since Pembroke State University is

maintained by the people of North Carolina for the education of residents of the state, it is available to them at less cost than to nonresidents. The residency status of each student is determined at the time of original admission. See pages 45 for further information on residency status.

Registration for any semester or session may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous semester or session, have been paid; no transcript nor record will be issued until all fees owed have been paid.

TUITION WAIVER FOR PERSONS AT LEAST 65 YEARS OLD

Under the provision of Chapter 606, 1975 Session Laws, the Board of Governors at its meeting of September 12, 1975, adopted a resolution establishing rules permitting legal residents of North Carolina who have attained the age of 65 and who meet applicable admissions standards to enroll for courses tuition-free on a space-available basis. The 1977 Session of the General Assembly enacted a law effectively re-establishing, but modifying, this tuition waiver privilege established in the 1975 Session for persons at least 65 years old. The 1977 law (Chapter 901, 1977 Session Laws) modified in 1975 law in two respects: (1) it established, rather than merely authorized establishment of, the privilege; (2) it required, rather than prohibited, the counting of these students in the computation of enrollment for State funding purposes. Questions concerning tuition waiver may be directed to the Office for Business Affairs, Pembroke State University.

SCHEDULE OF UNDERGRADUATE EXPENSES PER SEMESTER REGULAR SESSION

(Includes Tuition and General Fees)

| Semester Hrs. | In-State | Out-of-State |
|----------------------|-----------------|---------------------|
| 1 | \$ 46 | \$ 431 |
| 2 | 46 | 431 |
| 3 | 46 | 431 |
| 4 | 64 | 449 |
| 5 | 64 | 449 |
| 6 | 110 | 879 |
| 7 | 261 | 1,030 |
| 8 | 261 | 1,030 |
| 9 | 307 | 1,461 |
| 10 | 307 | 1,461 |
| 11 | 307 | 1,461 |
| 12 or more | 353 | 1,891 |

If a student lives on campus, add \$840 for room and board per semester. (Note: Women assigned to North Hall will pay an additional \$30 per semester because of air conditioning.)

Students may select a 15-meal plan, valid seven days a week, at a reduction of \$25 or a 10-meal plan valid seven days a week, for a reduction of \$50. A meal plan is mandatory for dormitory students, and changes will not be made after the first week of each semester.

(Personal checks should not be written in excess of the cost of tuition and fees.)

(A returned check charge of \$10 will be levied on each returned check.)

Class attendance is contingent upon completion of financial obligations, and charges are subject to change without notice.

DETAILED EXPLANATION OF CHARGES:

TUITION
(Per Semester)

| | |
|---|------------|
| Tuition | |
| North Carolina Residents | \$184.00 |
| Out-of-State Residents | \$1,722.00 |
| Students taking 12 semester hours or more must pay this amount. | |

GENERAL FEES
(Per Semester)

| | |
|--|----------|
| Health Services | \$50.00 |
| This fee is used to operate the University Infirmary. All regular students taking 7 semester hours or more are required to pay this fee. (Student Accident and Sickness Insurance is optional and not included in the fees.) | |
| Other Required Fees | \$119.00 |
| This fee is used to support various University programs, such as Athletics, Band & Chorus, Dramatics, and Student Center. A portion of these funds is allocated to the Student Government Association to support Student Government activities including Yearbook, Newspaper, and the Performing Arts Series. All students taking 7 hours or more are required to pay this fee. Students taking 4 to 6 hours will pay a prorated amount. | |

MISCELLANEOUS FEES

| | |
|---|---------|
| Application Fee | \$15.00 |
| This fee is paid at the time of initial application, is non-refundable, and cannot be applied to meet any other charges. | |
| Graduation Fee (Undergraduate) | \$25.00 |
| (Graduate) | \$35.00 |
| This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non-refundable fee. | |

| | |
|--|---------|
| Late Registration Fee | \$10.00 |
| Students who register for classes after the scheduled registration date has passed must pay this fee. | |
| Change of Course Fee | \$2.00 |
| Students who voluntarily drop or add courses after the first day of classes in any semester must pay \$2 for each course involved. | |
| Vehicle Registration Fee | \$14.00 |
| A vehicle registration permit is valid for one full year, commencing August 15. Permits sold after May 31 are \$4 and valid for Summer Session only. | |
| Transcript Fee | \$2.00 |
| The initial copy of a transcript is free and each additional copy is \$2. | |

REFUND POLICY

Please allow two weeks for the processing of any refund request.

Tuition and Fees

If a student officially withdraws from the University during a regularly scheduled registration period, (s)he will receive a full refund of tuition and fees, except for a registration fee of \$10.00.

After the end of the registration period, refunds for tuition and fees, except registration fee, will be made on a pro-rata basis.

No refund will be made for courses dropped after the regularly scheduled registration period, except during summer sessions.

No refunds under any condition will be made after the midpoint of the semester.

No degree or transcript of credits will be furnished until all financial obligations to the University have been satisfied.

Room and Board

If a dormitory student moves out of the dormitory prior to the close of registration, the room deposit will be forfeited. Meals will be prorated on a weekly basis.

No refunds for housing or meals will be made after registration unless the student *officially withdraws* from the University. It will be prorated on a weekly basis. No refunds for housing will be made after mid-semester under any condition.

Dormitory Deposit

1. Students living in dormitory—The \$25.00 dormitory deposit (less breakage) will be refunded provided:
 - (a) The student has notified the Housing Office in writing on or before the first Monday after Thanksgiving Holidays that (s)he will not need the room for the following Spring semester, or,

- (b) The student has notified the Housing Office in writing on or before April 15 that (s)he will not need the room for the following fall semester.
- 2. Incoming new students—The dormitory deposit will be refunded provided the Housing Office has been notified in writing by July 15 (or within 10 days after acceptance) that (s)he is cancelling the room reservation for the fall semester.

Exceptions will be made only for draft into the military, physical incapacitation, and academic ineligibility. In each situation, the Housing Office must be provided written proof. Failure to comply with the above will result in forfeiture of the room deposit.

GRADUATE PROGRAM EXPENSES

See page 293 for information about graduate program tuition and expenses.





**Courses of
Instruction
Undergraduate
Programs**

UNIVERSITY ORIENTATION

Coordinator: Norma J. Thompson

A university education is a unique experience. Although people sometimes mistakenly think of it as only a continuation of secondary education, it requires certain attitudes and skills that go far beyond what students have needed previously. One of its most distinctive features is its direct confrontation with the limitations of human knowledge. Whereas in high school we relied on teachers and textbook writers to decide difficult issues, at the University we move into a domain where experts routinely disagree and many moral issues have no simple answers. Out of this experience, we learn a new respect for skepticism, open-mindedness, and our own creativity.

The University also introduces us to much greater personal freedom and independence. Often we move away from the security of our families into the exciting world of dormitory life. This change forces us to budget our own time and to sustain our own motivation for achievement.

Finally, the content of a university curriculum is more difficult to comprehend and retain than anything we have faced before. We read technical, specialized material and learn words we have never seen. We are asked to identify key ideas on our own and to review for comprehensive examinations.

All of these considerations suggest that new students should receive special instruction preparing them for the unique challenges of university life. Accordingly, Pembroke State University has developed a course entitled University Orientation. This course is a regular academic endeavor, with lectures, examinations, and academic credit. Its content is summarized in the description presented below. Students are encouraged to participate actively in this course and to prepare carefully for its examinations. Such effort may prove more valuable than any other activity undertaken during one's first months at the University.

COURSE (ORI)**100. University Orientation**

General introduction to the academic substance, study methods, and special adjustment problems of university life. Conducted by faculty from various departments, with a common syllabus. Required of all incoming freshmen during their first fifteen credit hours of course work at the University. Pass/Fail grading. Fall, Spring, Summer. Credit, 1 semester hour.

AMERICAN INDIAN STUDIES

Chairman: ADOLPH L. DIAL

JOHN R. BOWMAN
DAVID K. ELIADES
ROBERT K. GUSTAFSON
STANLEY KNICK

ROBERT W. REISING
JOHN RIMBERG
LINDA OXENDINE
RALPH L. STEEDS

Pembroke State University had a humble beginning in 1887 as an institution for the American Indian. For more than a half century the institution served only the American Indian.

The University feels a responsibility for offering to the people, both Indian and non-Indian, a program in the history of the American Indian and one that will also deal with the complexities of contemporary Indian affairs.

The Department offers a Bachelor of Arts degree and a minor in American Indian Studies. Students are encouraged to select courses that touch on as many different aspects of Native American history and culture as possible.

Requirements for a Bachelor of Arts Degree in American Indian Studies

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66) | 50 |
| Major Requirements | 30 |
| AIS 210 (or HIST 210), 213 (or REL 213), 220 (or CMA 222), 301, 325, 358 (or SOC 358), 427 (or ART 427) | 21 |
| Six hours from the following: | |
| AIS 302, 319, 324, 360, 401, 402, 450, 455 | 6 |
| AIS electives | 3 |
| Electives | 47 |
| Total | 128 |

Requirements for a Minor in American Indian Studies

| | |
|---|----|
| AIS 210 (or HST 210) and 18 additional semester hours of AIS courses or their crosslisted equivalents. | 21 |
|---|----|

COURSES (AIS)**INTERDEPARTMENTAL****201. American Indian Culture**

A survey of American Indian traditions, aspirations, and contributions through the study of poems, speeches, legends, stories, and novels written by American Indians; through the study of Indian art forms and music; through attending plays and outdoor dramas in which Indians play a significant role; and through film study and review. Fall, Spring, Summer. Credit, 3 semester hours.

239. American Indian Education

A survey of Indian education in the United States beginning with the missionary effort to Christianize Native Americans. Special emphasis will be devoted to the effort of the Bureau of Indian Affairs as well as non-reservation programs. Fall, Spring. Credit, 3 semester hours.

301. Contemporary Problems of American Indians

A study of Indian-white contacts, the impact of federal policy on American Indians, and the adaptation of American Indian cultures to contemporary economic and social conditions, national in scope and emphasis on the southeastern tribes. Fall, Spring, Summer. Credit, 3 semester hours.

302. Workshop in American Indian Studies

A workshop designed especially for elementary and secondary school teachers. Special emphasis will be given to aspects of Indian history, textbooks, and their treatment of the American Indian and contemporary Indian problems. Consideration will also be given to Native American writers, to Indian culture and to the changing lifestyle of the people. Topics of special interest will be discussed. General procedure will be determined by the interest and enthusiasm of the groups. Summer. Credit, 3 semester hours.

360. Lumbee Culture

A study of Lumbee culture—the achievements and aspirations of the nation's largest American Indian group east of the Mississippi. While the focus will be primarily historical, all facets of Lumbee culture will be treated including the economic, political, and religious structure of the people, as well as the artistic and literary accomplishments. Spring. Credit, 3 semester hours.

395. Archaeology in North Carolina

This course approaches archaeology as a way to learn about human beings. Special emphasis will be placed on prehistoric Indian cultures of North Carolina, and especially those of Robeson County. Topics will include: application of archaeology to present day issues; recovering and caring for archaeological materials; stages of Indian pre-history; theoretical and practical issues which face the archaeologist; etc. Weather permitting, some field excursions will be included.

455. American Indian Historical Sites

The Historical Sites Study will stress American Indian culture and will include visits to museums, reservations and historic sites. Summer. Credit, 1-4 semester hours.

ANTHROPOLOGY**105. Introduction to Cultural Anthropology (SOC 105)**

A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.

358. American Indians Before Columbus (SOC 358)

An introduction to the study of ecological adaptations by North America's original inhabitants, with emphasis on nine culture regions: Inuit, Canada, Plateau, Great Basin, California, Pacific Northwest, Mississippi, Calusa, and Eastern Woodlands. Theories of origin, including Goodman's American Genesis hypothesis, will be examined. Scientific methods of artifact dating will be considered. A research project is required. Spring of 1988 and alternate years. Credit, 3 semester hours.

ART**427. North American Indian Arts History (ART 427)**

A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Fall. Credit, 3 semester hours.

COMMUNICATIVE ARTS (LITERATURE)**220. American Indian Literature (CMA 220)**

An introduction to Native American Literature. Texts written, collected or edited by Native Americans will be used whenever possible. Spring, Summer. Credit, 3 semester hours.

450. Seminar in Native American Literature (CMA 450)

A study of selected topics in American Indian literature. Fall. Credit, 3 semester hours.

HISTORY**210. History of the American Indian (HST 210)**

A survey of the major Indian cultures in North America with emphasis on those located in the eastern half of the United States. Fall, Spring, Summer. Credit, 3 semester hours.

319. History of the American Indian in North Carolina (HST 319)

An examination of selected topics concerning the most significant Indian cultures and tribes in North Carolina, with emphasis on the Cherokee, Catawba, Tuscarora, and Lumbee peoples. Fall, Spring, Summer. Credit, 3 semester hours.

324. Indians of Latin America (HST 385)

A study of the history, culture, and contemporary achievements of the Indians residing south of the Rio Grande. Fall. Credit, 3 semester hours.

325. Indians of the Southeast

A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America. Fall. Credit, 3 semester hours.

401. Colloquium on American Indian History

Prerequisite: Permission of the instructor.

Investigations into selected topics in American Indian history through the reading of significant books, discussions, and supplementary reports. Fall, Spring, Summer. Credit, 3 semester hours.

402. Federal Policy and the American Indian

Prerequisite: Permission of the instructor.

A study of federal policy as it related from the Colonial period to the present. Fall. Credit, 3 semester hours.

RELIGION**213. American Indian Traditions (REL 213)**

A study of the development of the religious beliefs and practices of the American Indian. Fall, Spring. Credit, 3 semester hours.

ART

Chairman: PAUL VAN ZANDT

RALPH L. STEEDS

STANLEY R. JENKINS

The Department of Art fulfills an ever-increasing need by contributing to the cultural life and experiences of the whole University, as well as providing many opportunities for the artistic and intellectual development of those who have chosen a fine art as a professional goal. Art develops an understanding and an appreciation of the beauty of everyday life. The Art Department provides the gifted student with a professional foundation as an artist and/or as a teacher.

In conjunction with other parts of the University, the Art Department offers the following programs leading to the Bachelor of Arts degree and the Bachelor of Science degree with teacher education certification for teaching at the K-12 level.

Before graduating from either program, a senior is required to present an acceptable exhibition of his work from his area of concentration.

Requirements for a Bachelor of Arts Degree

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| Thirty semester hours of lower level art studios: 100, 101, 102, 105, 109, 111, 132, 133, 140, 151, 250, | |
| Six semester hours, advanced History of Art | |
| Twelve semester hours, Area of Concentration: Sculpture, Ceramics, Printmaking, or Painting | |
| Nine semester hours, Area of Secondary Interest: Sculpture, Painting, Ceramics, Printmaking | 57 |
| Electives | 20 |
| Total | 128 |

*Students who plan a major in Art should consult the Department Chairman prior to registering for Basic Studies Courses.

Requirements for a Bachelor of Science Degree with Teacher Education Certification for Teaching at the K-12 Level

| | |
|--|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| Thirty semester hours of lower level art studios: 100, 101, 105, 107, 109, 111, 132, 133, 140, 151, 250 | |
| Six semester hours, advanced History of Art | |
| Six semester hours, one area of advanced art studio | |
| Nine semester hours, Art Education: 108, 306, 308 | 51 |
| Professional Education Requirements: | |
| EDN. 202, 227, 308, 419, 437, 445, 448; Art 400 | 25 |
| Electives | 1 |
| Total | 128 |

*Students who plan a major in Art should consult the Department Chairman prior to registering for Basic Studies Courses.

Minor in Art

The Minor in Art is designed to offer a fundamental background in Art for the non-Art major.

Art Minor—18 semester hours

Required core of 12 hours

- ART 101—Elements of Design—3 hours
- ART 111—Introduction to Ceramics—3 hours
- ART 132—Introduction to Drawing—3 hours
- ART 306—Crafts for Secondary Education—3 hours

Plus 6 hours Art elective (May be taken after necessary prerequisite where applicable.)

COURSES (ART)

- 100. **Art Concepts**
A study of the theories and philosophies of the visual arts. An introductory analysis of visual art concepts with emphasis on contemporary theories and their relationships to the history of art. A directed readings and seminar course aimed at developing an awareness of visual art and individual concepts of creative endeavor. Fall. Credit, 2 semester hours.
- 101. **Elements of Design**
A study and application of design principles in creative two-dimensional projects in line, value, color and texture. Fall. Credit, 3 semester hours.
- 102. **Three-Dimensional Design**
Prerequisite: ART 101.
A study and application of design principles in creative three-dimensional projects in mass and space using various materials. Spring. Credit, 3 semester hours.

105. Introduction to Sculpture

A survey course aimed at studying the problems of mass and space in sculpture. Various materials and sculptural techniques will be explored. Fall. Credit, 3 semester hours.

107. Photography

An introduction to the basic technical and aesthetic principles of still and motion photography. Fall.

108. Art Education in the Public Schools

A study of arts and crafts as an integral part of teaching the elementary grades. Acquaintance with various tools and media for two and three-dimensional art work. A special emphasis placed on the philosophy of motivating and teaching art to children, using existing foundations of art and education. Fall, Spring. Credit, 3 semester hours.

109. Figure Drawing

A course to introduce the student to the figure as an art form. Various techniques will be explored. Fall. Credit, 3 semester hours.

111. Introduction to Ceramics

Introduction to basic forming and decorating methods of ceramics. The student will study mixture glazes from recipes. Basic firing procedures and ceramic aesthetics will be introduced. Fall, Spring. Credit, 3 semester hours.

132. Introduction to Drawing

A course designed to acquaint the student with the basic principles of media and terminology of drawing. Fall, Spring. Credit, 3 semester hours.

133. Introduction to Painting

An introduction to color, structure, and pictorial organization. Various techniques and group criticism will be implemented. Fall, Spring. Credit, 3 semester hours.

140. Introduction to Printmaking

Prerequisite: ART 132

A course offering the basic techniques and procedures in printmaking. Studio projects include problems in intaglio, wood cuts, wood engravings, and the collograph. Fall, Spring. Credit, 3 semester hours.

151. Lettering I

An introduction to calligraphy and the techniques of one-stroke brush lettering, speedball pen and constructed lettering, and spacing and lettering application in graphic layout. Spring. Credit, 1 semester hour.

205. History and Appreciation of Art

To establish an understanding of art, to develop an appreciation for the relation between art and man, and to study art in a cultural environment. Fall, Spring. Credit, 3 semester hours.

210. Introduction to Jewelry

Prerequisite: ART 132.

A course designed to equip the student with the basic knowledge of jewelry formation using silver construction techniques. Fall, Spring. Credit, 3 semester hours.

220. Intermediate Jewelry

Prerequisite: ART 210.

A course designed to equip the student with the basic knowledge of complex jewelry formation and decoration using construction and casting techniques. Fall, Spring. Credit, 3 semester hours.

224. Arts and Crafts for Teachers of the Mentally Retarded

A study of the performance of the slow learning child in art. A survey of art techniques and procedures. An exploration into methods of presenting ideas and materials as related to attention spans, motivation, readiness, effects of reward and need satisfaction. A special emphasis placed on methods of presenting art as an activity interacting with the total environment. Spring. Credit, 3 semester hours.

225. Arts and Crafts for Early Childhood

Lecture and discussion course concentrating on techniques of motivation, as they apply to early childhood education. Fall, Spring. Credit, 3 semester hours.

250. Communication Design

Prerequisite: ART 151

An introduction to applied lettering, layout, illustration, typography and general graphic design. Spring. Credit, 3 semester hours.

306. Crafts for Secondary Education

A course of craft projects which cover: (a) the use of basic materials such as wood, metal, cloth, etc.; (b) the aesthetic principles of design as applied to these projects; (c) how such craft projects may be effectively presented at the secondary level. Spring. Credit, 3 semester hours.

308. Art Education Field Experience

Prerequisites: ART 108, 306.

A two-part course consisting of (1) All aspects of preparatory work for art instruction to a specific group and (2) The actual teaching of the controlled group with periodic self and advisor evaluations. Fall, Spring. Credit, 3 semester hours.

315. Advanced Sculpture I

Prerequisite: ART 105.

A study and application of three-dimensional principles and techniques used to formulate a creative expression. Spring. Credit, 3 semester hours.

316. Advanced Sculpture II

Prerequisite: ART 315.

Advanced study in sculpture devoted to developing skills, techniques, and exploration of new materials. Spring. Credit, 3 semester hours.

320. Advanced Figure Drawing

Advanced study of the figure as an art form. Spring. Credit, 3 semester hours.

331. Advanced Painting I

Prerequisites: ART 132, 133.

A course designed to broaden perceptive awareness in the areas of composition, space, and color theory. Fall, Spring. Credit, 3 semester hours.

332. Advanced Painting II

Prerequisite: ART 331.

Continued development of painting skill with the emphasis on sustained media exploration. Fall, Spring. Credit, 3 semester hours.

341. Advanced Ceramics I

Prerequisite: ART 111.

A studio course in which wheel-thrown pottery is emphasized. Fall, Spring. Credit, 3 semester hours.

342. Advanced Ceramics II

Prerequisite: ART 341.

An advanced study of problems in the production of sets and formulation of original glazes. Fall, Spring. Credit, 3 semester hours.

350. Advanced Printmaking I

Prerequisite: ART 140.

Advanced study in the intaglio and relief printmaking processes and the introduction of screen printing techniques. Fall, Spring. Credit, 3 semester hours.

351. Advanced Printmaking II

Prerequisite: ART 350.

Advanced study in intaglio, relief, or screen printing printmaking processes and the introduction of the lithographic printing processes and techniques. Fall, Spring. Credit, 3 semester hours.

360. Problems Seminar I

Prerequisite: Approval of Department Chairman.

Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty and Department Chairman. As announced. Credit, 1-3 semester hours.

361. Problems Seminar II

Prerequisite: Approval of Department Chairman.

A course designed to afford the talented student the opportunity to explore in-depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chairman. As announced. Credit, 1-3 semester hours.

400. Public School Art Curriculum

Study of the origins and development of the public school art curriculum in relationship to the development of arts and crafts as a non-subject field in general education. Exploration into the methods and techniques of teaching art in the public schools, as well as the purchase, selection, and maintenance of all art materials, books, and equipment. Fall. Credit, 3 semester hours.

406. Art Anatomy

A study of surface anatomy, placing an emphasis on figure drawing in various media. Bone and muscular structure will be incorporated. Spring. Credit, 3 semester hours.

407, 408. Art Supervision

Restricted to the advanced major who is supervising only in his area of concentration or secondary interest and has junior or senior standing.

Designed for advanced art majors to obtain experience in directing beginning students in studio techniques. As announced. Credit, 1-3 semester hours.

409. Advanced Printmaking III

Prerequisite: ART 351.

Advanced study in the lithographic printing processes and further study in intaglio, relief, and screen printing processes and techniques. Fall, Spring. Credit, 3 semester hours.

410. Advanced Printmaking IV*

Prerequisite: ART 409.

Advanced study in any of the four basic printmaking processes with special focus on experimental and multi-media printmaking processes and techniques. Fall, Spring. Credit, 3 semester hours.

412. Studies in Visual Literacy (CMA 412)

Prerequisite: Junior or Senior standing.

Theory and applied studio exercises to increase students' ability to perceive, interpret, understand, and create communication in the visual mode. Spring. Credit, 3 semester hours.

415. Advanced Sculpture III

Prerequisite: ART 316.

Advanced study devoted to developing advanced aesthetics and independent motivation in sculpture. Spring. Credit, 3 semester hours.

416. Advanced Sculpture IV *

Prerequisite: ART 415.

A course in sculpture devoted to developing the student's creative expression in sculpture according to his or her own talents and experiences. Spring. Credit, 3 semester hours.

421. Ancient and Medieval Art History

A survey of architecture, sculpture, painting, and other arts from prehistoric times to the Italian Renaissance. Alternate Fall or Spring. Credit, 3 semester hours.

422. Renaissance Art

A survey of art of Northern Europe and Italy during the fifteenth and sixteenth centuries. Alternate Fall or Spring. Credit, 3 semester hours.

423. Modern Art History

A study of the artists and art schools that evolved in Europe during the 19th century. Alternate Fall or Spring. Credit, 3 semester hours.

424. Contemporary Art History

A study of the artists, theories, and art schools that evolved in Europe in the 20th century. Alternate Fall or Spring. Credit, 3 semester hours.

425. European Art History, 1600-1800

A survey of European painting, architecture, and sculpture including the Baroque, Rococo, Neo-classic, and Romantic periods. Fall, Spring. Credit, 3 semester hours.

*Problems seminars may be used for further study after successfully completing the four advanced courses of concentrated study.

426. Art History of the United States

A study of painting, architecture, and sculpture of the United States from Colonial times to the present, with an emphasis on 20th century art. Alternate Spring or Fall. Credit, 3 semester hours.

427. North American Indian Art History (AIS 427)

A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Fall or Spring. Credit, 3 semester hours.

435. Advanced Painting III

Prerequisite: ART 332.

An exploration of the various manners and approaches to creative painting and their relationship to the individual's experience. Fall, Spring. Credit, 3 semester hours.

436. Advanced Painting IV*

Prerequisite: ART 435.

A course for the student's personal development of individual expression in painting. Fall, Spring. Credit, 3 semester hours.

441. Advanced Ceramics III

Prerequisite: ART 342.

An advanced studio in which both wheel-thrown and hand-constructed ceramic forms are emphasized. Fall, Spring. Credit, 3 semester hours.

442. Advanced Ceramics IV*

Prerequisite: ART 441.

The assignment of creative ceramic problems in line with individual student interests and needs. Fall, Spring. Credit, 3 semester hours.

460. Problems Seminar III

Prerequisite: Approval of Department Chairman.

Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chairman. As announced. Credit, 1-3 semester hours.

461. Problems Seminar IV

Prerequisite: Approval of Department Chairman.

A course designed to afford the talented student the opportunity to explore in-depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by a successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chairman. As announced. Credit, 1-3 semester hours.

499. Independent Study in Art

Prerequisites: Introductory course in chosen area and approval of Department Chairman.

Directed reading, research, and problem solving in the student's major or secondary area of interest. This course is designed to fulfill individual and specific needs of art majors in their particular area of advanced study. Fall, Spring. Credit, 1-3 semester hours.

*Problems seminars may be used for further study after successfully completing the four advanced courses of concentrated study.

BIOLOGY

Chairman: HAROLD D. MAXWELL

ROBERT F. BRITT
JAMES B. EBERT
BONNIE A. KELLEY
DAVID K. KUO

JOSEPH A. McGIRT
VERA C. HYMAN
(Adjunct Professor)
JEAN LEWALLEN
(Adjunct Professor)

The objectives of the Biology Department are to afford students an opportunity to gain an understanding of themselves and their environment and thus prepare themselves for taking a fuller, more satisfying role in society; to train students in their ability to reason inductively and deductively; to encourage original thought; to prepare teachers in the biological sciences for the elementary and secondary school; and to provide a background in subject matter and laboratory skills for curricula in which the fundamentals of the various sciences are used.

Students interested in developing a specialty concentration in biology should see the Department Chairman for details.

In conjunction with other parts of the University, the Biology Department offers the following programs leading to the Bachelor of Science degree and the Bachelor of Science with teacher education certification at the secondary level.

Requirements for a Bachelor of Science Degree in Biology

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| *12 semester hours of Natural Sciences and Mathematics will count toward Basic Studies and toward major requirements. | |

- Requirements for a Biology Major
- Biology 100, 100L, 101, 102, 304, 371, 472. (24 semester hours)
- Nine to eleven semester hours elected from one of the following areas of concentration:
1. Biology: At least one course from two of the three following areas: Biology, Botany, Zoology
 2. Botany: Courses taken from the following:
Biology 201, 231, 232, 305, 330, 340, 354

| | |
|---|--------------|
| 3. Field Biology and Ecology: Courses taken from the following: Biology 210, 301, 305, 340, 350 | |
| 4. Zoology: Courses taken from the following: Biology 203, 211-212, 221, 222, 301, 310, 319, 350, 372, 376, 461 | 33-35 |
| Mathematics 107, 210, and 215 (or 221 and 222) | 10 |
| Chemistry 100, 101 | 8 |
| Electives | <u>36-38</u> |
| Total | 128 |

Requirements for a Bachelor of Science Degree in Biology

First Year

| Fall | | | Spring | | |
|----------|----------------------|---|---------|-------------------|---|
| ORI 100 | Univ. Orientation | 1 | CMA 106 | Composition II | 3 |
| CMA 105 | Composition I | 3 | MAT 215 | Calculus with | 3 |
| MAT 107 | College Algebra | 3 | | Applications | |
| CHM 100 | General Chemistry | 4 | CHM 101 | General Chemistry | 4 |
| BIO 100 | Prin. of Biology | 3 | BIO 102 | General Zoology | 4 |
| BIO 100L | Prin. of Biology Lab | 1 | PED | | 1 |
| PED | | 1 | | | |
| <hr/> | | | <hr/> | | |
| 16 | | | 15 | | |

Second Year

| Fall | | | Spring | | |
|---------------|----------------------|---|---------------|-------------------|-----|
| BIO 101 | General Botany | 4 | BIO Elective | | 3-4 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Humanities) | 3 |
| Basic Studies | (Social Sciences) | 3 | Basic Studies | (Social Sciences) | 3 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Humanities) | 3 |
| MAT 210 | Intro. to Statistics | 4 | Elective | | 3-4 |
| <hr/> | | | <hr/> | | |
| 17 | | | 15-17 | | |

Third Year

| Fall | | | Spring | | |
|----------------|-------------------|-----|----------------|-------------------|-----|
| BIO Elective | | 3-4 | BIO Elective | | 3-4 |
| BIO 304 or 371 | | 4 | BIO 304 or 371 | | 4 |
| Basic Studies | (Social Sciences) | 3 | Basic Studies | (Humanities) | 3 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Social Sciences) | 3 |
| Elective | | 3-4 | Elective | | 3-4 |
| <hr/> | | | <hr/> | | |
| 16-18 | | | 16-18 | | |

Fourth Year

| Fall | | | Spring | | |
|---------------------|--|-----|---------------------|--|-----|
| BIO Elective or 472 | | 3-4 | BIO Elective or 472 | | 3-4 |
| Electives | | 13 | Electives | | 13 |
| <hr/> | | | <hr/> | | |
| 16-17 | | | 16-17 | | |

Requirements for a Bachelor of Science Degree with Teacher Certification

| | |
|--|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| *12 semester hours of Natural Science and Mathematics will count toward Basic Studies and toward major requirements. | |
| Must include six semester hours of history and six semester hours of Literature. | |
| Requirements for a Biology Major | |
| Bio 100, 100L, 101, 102, 304, 371, 472, (24 Semester Hours) | |
| At least nine semester hours elected from one of the following areas of concentration: | |
| 1. Biology: at least one course from two of the three following areas: Biology, Botany, Zoology | |
| 2. Botany: Courses taken from the following: Biology 201, 231, 232, 305, 330, 340, 354 | |
| 3. Field Biology and Ecology: Courses taken from the following: Biology 210, 301, 305, 340, 350 | |
| 4. Zoology: Courses taken from the following: Biology 203, 211-212, 221, 222, 301, 310, 319, 350, 372, 376, 461 | |
| Mathematics 107, 210 | 33 |
| Chemistry 100, 101, 300 | 7 |
| Physics 100, 101 | 12 |
| or | |
| Phy. Sci. 156, Geology 100 | 6 |
| Professional Education Requirements | |
| Education 202, 227, 308, 400, 419, 437, 445, 448 | |
| Electives | 25 |
| | <u>6</u> |
| Total | 128 |

Requirements for a Bachelor of Science Degree with Teacher Certification

First Year

| Fall | | | Spring | | |
|----------------|------------------------|----------|---------------|-------------------|----------|
| CMA 105 | Composition I | 3 | CMA 106 | Composition II | 3 |
| BIO 100 & 100L | Prin. of Biology | 4 | CHM101 & 101L | General Chemistry | 4 |
| CHM100 & 100L | General Chemistry | 4 | Basic Studies | (History) | 3 |
| Basic Studies | (History) | 3 | Basic Studies | (Social Science) | 3 |
| ORI 100 | University Orientation | 1 | MAT 107 | College Algebra | 3 |
| PED | | <u>1</u> | PED | | <u>1</u> |
| | | 16 | | | 17 |

Second Year

| Fall | | | Spring | | |
|---------------|----------------------|----------|---------------|------------------------|----------|
| BIO 101 | General Botany | 4 | BIO 102 | General Zoology | 4 |
| CMA | Literature Course | 3 | CMA | Literature Course | 3 |
| MAT 210 | Intro. to Statistics | 4 | EDN 202 | Educational Psychology | 3 |
| or 118 | Finite Mathematics | | | | |
| EDN 227 | Found of Education I | 3 | Basic Studies | (Social Science) | 3 |
| Basic Studies | (Social Science) | <u>3</u> | Basic Studies | (Humanities) | <u>3</u> |
| | | 17 | | | 16 |

Third Year

| Fall | | | Spring | | |
|---------------|-----------------------|----------|---------------|--------------------|----------|
| PHY 100 | Elementary Physics | 3 | PHY 101 | Elementary Physics | 3 |
| or | | | or | | |
| PHS 156 | Astronomy | | GLY 100 | Introd. Geology | |
| BIO 304 | Prin. of Ecology | 4 | BIO 371 | Cell Biology | 4 |
| EDN 308 | Psychology of Adoles. | 3 | BIO Elective | | 3-4 |
| CHM 300 | Organic Chemistry | 4 | BIO Elective | | 3-4 |
| Basic Studies | (Humanities) | <u>3</u> | Basic Studies | (Social Science) | <u>3</u> |
| | | 17 | | | 16-18 |

Fourth Year

| Fall | | | Spring | | |
|--------------|---------------------------|------------|---------|-----------------------------|----------|
| EDN 437 | Mainst. Except Stud. Sec. | 1 | BIO 400 | Method Teaching Bio. | 3 |
| EDN 419 | Reading in Content Area | 3 | EDN 445 | Found. of Education II | 3 |
| BIO 472 | Prin. of Genetics | 4 | EDN 448 | Student Teaching, Secondary | 6 |
| BIO Elective | | 3-4 | | | |
| Electives | | <u>4-6</u> | | | <u>6</u> |
| | | 15-17 | | | 12 |

MEDICAL TECHNOLOGY PROGRAM

The Biology Department offers a program to its majors in affiliation with hospitals approved by the Council on Medical Education of the American Medical Association which gives, by the Board of Registry of Medical Technologists, a Medical Technology Certificate. The student completes six semesters of on-campus study and one year of study and training in an affiliated hospital. Undergraduate students enrolled in the fourth year of the program in medical technology must pay university tuition for the fall and spring semesters in order to receive university credit for the work at the affiliated hospital. Admission to hospital study is not automatic but involves an admission and screening process administered by the hospital. Interested students should consult the Chairman of the Biology Department for details.

Requirements for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66) | 50 |
| *12 semester hours of Natural Sciences and Mathematics will count toward Basic Studies and toward major requirements | |
| Major Requirements | |
| Biology 100, 100L, 101, 102, 212, 315, 371, 472 | 28 |
| CHM 100, 101, Organic Chemistry 300, 301 | 16 |
| MAT 107, 210 | 7 |
| CSC 100 | 3 |
| BUS 307 | 3 |
| PHS 150, 151 | 8 |
| Clinical Work in Approved Hospital | 30 |
| Electives | 0 |
| Total | 134 |

Requirements for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology

First Year

| Fall | | | Spring | | |
|----------------------------|-----------------------|----------|--------------------------------|-------------------|----------|
| CMA 105 | Composition I | 3 | CMA 106 | Composition II | 3 |
| BIO 100&100L | Principles of Biology | 4 | BIO 101 | General Botany | 4 |
| MAT 107 | College Algebra | 3 | CHM 101 | General Chemistry | 4 |
| CHM 100 | General Chemistry | 4 | Basic Studies (Humanities) | | 3 |
| Basic Studies (Humanities) | | 3 | Basic Studies (Social Science) | | 3 |
| ORI 100 | Univ. Orientation | <u>1</u> | | | <u>1</u> |
| | | 18 | | | 17 |

Second Year

| Fall | | | Spring | | |
|----------------------------|----------------------|----------|--------------------------------|----------------------|----------|
| BIO 102 | General Zoology | 4 | BIO 315 | Microbiology | 4 |
| CHM 300 | Organic Chemistry | 4 | CHM 301 | Organic Chemistry | 4 |
| MAT 210 | Intro. to Statistics | 4 | CSC 100 | Intro. to Comp. Sci. | 3 |
| Basic Studies (Humanities) | | 3 | Basic Studies (Humanities) | | 3 |
| PED | | <u>1</u> | Basic Studies (Social Science) | | 3 |
| | | 16 | PED | | <u>1</u> |
| | | | | | 18 |

Third Year

| Fall | | | Spring | | |
|--------------------------------|-------------------|----------|--------------------------------|--------------------|----------|
| PHY 150 | College Physics | 4 | PHY 151 | College Physics | 4 |
| BIO 371 | Cell Biology | 4 | BIO 212 | Human Physiology | 4 |
| BIO 472 | Prin. of Genetics | 4 | BUS 307 | Prin. of Managemt. | 3 |
| Basic Studies (Humanities) | | 3 | Basic Studies (Humanities) | | 3 |
| Basic Studies (Social Science) | | <u>3</u> | Basic Studies (Social Science) | | <u>3</u> |
| | | 18 | | | 17 |

Fourth Year

Clinical Training in Approved Hospital Program - 30

PRE-PODIATRIC MEDICINE PROGRAM

In affiliation with the Pennsylvania College of Podiatric Medicine, the Department of Biology is able to offer to selected majors an Accelerated Podiatric Medical Education Curriculum (APMEC). The Doctor of Podiatric Medicine degree, awarded by the Pennsylvania College of Podiatric Medicine, is a seven-year program, involving three years of pre-professional and four years of podiatric medical education. Students selected for this program complete three years of a prescribed biology program at Pembroke State University and are awarded the B.S. degree in Biology upon successful completion of the first year of the podiatry curriculum at the Pennsylvania College of Podiatric Medicine.

Admission to the APMEC Program is limited to students attending those institutions formally affiliated with the Pennsylvania College of Podiatric Medicine. Students admitted into the program are generally from rural or underserved areas and are interested in returning to those areas to practice. Pembroke State University is one of eighteen currently affiliated institutions (only three of these are outside of the state of Pennsylvania). The Pennsylvania College of Podiatric Medicine has agreed to reserve up to three seats annually for students of Pembroke State University who have satisfactorily completed a prescribed three-year pre-professional curriculum. Completion of the preparatory program does not guarantee admission to the Pennsylvania College of Podiatric Medicine. Admissions involves a competitive application process. Students accepted for the study of podiatric medicine must possess exceptional qualification.

Additional information can be obtained from the Chairman of the Biology Department.

Requirements for a Bachelor of Science Degree in Biology Pre-Podiatric Medicine Program

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| *12 semester hours of Natural Sciences and Mathematics will count toward Basic Studies and toward major requirements | |
| Major Requirements | |
| Biology 100, 100L, 101, 102, 211, 212, 371, 461, 472 | |
| Chemistry 100, 101, 300, 301, 311 | |
| Physics 150, 151 | |
| Mathematics 107, 108, 221 | 70 |
| Classroom and Clinical Work at Pennsylvania College of Medicine | 30 |
| Electives | 0 |
| Total | 139 |

Requirements for a Bachelor of Science Degree in Biology Pre-Podiatric Medicine Program

First Year

| Fall | | | Spring | | |
|----------------|-------------------|----------|---------------|--------------------|----------|
| CMA 105 | Composition I | 3 | CMA 106 | Composition II | 3 |
| BIO 100 & 101L | Prin. of Biology | 4 | BIO 102 | General Zoology | 4 |
| MAT 107 | College Algebra | 3 | CHM 101 | General Chemistry | 4 |
| CHM 100 | General Chemistry | 4 | MAT 108 | Plane Trigonometry | 3 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Humanities) | 3 |
| ORI 100 | Univ. Orientation | <u>1</u> | PED | | <u>1</u> |
| | | 18 | | | 18 |

Second Year

| Fall | | | Spring | | |
|---------------|----------------------|----------|---------------|----------------------|----------|
| MAT 221 | Calculus I | 4 | BIO 212 | Human Anat.& Physio. | 4 |
| BIO 211 | Human Anat.& Physio. | 4 | BIO 101 | General Botany | 4 |
| CHM 300 | Organic Chemistry | 4 | CHM 301 | Organic Chemistry | 4 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Humanities) | 3 |
| Basic Studies | (Social Science) | <u>3</u> | Basic Studies | (Social Science) | <u>3</u> |
| | | 18 | | | 18 |

Third Year

| Fall | | | Spring | | |
|---------------|------------------|-----------|---------------|-------------------|----------|
| BIO 371 | Cell Biology | 4 | BIO 461 | Genetics | 4 |
| CHM 311 | BioChemistry | 4 | BIO 472 | Animal Physiology | 4 |
| PHY 150 | College Physics | 4 | PHY 151 | College Physics | 4 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Humanities) | 3 |
| Basic Studies | (Social Science) | 3 | Basic Studies | (Social Science) | 3 |
| | | <u>18</u> | PED | | <u>1</u> |
| | | | | | 19 |

Fourth Year

Classroom and Clinical Work at the Pennsylvania College of Podiatric Medicine

Requirements for a Bachelor of Science Degree in Biology with Biomedical Emphasis (See p. 73)

First Year

| Fall | | | Spring | | |
|----------------|-----------------------|----------|---------------|--------------------|----------|
| CMA 105 | Composition I | 3 | CMA 106 | Composition II | 3 |
| BIO 100 & 101L | Principles of Biology | 4 | BIO 102 | General Zoology | 4 |
| MAT 107 | College Algebra | 3 | MAT 108 | Plane Trigonometry | 3 |
| CHM 100 | General Chemistry | 4 | CHM 101 | General Chemistry | 4 |
| ORI 100 | Univ. Orientation | <u>1</u> | Basic Studies | (Humanities) | <u>3</u> |
| | | 15 | | | 17 |

Second Year

| Fall | | | Spring | | |
|---------------|-----------------------|----------|---------------|-----------------------|-----------|
| BIO 101 | General Botany | 4 | BIO 212 | Human Anat. & Physio. | 4 |
| BIO 211 | Human Anat. & Physio. | 4 | CHM 201 | Quantative Analysis | 4 |
| CHM 200 | Qualitative Analysis | 4 | Basic Studies | (Humanities) | 6 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Social Science) | 3 |
| PED | | <u>1</u> | | | <u>17</u> |
| | | 16 | | | |

Third Year

| Fall | | | Spring | | |
|---------------|-------------------|----------|---------------|-------------------|-----------|
| CHM 300 | Organic Chemistry | 4 | CHM 301 | Organic Chemistry | 4 |
| PHY 150 | College Physics | 4 | PHY 151 | College Physics | 4 |
| BIO 304 | Prin. of Ecology | 4 | BIO 315 | Microbiology | 4 |
| Basic Studies | (Social Sciences) | 3 | Basic Studies | (Social Sciences) | 3 |
| PED | | <u>1</u> | | | <u>15</u> |
| | | 16 | | | |

Fourth Year

| Fall | | | Spring | | |
|---------------|------------------|----------|---------------|-------------------|-----------|
| CHM 311 | Biochemistry | 4 | BIO 472 | Animal Physiology | 4 |
| BIO 371 | Cell Biology | 4 | BIO 461 | Genetics | 4 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Humanities) | 3 |
| Basic Studies | (Social Studies) | 3 | Elective | | |
| BIO Elective | | <u>4</u> | | | <u>17</u> |
| | | 18 | | | |

M.A.R.C. Training Program in Biology (see p. 74)**First Year**

| Fall | | | Spring | | |
|---------------|-----------------------------|----------|---------------|-------------------|-----------|
| CHM 100 | General Chemistry | 4 | CHM 101 | General Chemistry | 4 |
| BIO 100&100L | Prin. of Biology (with lab) | 4 | BIO 102 | General Zoology | 4 |
| MAT 107 | College Algebra | 3 | BIO 101 | General Botany | 4 |
| ORI | University Orientation | 1 | CMA 106 | Composition II | 3 |
| CMA 105 | Composition I | 3 | Basic Studies | (Humanities) | 3 |
| Basic Studies | (Social Sciences) | <u>3</u> | | | <u>18</u> |
| | | 18 | | | |

Second Year

| Fall | | | Spring | | |
|---------------|-----------------------|-----------|---------------|-----------------------|-----------|
| CHM 300 | Organic Chemistry | 4 | CHM 301 | Organic Chemistry | 4 |
| BIO 211 | Human Anat. & Physio. | 4 | BIO 212 | Human Anat. & Physio. | 4 |
| Basic Studies | (Social Science) | 3 | Basic Studies | (Social Science) | 3 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Humanities) | 3 |
| MAT 215 | Calculus | 3 | Basic Studies | (Humanities) | 3 |
| | with applications | <u>17</u> | | | <u>17</u> |
| | | | | | |

Summer

Curriculum Enhancement Program at Pembroke State University

Third Year

| Fall | | | Spring | | |
|---------------|----------------------------|----------|---------|-------------------------------------|----------|
| BIO 371 | Cell Biology | 4 | BIO 461 | Animal Physiology* | 4 |
| MAT 221 | Calculus I | 4 | or | | |
| CHM 200 | Qualitative Analysis | 4 | BIO 472 | Genetics | |
| BIO 495 | MARC Seminar | 1 | MAT 222 | Calculus II | 4 |
| BIO 370 | Science Commu- nication | 1 | CHM 201 | Quantative Analysis (Humanities) | 4 3 |
| Basic Studies | (Humanities) | 3 | BIO 495 | MARC Seminar | 1 |
| PED | | <u>1</u> | PED | | <u>1</u> |
| | | 18 | | | 17 |

Summer

Summer Research Experience at Off-Campus Institution

Fourth Year

| Fall | | | Spring | | |
|---------|-----------------------|-----------|---------------|---------------------|----------|
| BIO 304 | Principles of Ecology | 4 | BIO 461 | Animal Physiology* | 4 |
| BIO 221 | Comparative Anatomy | 4 | or | | |
| BIO 499 | Research in Biology | 3 | BIO 472 | Genetics | |
| BIO 495 | MARC Seminar | 1 | PHY 151 | College Physics | 4 |
| PHY 150 | College Physics | 4 | BIO 499 | Research in Biology | 3 |
| | | | BIO 495 | MARC Seminar | 1 |
| | | | Basic Studies | (Social Science) | <u>3</u> |
| | | <u>16</u> | | | 15 |

*Animal Physiology is taught in alternate years.

COURSES (BIO)

Biology 100, Principles of Biology, is a prerequisite to all other Biology courses except Biology 207, History of Biology, and Biology 210, Conservation and Environment. These two courses have no prerequisites. Biology 101, General Botany, is a prerequisite for all other botany courses. Biology 102, General Zoology, is a prerequisite for all other zoology courses.

- 100. Principles of Biology**
An introduction to modern and classical biology concepts. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.
- 100L. Laboratory Investigations and Experiences in General Biology**
Prerequisite: Enrollment in or credit for Biology 100.
Introductory laboratory experiments in which basic principles of biology will be investigated. Fall, Spring. Credit, 1 semester hour.

101. General Botany

Introductory plant science with emphasis on morphology and physiology of the seed plants and a survey of representative types from the plant kingdom. A prerequisite to all other courses in botany. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

102. General Zoology

A study of the major animal systems, processes and phyla. A prerequisite to all other courses in zoology. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

103. Basic Human Biology

Prerequisite: BIO 100 or permission of instructor.

An elementary study of the human body in health and disease. This course will relate fundamental knowledge about human anatomy and physiology to current issues. Questions such as "how do birth control pills work?" and "what causes cancer?" will be explored. Not open to biology majors. Spring of 1987-88 and alternate years. Three lectures weekly. Credit 3 semester hours.

201. Economic Botany

A study of the origin, distribution, propagation and use of the economically important plants. Fall of 1987-88 and alternate years. Three lectures weekly. Credit, 3 semester hours.

203. Vertebrate Zoology

The biology of the major groups of vertebrate animals with emphasis on general structural and physiological plans and diversity. A valuable course for any curriculum but strongly recommended for those students who plan to take only one higher level zoology course. Spring of 1988-89 and alternate years. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

207. History of Biology

An introduction to the major ideas of biology and their development. Fall of 1988-89 and alternate years. Three lectures weekly. Credit, 3 semester hours.

210. Conservation and Environment

A study of our natural resources emphasizing: (1) the role natural resources have played in promoting our economic well being, (2) the techniques and policies by which these resources can be intelligently managed and utilized, and (3) the urgency for halting resource abuse and the deterioration of environmental quality. Fall, Spring. Two lectures weekly. Credit, 2 semester hours.

211, 212. Human Anatomy and Physiology

A course covering the structure and function of the human body. Appropriate physiological exercises and dissections of a mammal are performed concurrently in the laboratory. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours each.

221. Comparative Anatomy

Comparative studies of the various organs and systems of vertebrates and laboratory emphasis on the lamprey, dogfish shark, salamander, and the cat. Fall of 1987-88 and alternate years. Two lectures and two, two-hour laboratories weekly. Credit, 4 semester hours.

222. Embryology

Early developmental biology leading to organogenesis. Laboratory emphasis on the chick. Spring of 1988-89 and alternate years. Two lectures and two, two-hour laboratory periods weekly. Credit, 4 semester hours.

231. Morphology of the Non-Vascular Plants

A comprehensive survey of the algae, fungi, and bryophytes dealing with structure, form, and reproduction. Fall of 1988-89 and alternate years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

232. Morphology of the Vascular Plants

A continuation of Biology 231, a survey of the plant kingdom with emphasis on selected types of vascular plants. Spring of 1988-89 and alternate years. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

300. Medical Vocabulary

A course designed to familiarize students with common medical terms through the use of Latin and Greek Word Parts. Intended primarily for Pre-Medical, Pre-Veterinary and other Pre-Health curricula. Fall of 1988-89 and alternate years. Credit, 2 semester hours.

301. Entomology

An introduction to the study of insects. Special emphasis on common insects and on those that are either distinctly helpful or harmful to man. A collection with identification required. Fall of 1988-89 and alternate years. One lecture and two, two-hour laboratory periods weekly. Credit, 3 semester hours.

304. Principles of Ecology

An introduction to the principles and materials of ecological research. Field trips are required. Fall, Spring. Two lectures and one, four-hour laboratory period weekly. Credit, 4 semester hours.

305. Introductory Mycology

An introduction to the fungi, with emphasis upon taxonomy and physiology, including some reference to their economic importance. Fall of 1987-88 and alternate years. Two lectures and a two-hour laboratory period weekly. Credit, 3 semester hours.

310. Invertebrate Zoology

A survey of the major invertebrate phyla, emphasizing the marine representatives. At least two Saturday field trips are required. Fall of 1987-88 and alternate years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

315. Microbiology

The biology of bacteria, fungi, algae, protozoa, and viruses, with special reference to the bacteria. Microbial diseases and immunity, and the role of microorganisms in human affairs are also emphasized. Spring. Two lectures and two, two-hour laboratory periods weekly. Credit, 4 semester hours.

319. Animal Parasitology

An introduction to the classification morphology, life history, and control of some common parasites. Spring of 1987-88 and alternate years. Two lectures and a two-hour laboratory period weekly. Credit, 3 semester hours.

330. Plant Pathology

A study of the symptoms, causal agents, and control methods of plant diseases, with emphasis on those economically important to this area. Spring of 1988-89 and alternate years. Two lectures and a two-hour laboratory weekly. Credit, 3 semester hours.

340. Plant Taxonomy

An introduction to systematic botany with emphasis on identification of the local vascular flora. Spring of 1987-88 and alternate years. Two lectures and two, two-hour laboratory periods weekly. Field trips as announced. Credit, 4 semester hours.

350. Ornithology

Classification and identification of birds; life histories; feeding habits; nesting habits; theories of migration; economic importance. Spring of 1988-89 and alternate years. Two lectures and a two-hour laboratory period weekly. Credit, 3 semester hours.

354. Plant Physiology

A general study of the physiological activities in plants such as the fundamental principles, water relations, metabolism, plant growth hormones, as well as growth and development. Fall of 1988-89 and alternate years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

370. Science Communication and Research Methods

Prerequisite: Consent of Instructor

A review of the current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. Credit, 1 semester hour.

371. Cell Biology

Prerequisites: CHM 100, 101; 300, 301 recommended.

A study of cellular ultrastructure and physiology. Fall, Spring. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

372. Vertebrate Histology and Microtechnique

A course in the techniques of preparing tissues for microscopic examination. Slide preparation and tissue identification will be emphasized. Spring of 1987-88 and alternate years. Two lectures and two, two-hour laboratory periods weekly. Credit, 4 semester hours.

380. Comparative Animal Nutrition

Elective

Prerequisites: CHM 210, 211 or 300, 301.

A study of the principles of nutrition including the classification of nutrients, the nutritional requirements of different species and the physiological role of various nutrients. Fall of 1988-89 and alternate years. Credit, 3 semester hours.

422. Evolution

Prerequisite: Consent of the Instructor

An introduction to and analysis of the concepts of organic evolution, mutation, adaptation, selection, competition, and origin of species are considered. Fall of 1987-88 and alternate years. Three lectures weekly. Credit, 3 semester hours.

461. Animal Physiology

Prerequisites: CHM 300, 301; and BIO 371 recommended.

A study of physiological principles as they occur throughout the animal kingdom with special emphasis on mammals. A comprehensive study of the mechanisms involved in the maintenance of the homeostatic condition. Spring of 1987-88 and alternate years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

472. Principles of Genetics

Prerequisites: CHM 100, MAT 107.

An introduction to the basic principles of heredity and molecular genetics. General aspects of human genetics are included. Fall, Spring. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

495. M.A.R.C. Seminar

Prerequisite: Consent of Instructor

A seminar series in which current biomedical research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Fall and Spring. Credit: 1 semester hour per semester with a limit of 4 hours.

499. Research in Biology

Restriction: Senior biology majors with a quality point average of 3.0 in the major.

Prerequisite: Consent of the instructor and approval of the research proposal by a committee composed of biology faculty.

Designed to provide the student with experience in the analysis and solution of problems in the areas of his major interests. The problem will be presented to the biology faculty in written form. Fall, Spring. Credit, 1 to 3 semester hours per semester with a limit of 6 hours.

METHODS (BIO)**400. Biology Education, Methods of Teaching Biology**

Purposes, methods, materials and evaluation procedures in biology; Preparation of teaching plans and materials. Spring. Credit, 3 semester hours.

BUSINESS ADMINISTRATION AND ECONOMICS

Chairman: LEON M. BOLICH

GEORGE T. AMMONS
OLLIE BISHOP
ROBERT BUSKO
MAGNOLIA O. GRIFFITH
ROBERT D. MAYNOR

MICHAEL B. O'BRIEN
CAROLYN ROBERTS
ELLIS SAUMS
JOSEPH E. SANDLIN
VICTOR W. WOLF

The Bachelor of Science degree may be earned in Business Administration or Business Education, with administration majors concentrating in management, accounting, office administration, or applied science. The Business Education curriculum leads to North Carolina Teacher Certification. The track in Office Administration is designed to prepare students for careers in office occupations and administrative work (e.g. administrative assistant, office manager, etc.). The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. In addition, the Department offers minors in Business Administration and in Economics.

A program leading to the Bachelor of Arts degree in Economics is also offered. It provides students with a background for employment in financial institutions, private businesses, and government as well as graduate study in business, law or economics.

Another departmental objective is to render service beyond the University and within the surrounding business community. Through a degree program in management in the University's Continuing Education Division, the Department serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

Requirements for a Bachelor of Science Degree in Business Administration with a Concentration in Management

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| BUS 227, 228, 303, 307, 308, 312, 313, 314, 315, 415, 441, 466 | |
| ECN 201**, 202, 301 | |
| MAT 107**, 118** | |
| CSC 100 | 45 |
| Electives (at least 9 hours of 300 or 400 level business administration or economics courses) | 32 |
| Total | 128 |

*Students who plan a Major in Business Administration with a Concentration in Management should consult the following recommended sequence prior to registering for Basic Studies courses.

**Apply toward Basic Studies.

Recommended Sequence of Courses

| | Fall | | | Spring | | |
|----------|---------------|-----|----------------|---------------|-----|----------------|
| 1st year | MAT | 107 | 3 ^a | MAT | 118 | 3 ^a |
| | CMA | 105 | 3 | ECN | 201 | 3 ^a |
| | CSC | 100 | 3 | CMA | 106 | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Orientation | | 1 | | | |
| | | | 16 hrs. | | | 15 hrs. |
| 2nd year | ECN | 202 | 3 | BUS | 228 | 3 |
| | BUS | 227 | 3 | ECN | 301 | 3 |
| | BUS | 313 | 3 | BUS | 314 | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | PED Elec. | | 1 | PED Elec. | | 1 |
| | | | 16 hrs. | | | 16 hrs. |
| 3rd year | BUS | 307 | 3 | BUS | 308 | 3 |
| | BUS | 312 | 3 | BUS | 315 | 3 |
| | BUS/ECN Elec. | | 3 ^b | Basic Studies | | 3 |
| | Basic Studies | | 3 | BUS/ECN Elec. | | 3 ^b |
| | Basic Studies | | 3 | Gen. Elective | | 3 |
| | Gen. Elec. or | | | Gen. Elec. or | | |
| | BUS | 303 | 2/3 | BUS | 303 | 2/3 |
| | | | 17/18 hrs. | | | 17/18 hrs. |

| | | | | | | |
|----------|---------------|-----|---------|---------------|-----|----------------|
| 4th year | BUS | 415 | 3 | BUS | 466 | 3 |
| | Gen. Elec. or | | | Gen. Elec. or | | |
| | BUS | 441 | 3 | BUS | 441 | 3 ^b |
| | Gen. Elective | | 3 | BUS/ECN Elec. | | 3 ^b |
| | Gen. Elective | | 3 | Gen. Elective | | 3 |
| | Gen. Elective | | 3 | Gen. Elective | | 3 |
| | | | <hr/> | <hr/> | | |
| | | | 15 hrs. | 15 hrs. | | |

^aFulfills requirements of both Basic Studies and Major.
^bBUS/ECN electives must be on 300 or 400 level.

Requirements for a Bachelor of Science Degree in Business Administration with a Concentration in Accounting

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| BUS 227, 228, 303, 307, 308, 312, 313, 314, 315, 316, 321, 322, 415, 417, 421, 423, 441, 458, 466 | |
| ECN 201**, 202, 301, 304, 411 | |
| MAT 107**, 118** | |
| CSC 100 | 72 |
| Electives | 5 |
| Total | 128 |

*Students who plan a Major in Business Administration with a Concentration in Accounting should consult the following recommended sequence prior to registering for Basic Studies courses.
**Apply toward Basic Studies.

Recommended Sequence of Courses

| | | | | | | | |
|----------|---------------|-----|----------------|---------------|--------|----------------|---------|
| | Fall | | | | Spring | | |
| 1st year | MAT | 107 | 3 ^a | MAT | 118 | 3 ^a | |
| | CSC | 100 | 3 | CMA | 106 | 3 | |
| | CMA | 105 | 3 | ECN | 202 | 3 | |
| | ECN | 201 | 3 ^a | Basic Studies | | 3 | |
| | Basic Studies | | 3 | Basic Studies | | 3 | |
| | Orientation | | 1 | PED Elec. | | 1 | |
| | | | 16 hrs. | | | | 16 hrs. |
| 2nd year | BUS | 227 | 3 | BUS | 228 | 3 | |
| | BUS | 313 | 3 | BUS | 314 | 3 | |
| | Basic Studies | | 3 | Basic Studies | | 3 | |
| | Basic Studies | | 3 | Basic Studies | | 3 | |
| | Basic Studies | | 3 | Basic Studies | | 3 | |
| | PED Elec. | | 1 | Basic Studies | | 3 | |
| | | | 16 hrs. | | | | 18 hrs. |

| | | | | | | |
|----------|---------------|-----|---------|---------------|-----|----------------|
| 3rd year | BUS | 307 | 3 | BUS | 303 | 3 |
| | BUS | 321 | 3 | ECN | 304 | 3 |
| | BUS | 423 | 3 | BUS | 308 | 3 |
| | ECN | 301 | 3 | BUS | 312 | 3 |
| | Basic Studies | | 3 | BUS | 322 | 3 |
| | | | 15 hrs. | | | |
| 4th year | BUS | 315 | 3 | BUS | 316 | 3 |
| | BUS | 415 | 3 | BUS | 417 | 3 |
| | BUS | 421 | 3 | BUS | 441 | 3 |
| | BUS | 466 | 3 | BUS | 458 | 3 |
| | ECN | 411 | 3 | Gen. Elec. or | | |
| | Gen. Elective | | 2 | BUS | 460 | 3 ^b |
| | | | 17 hrs. | | | 15 hrs. |

^aFulfills requirements of both Basic Studies and Major
^bRecommended during senior year for students preparing for CPA exam.

Requirements for a Bachelor of Science Degree in Business Administration with a Concentration in Office Administration

| | |
|--|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| BED 202, 203, 213, 214, 225, 303, 305, 313, 403, 453 | |
| BUS 209, 227, 228, 312, 315 | |
| ECN 201**, 202 | |
| CSC 100 | |
| CMA 209 (or CMA 241, 242, 243) | 54 |
| Electives (at least six hours must be taken from courses approved within the Business Dept.) | 23 |
| Total | 128 |

*Students who plan a Major in Business Administration with a Concentration in Office Administration should consult the following recommended sequence prior to registering for Basic Studies courses.
**Applies toward Basic Studies.

Recommended Sequence of Courses

| | Fall | | | Spring | | |
|----------|---------------|-----|---------|---------------|-----|----------------|
| 1st year | CMA | 105 | 3 | CMA | 106 | 3 |
| | BUS | 209 | 3 | CSC | 100 | 3 |
| | PED Elec. | | 1 | BED | 201 | 3 ^a |
| | Orientation | | 1 | | | |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | | | | | | |
| | | | 17 hrs. | 15-18 hrs. | | |

| | | | | | | |
|----------|---------------|-----|----------------|------------------|-----|---|
| 2nd year | BUS | 227 | 3 | BED | 203 | 3 |
| | BED | 202 | 3 | BED | 214 | 3 |
| | BED | 213 | 3 | BED | 225 | 3 |
| | PED Elec. | | 1 | BUS | 228 | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | | | 16 hrs. | 18 hrs. | | |
| 3rd year | BED | 303 | 3 | ECN | 202 | 3 |
| | BED | 313 | 3 | BED | 305 | 3 |
| | ECN | 201 | 3 ^b | BUS | 315 | 3 |
| | Basic Studies | | 3 | CMA 209 (or 241, | | |
| | Basic Studies | | 3 | 242, 243) | | 3 |
| | Basic Studies | | 3 | General Elec. | | 3 |
| | | | 18 hrs. | 15 hrs. | | |
| 4th year | BUS | 312 | 3 | BED | 403 | 3 |
| | General Elec. | | 3 | BED | 453 | 3 |
| | General Elec. | | 3 | BUS Elec. | | 3 |
| | General Elec. | | 3 | BUS Elec. | | 3 |
| | General Elec. | | 3 | General Elec. | | 2 |
| | | | 15 hrs. | 14 hrs. | | |

^a Not required of students who have already reached this level of competency.

^b Fulfills requirements of both Basic Studies and Major.

Requirements for a Bachelor of Science Degree in Business Education with a Concentration in a Comprehensive Business Curriculum (Teacher Education)

| | |
|--|------------------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66) ^b | 50 |
| Major Requirements | |
| BED 201 ^a , 202, 203, 213 ^a , 214, 225, 303, 305, 313, 403, 450, 453 | |
| BUS 209, 227, 228, 312, 315, or 316 | |
| ECN 201 ^c , 202 | |
| CSC 100 | 51-57 |
| Professional Education Requirements | |
| EDN 202, 227, 308, 419, 437, 445, 448; BED 400 | 25 |
| Elective | 0-1 ^d |
| Total | 128-133 |

a, b, c, d: see below.

Recommended Sequence of Courses

| | Fall | | | Spring | | |
|----------|---------------|-----|----------------|---------------|-----|----------------|
| 1st year | CMA | 105 | 3 | BED | 201 | 3 ^a |
| | BUS | 209 | 3 | CMA | 106 | 3 |
| | PED Elec. | | 1 | CSC | 100 | 3 |
| | Orientation | | 1 | Basic Studies | | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | | | |
| | | | 17 hrs. | | | 15-18 hrs. |
| 2nd year | CMA Lit. | | 3 ^b | CMA Lit. | | 3 ^b |
| | BUS | 227 | 3 | ECN | 201 | 3 ^c |
| | BED | 202 | 3 | BUS | 228 | 3 |
| | BED | 213 | 3 ^a | BED | 203 | 3 |
| | Basic Studies | | 3 | BED | 214 | 3 |
| | Basic Studies | | 3 | EDN | 227 | 3 |
| | | | 15-18 hrs. | | | 18 hrs. |
| 3rd year | BED | 303 | 3 | PED Elec. | | 1 |
| | BED | 313 | 3 | BED | 225 | 3 |
| | EDN | 202 | 3 | BED | 305 | 3 |
| | ECN | 202 | 3 | BED | 403 | 3 |
| | HST | | 3 ^b | BED | 450 | 3 |
| | Basic Studies | | 3 | EDN | 308 | 3 |
| | | | | General Elec. | | 1 ^d |
| | | | 18 hrs. | | | 17 hrs. |
| 4th year | HST | | 3 ^b | BED | 400 | 3 |
| | BED | 453 | 3 | EDN | 437 | 3 |
| | BUS | 312 | 3 | EDN | 445 | 3 |
| | BUS | 315 | 3 | EDN | 448 | 6 |
| | EDN | 419 | 3 | | | |
| | | | 15 hrs. | | | 13 hrs. |

^a Not required of students who have already reached these levels of competency.

^b See prescribed list of literature or history courses for Teacher Education.

^c Fulfills requirements of both Basic Studies and Major.

^d Needed only if BED 201 and BED 213 are not taken.

Requirements for a Bachelor of Arts Degree in Economics

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| ECN 201**, 202, 301, 313, 330, 401, and at least eighteen (18) additional semester hours of economics from the 300 level and above. | |
| MAT 107**, 108** (or equivalent), and 221 | 37 |
| Electives | 40 |
| Total | 128 |

*Students who plan a Major in Economics should consult the following recommended sequence prior to registering for Basic Studies courses.
**Apply toward Basic Studies.

Recommended Sequence of Courses

| | Fall | | | Spring | | |
|----------|---------------|-----|----------------|---------------|-----|----------------|
| 1st year | ECN | 201 | 3 ^a | ECN | 202 | 3 |
| | MAT | 107 | 3 ^a | MAT | 108 | 3 ^a |
| | CMA | 105 | 3 | CMA | 106 | 3 |
| | Basic Studies | | 3 | CSC | 100 | 3 ^d |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Orientation | | 1 | PED Elec. | | 1 |
| | | | 16 hrs. | | | 16 hrs. |
| 2nd year | MAT | 221 | 4 | BUS | 227 | 3 ^b |
| | ECN | 301 | 3 | ECN Elec. | | 3 ^c |
| | ECN | 313 | 3 | PED Elec. | | 1 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | | | 16 hrs. | Basic Studies | | 3 |
| | | | | | | 16 hrs. |
| 3rd year | BUS | 228 | 3 ^b | ECN | 330 | 3 |
| | BUS | 307 | 3 ^b | BUS | 312 | 3 ^b |
| | ECN Elec. | | 3 ^c | ECN Elec. | | 3 ^c |
| | ECN | 401 | 3 | ECN Elec. | | 3 ^c |
| | Basic Studies | | 3 | Basic Studies | | 3 |
| | Basic Studies | | 3 | | | |
| | | | 18 hrs. | | | 15 hrs. |
| 4th year | ECN Elec. | | 3 ^c | ECN Elec. | | 3 ^c |
| | BUS | 415 | 3 ^b | BUS Elec. | | 3 ^b |
| | General Elec. | | 3 | General Elec. | | 3 |
| | General Elec. | | 3 | BUS Elec. | | 3 |
| | General Elec. | | 3 | General Elec. | | 3 |
| | General Elec. | | 1 | | | |
| | | | 16 hrs. | | | 15 hrs. |

- ^a Fulfills requirements of both Basic Studies and Major.
- ^b Required if a minor in Business Administration is also taken.
- ^c Economics electives must be on the 300 level or above.
- ^d Recommended, but not required.

Requirements for a Bachelor of Science Degree in Applied Science in Business Administration

| | |
|---|-----------|
| | Sem. Hrs. |
| Basic Studies Requirements (p. 66) ^b | 50 |
| Credit for degree of Associate in Applied Science (Business) | 60 |
| An individualized program of study based on 300 and 400 level courses in business administration and economics following the guidelines of page 00. | 15 |
| General electives | 3 |
| Total | 128 |

Recommended Sequence of Courses^b

| | Fall | | Spring | |
|----------|---------------|----------------|---------------|----------------|
| 1st year | CMA 105 | 3 | CMA 106 | 3 |
| | Basic Studies | 3 | Basic Studies | 3 |
| | Basic Studies | 3 | Basic Studies | 3 |
| | Basic Studies | 3 | Basic Studies | 3 |
| | BUS/ECN Elec. | 3 ^a | Basic Studies | 3 |
| | | | BUS/ECN Elec. | 3 ^a |
| | | 15 hrs. | | 18 hrs. |
| 2nd year | Basic Studies | 3 | Basic Studies | 3 |
| | Basic Studies | 3 | Basic Studies | 3 |
| | Basic Studies | 3 | PED Elec. | 1 |
| | Basic Studies | 3 | PED Elec. | 1 |
| | Basic Studies | 3 | BUS/ECN Elec. | 3 ^a |
| | BUS/ECN Elec. | 3 ^a | BUS/ECN Elec. | 3 ^a |
| | | | General Elec. | 3 |
| | | 18 hrs. | | 17 hrs. |

- ^a BUS/ECN electives must be on 300 or 400 level.
- ^b Equivalent courses already taken in the Basic Studies program at a community college should not be repeated. However, an equivalent number of hours in other related courses must be taken at Pembroke State University with permission of the chairman of the department.

Requirements for a Minor in Business Administration

The Minor in Business Administration is designed to provide an opportunity for students to develop an understanding and appreciation of business as part of a liberal arts education.

| Required Courses | | | Sem. Hrs. |
|------------------|-----|-----------------------------|----------------|
| BUS | 227 | Principles of Accounting I | 3 hrs. |
| BUS | 228 | Principles of Accounting II | 3 hrs. |
| BUS | 307 | Principles of Management | 3 hrs. |
| BUS | 312 | Marketing Management | 3 hrs. |
| BUS | 415 | Financial Management | 3 hrs. |
| ECN | 201 | Principles of Economics I | 3 hrs. |
| | | | <hr/> 18 hrs.* |

Requirements for a Minor in Economics

The Minor in Economics is designed to provide an opportunity for students to develop an overview and appreciation of economics as part of a liberal arts education.

| Required Courses | | | Sem. Hrs. |
|--|-----|------------------------------------|----------------|
| ECN | 201 | Principles of Economics I | 3 hrs. |
| ECN | 202 | Principles of Economics II | 3 hrs. |
| ECN | 301 | Intermediate Micro-Economic Theory | 3 hrs. |
| Economics Electives on the 300/400 level | | | 9-12 hrs. |
| | | | <hr/> 18 hrs.* |

*Only 6 hours of the total number can also be used for Basic Studies, a major or another minor.

COURSES

BUSINESS ADMINISTRATION (BUS)

- 209. Introduction to Business**
A survey and operation analysis of business administration and organization. Consideration is given to such topics as legal forms of business, management, marketing, risk, accounting, statistics, and governmental regulations. A general course designed to all students. Fall. Credit, 3 semester hours.
- 227. Principles of Accounting I (Financial Accounting)**
Introduction to accounting. The study of the basic accounting equation, transaction analysis and financial statements. Fall, Spring. Credit, 3 semester hours.
- 228. Principles of Accounting II (Managerial Accounting)**
Prerequisite: BUS 227.
An introductory study of internal accounting with emphasis on cost analysis and budgeting. The course stresses the attention-directing and problem-solving function of accounting in relation to current planning and control, evaluation of performance, special decisions, and long-range planning. Fall, Spring. Credit, 3 semester hours.
- 303. Business Communications (BED 303, CMA 303)**
Development of skill in the fundamentals of effective communication and

detailed study of principles and application of business letters and business writings, including business reports and other forms of business communication. Fall, Spring. Credit, 3 semester hours.

307. Principles of Management

Introduction to the classical, behavioral, and management science philosophies of management. Emphasis upon planning, organizing, motivating, and controlling. Practical application of theories and mathematical models. Fall, Spring. Credit, 3 semester hours.

308. Organizational Theory and Behavior

Prerequisite: BUS 307.

Study of the formal and informal processes that take place within organizational entities. Course includes the study of bureaucracy, organizational effectiveness, organizational climate, communication structure, and the role of the individual. Fall, Spring. Credit, 3 semester hours.

312. Principles of Marketing

Prerequisite: ECN 201.

Basic principles of marketing. Emphasis is placed on consumer's role in marketing and on the marketing environment. The basic product, place, price, and promotion decisions are examined. Fall, Spring. Credit, 3 semester hours.

313. Business Statistics I (ECN 313, and former BUS 310)

A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, probability theory, and probability distributions. Fall. Credit, 3 semester hours.

314. Business Statistics II (ECN 314)

Prerequisite: BUS 313.

A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. Spring. Credit, 3 semester hours.

315. Business Law I

The legal environment of business, contracts, personal property, commercial transactions and business organizations. Fall, Spring. Credit, 3 semester hours.

316. Business Law II

Study of commercial papers, creditors' rights, real property, government regulation, insurance, and fiduciary relationships. Fall or Spring. Credit, 3 semester hours.

321. Intermediate Accounting I

Prerequisite: BUS 228.

A review of financial accounting procedures, and a detailed study of selected sections of the balance sheet and income statement. Consideration is given to the procedures required for proper financial statement presentation as prescribed by the AICPA and FASB. Fall. Credit, 3 semester hours.

322. Intermediate Accounting II

Prerequisite: BUS 321.

Continuation of BUS 321 covering liabilities and capital accounts, the funds flow statements, statement analysis, error correction, and price level adjusted statements. Spring. Credit, 3 semester hours.

334. Introduction to Computer Programming - COBOL (CSC 201)

Prerequisite: CSC 100 or permission of instructor.

A first course in programming. Introductory concepts of structured programming and algorithmic analysis with emphasis on data processing applications.

335. Computer Uses for Business

This course is designed to teach the student word processing, or the application of computer spreadsheet analysis to practical business problems. Spring, Fall. Credit, 1 semester hour. Pass/Fail.

403. Office Management (BED 403)

Designed for training students to meet situations which will confront them in the modern business office: office standards, office control, physical facilities, general nature of office work, office personnel, modern labor organizations, wage determination, collective bargaining, public regulations. Spring. Credit, 3 semester hours.

408. Personnel Management

Prerequisite: BUS 307

Study of personnel recruitment, selection, testing, management development, performance evaluation, wage and salary administration, employee benefits, and other areas of major concern to personnel managers and staff. Fall. Credit, 3 semester hours.

410. Small Business Management

Prerequisites: BUS 307, 312.

Consideration of opportunities and obstacles of starting and operating a small business. Emphasis will be on intergrating all managerial requirements (financial, marketing, operational, legal, logistical, accounting, and behavioral) of owning and operating a small business. Study of the opportunities and assistance provided by franchises, federal, and local agencies. Fall. Credit, 3 semester hours.

412. Marketing Policy and Decisions

Prerequisites: BUS 307, 312; Mat 118.

Study of selected marketing topics including product differentiation, market segmentation, market research, and consumer behavior. Considers effect of the marketing mix and the development of total marketing strategy. As announced. Credit, 3 semester hours.

415. Financial Management

Prerequisites: BUS 228, 313.

The basic principles of financial management as they apply to various forms of business organization: financial planning and control, short and intermediate-term credit, sources of capital, and expansion and growth. Fall, Spring. Credit, 3 semester hours.

417. Income Tax Accounting

Prerequisite: BUS 228.

A comprehensive study fo the federal income tax laws. Emphasis is given to application of the law for individuals. Spring. Credit, 3 semester hours.

418. Investment Analysis and Portfolio Management

Prerequisite: BUS 415.

Corporate and other securities as investments, the organization of the capital market, and the analysis and evaluation of securities and portfolios. As announced. Credit, 3 semester hours.

421. Advanced Accounting

Prerequisite: BUS 322.

Mergers and acquisitions accounting as well as preparation of consolidated statements after acquisition. Special accounting problems in consolidated financial statements, partnerships, pension funds, fund accounting, and fiduciary accounting. Fall. Credit, 3 semester hours.

423. Cost Accounting

Prerequisite: BUS 228.

Cost determination and analysis, cost control, and cost-based decision-making. Included are such topics as direct and indirect cost, application of burden, and responsibility accounting. Fall. Credit, 3 semester hours.

437. Experiential Learning I

Prerequisite: Consent of the Department Chairperson.

An innovative or significantly contributory project done outside the classroom, under academic and vocational supervision, for a business operation. (40 work hours per s.h.) Fall or Spring. Credit, 1-3 semester hours. Pass/Fail.

438. Experiential Learning II

Prerequisites: BUS 437, Consent of Department Chairperson.

An innovative or significantly contributory project done outside the classroom under academic and vocational supervision, for a business operation. (40 work hours per s.c.h.) Fall or Spring. Credit, 1 - 3 semester hours. Pass/Fail.

441. Production Management

Prerequisites: BUS 307, 313.

Operations management is presented through a study of production functions. Analytical techniques are applied to production problems. Fall, Spring. Credit, 3 semester hours.

458. Auditing

Prerequisite: BUS 322.

The theory and application of generally accepted auditing standards used in the examination of financial statements are the areas of primary concern. The role of internal control review, working papers, audit programs, and the auditor's liability are considered along with selected case studies. Spring. Credit, 3 semester hours.

460. Senior Seminar in Accounting

Prerequisite: Consent of Instructor.

A seminar designed to pursue specific topics in the field of accounting. Spring. Credit, 3 semester hours. Pass/Fail.

465. Quantitative Business Analysis

Prerequisites: BUS 307, 313, 314.

An introduction to basic mathematical concepts and their application to decision models in management situations. Topics including linear programming, PERT-CPM, optimization, queuing theory, transportation modeling, regression, and correlation. As announced. Credit, 3 semester hours.

466. Business Policy

Prerequisites: BUS 307, 312, 415.

Decision-making and analysis of complex business problems. Integrates knowledge from all functional areas of business and economics including managerial economics, management science, marketing, finance, accounting, production, and research and development. Fall, Spring. Credit, 3 semester hours.

496. Management Internship I

Prerequisites: Permission of the Chairperson; Accounting, Management, or Office Administration majors only.

A work experience in an operating business where the student, under academic and vocational supervision, participates in actual managerial functions. (Work time is 40 hours per s.h.) Fall, Spring. Credit, 3 semester hours. Pass/Fail.

497. Management Internship II

Prerequisites: Permission of the Chairperson; BUS 496; Accounting, Management or Office Administration majors only.

A work experience in an operating business where the student, under academic and vocational supervision, participates in actual managerial functions. (Work time is 40 hours per s.h.) Fall, Spring. Credit, 3 semester hours. Pass/Fail.

499. Senior Seminar in Management

Prerequisites: Consent of Instructor.

Designed to pursue specific topics in the field of management, and to prepare senior students for graduate work in management. As announced. Credit 3 semester hours.

BUSINESS EDUCATION (BED)**201. Beginning Typewriting**

The development of fundamental skills of typewriting including: the touch system of typing with a mastery of the keyboard, the ability to accurately type business and personal letters, reports, tabulation problems, and the ability to apply correct English usage to typewritten materials. Fall, Spring. Credit, 3 semester hours.

202. Intermediate Typewriting

Prerequisite: BED 201.

Further emphasis on basic typewriting skills. The development of skills in the areas of duplicating, preparation of office forms, business letters, manuscripts, compositions, and other forms of business correspondence. Fall. Credit, 3 semester hours.

203. Advanced Typewriting

Prerequisite: BED 202.

Emphasis on sustained production of various kinds of typewriting problems encountered in the modern business office. Spring. Credit, 3 semester hours.

213. Beginning Shorthand I

Fundamental principles of Gregg shorthand with special emphasis on accuracy and speed. Practice work in dictation and transcription. Ability to take dictation at 80 words a minute and to transcribe easily and accurately. Three lectures and two laboratories weekly. Fall. Credit, 3 semester hours.

214. Beginning Shorthand II

Prerequisite: BED 213.

This course is designed to develop the students' ability to construct outlines for unfamiliar words under the stress of dictation; to extend the students' knowledge of the basic nonshorthand elements of transcription; to give the students a solid foundation for rapid and accurate transcription; to develop the ability to take dictation at the rate of 80-90 words per minute. Three lectures and two laboratories weekly. Spring. Credit, 3 semester hours.

225. Modern Business Mathematics

A review of the basic mathematical and statistical concepts needed to understand modern business activities. Topics covered include interest and discount calculations, compound interest and present value, and annuities. Spring. Credit, 3 semester hours.

303. Business Communications (BUS 303, CMA 303)

Development of skill in the fundamentals of effective communication and detailed study of principles and application of business letters and business writings, including business reports and other forms of business communication. Three lectures weekly. Fall, Spring. Credit, 3 semester hours.

305. Business Machines

Prerequisite: BED 201 or equivalent.

Development of vocational proficiency in the following office machines: Ten-key adding listing machines, rotary calculator, printing calculator, electronic calculator, dictation and transcription equipment, liquid and spirit process duplicators, and word processors and micro-processors. Three laboratories weekly. Spring. Credit, 3 semester hours.

313. Advanced Shorthand

Prerequisite: BED 214.

A second-year course in shorthand, consisting of rapid dictation and rapid transcription. Mastery of principles of Gregg shorthand. Ability to take dictation at a rate of 100 or 120 words a minute. Three lectures and two laboratories weekly. Fall. Credit, 3 semester hours.

400. Methods of Teaching Business Education

Purposes, methods, materials, techniques and evaluation procedures in business education. Preparation of teaching plans and materials. Fall or Spring. Credit, 3 semester hours.

403. Office Management (BUS 403)

Designed for training students to meet situations which will confront them in the modern business office; office: standards, office control, physical facilities, general nature of office work, office personnel, modern labor organizations, wage determination, collective bargaining, public regulations. Fall or Spring. Credit, 3 semester hours.

450. Principles and Problems of Business Education

Aims and objectives of business education. Evaluation of various business curricula in relation to modern education philosophy, trends and problems in business education, and findings in research in business education. Three lectures weekly. Fall or Spring. Credit, 3 semester hours.

453. Secretarial Office Practice

A terminal course designed to consolidate office attitudes, knowledge, skills, and procedures which are necessary to function efficiently in today's business office. This course includes instruction in filing, the use of business forms, the use of the newest, essential office machines, and the development of decision-making skills. Fall or Spring. Credit, 3 semester hours.

ECONOMICS (ECN)**201. Principles of Economics I**

This course provides an overall picture of the operation of our economy. The following topics are emphasized: introduction to American capitalism, national income, level of employment, fiscal policy, monetary policy, and economic growth. Fall, Spring. Credit, 3 semester hours.

202. Principles of Economics II

This second part of the principles course in economics concentrates on the determination of prices in competitive and monopolistic markets, the distribution of income along functional lines, and international economic systems. Fall, Spring. Credit, 3 semester hours.

206. Economic Geography (GGY 206)

Location, development and distribution of major industries, agricultural products, and economic services. Fall, Spring. Credit, 3 semester hours.

301. Intermediate Micro-economics Theory

Prerequisites: ECN 201, 202.

Price determination, income distribution, and resource allocation in a market economy. Fall, Spring. Credit, 3 semester hours.

304. Money and Banking

Prerequisites: ECN 201, 202.

A study of financial institutions and their role in the economy, and an analysis of the functions of money and credit. Fall or Spring. Credit, 3 semester hours.

313. Statistics I (BUS 313, and former ECN 310)

A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, probability theory, and probability distributions. Fall. Credit, 3 semester hours.

314. Statistics II (BUS 314)

Prerequisite: BUS 313.

A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. Spring. Credit, 3 semester hours.

330. Public Finance (PLS 331)

Prerequisites: ECN 201, 202.

A study of revenue and expenditures on all governmental levels in the United States. As announced. Credit, 3 semester hours.

340. International Trade

Prerequisites: ECN 201, 202, 304.

An introduction to international trade, the balance of payments, and related issues of foreign economic policy. As announced. Credit, 3 semester hours.

- 341. Economic History of the United States (HST 341)**
Prerequisites: HST 201 or permission of instructor.
A thematic study of the economy of the United States from colonization to the present. Spring 1988. Credit, 3 semester hours.
- 401. Intermediate Macro-economic Theory**
Prerequisites: ECN 201, 202.
Determination of the national income and its components. Economic growth and fluctuations. The influence of public policy on the production and employment level and on the distribution of the national income. As announced. Credit, 3 semester hours.
- 406. Economic Systems**
Prerequisites: ECN 201, 202.
A comparative study of alternative economic systems, including communism, socialism, fascism, and capitalism. As announced. Credit, 3 semester hours.
- 407. Economics of Labor**
Prerequisite: ECN 201, 202.
Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. As announced. Credit, 3 semester hours.
- 411. Development of Economic Thought**
Prerequisites: ECN 201, 202.
A basic course in the development of economic theories and doctrines, ranging from the Greek to the present day. Fall. Credit, 3 semester hours.
- 419. Senior Seminar in Economics**
Prerequisite: Consent of instructor.
A seminar featured to prepare students for graduate work in economics. As announced. Credit, 3 semester hours.

COMMUNICATIVE ARTS*Chairman:* THOMAS J. LEACH

WILLIAM BIDDLE
MARY P. BOYLES*
MONIKA C.B. BROWN
ALBERT D. DUNAVAN
THERESA G. HALE*
CHESTER I. JORDAN
LOIS B. LEWIS**
JOSEF L. MANDEL
ENOCH C. MORRIS, JR.
OSCAR PATTERSON, III

GEORGE W. POLHEMUS**
ROBERT W. REISING
RAYMOND J. RUNDUS
ANNE RUSSELL
DENNIS H. SIGMON
SHELBY D. STEPHENSON
SANDRA M. STRATIL*
PATRICIA D. VALENTI
RICHARD R. VELA
ANN F. WELLS
RUDY D. WILLIAMS

*College Opportunity Program

**Professor Emeritus

The Communicative Arts Department of Pembroke State University exists for the common good of its students, of the campus community, and of a rational and humane society. To serve these purposes, the Department attempts to offer distinctive, realistically conceived, and well-executed programs for (1) the Basic Studies student, to whom a wide choice of courses is available; (2) the Communicative Arts Major, in Four Areas; (3) the Foreign Language student (French and Spanish); (4) the student seeking North Carolina Teacher Certification in English; (5) the student majoring in another subject area who wishes to develop a minor in the Communicative Arts Department or simply to choose an elective or two; and (6) the in-service teacher seeking post-graduate work in English Education: See the Graduate Program Section of this catalog for a description of the M.A. in Ed. (English Education) program and individual courses. The Department recognizes that each program has a different philosophy and different objectives and seeks to make the student responsive to the philosophy and objectives of the student's particular program.

Information is available in the Department office about advisement and screening procedures for Communicative Arts majors. Also available is information about developing minors in French, Journalism, Language, Literature, Public Relations Communications, Speech, Theatre, and Writing. These are offered to Communicative Arts majors as well as to students majoring in other areas.

Pembroke Magazine, housed in the Department of Communicative Arts, and founded in 1969 by the late Norman Macleod while at Pembroke State University, focuses on North Carolina, national, and international writers. It publishes both beginning and established writers

The University operates WPSU-TV, a public television facility. All students majoring in Broadcasting are expected to work at the facility or possibly serve an internship there. The station is operated completely by students under the direction of the Director of Telecommunications. Not limited to Broadcasting students, positions at the station are available to all qualified students.

The Communicative Arts Department recommends that all of its majors study a foreign language throughout their college careers; six semester hours are required.

CMA 105 (Composition I) and CMA 106 (Composition II) are prerequisite to all 200-level “core” courses and all required major courses except for CMA 250 (Introduction to Theatre).

All full-time students must enroll in Composition I during their first semester of full-time study and continue consecutively thereafter until they successfully complete both CMA 105 and CMA 106, the six-hour required sequence.

**Requirements for Bachelor of Arts Degree in Communicative Arts:
Dramatic Literature and Performance Major**

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| “Core” Major Courses: CMA 100 or 101; CMA 354 and 457; six semester hours of foreign language | 15 |
| CMA 201, Elementary Acting; CMA 233, Stagecraft; and CMA 250, Introduction to Theatre | 9 |
| Twenty-four hours of major courses from the following: CMA 162-463, 164, 165, 234, 235, 301, 322, 323, 331, 333, 353, 360, 361, 401, 453, 454 | 24 |
| Electives | <u>29</u> |
| Total | 128 |

*Students who plan a major in Dramatic Literature and Performance should consult with the Department Chairman prior to registering for Basic Studies courses.

**Requirements for a Bachelor of Arts Degree in Communicative Arts:
English Education Major (Teacher Certification)**

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| “Core” Major Courses: CMA 100 or 101 and six semester hours of foreign language | 9 |
| Required Upper-Division Major Courses: CMA 205, 206, 221, 246, 302, 346, 370, 371, 457, 465; EED 379 and 384 | 36 |
| Three hours chosen from CMA 162-163; 262-263; 362-363; 462-463; 164, 165, 234, 235; 182-184, 282-284; and EED 399 | 3 |
| Professional Education Requirements: EDN 202, 227, 308, 419, 437, 445, 448; EED/EDN 400 | 25 |
| Electives | 4 |
| Total | 128 |

*Students who plan a major in English Education should consult with the Department Chairman prior to registering for Basic Studies courses. Students must meet all requirements for Teacher Education programs (See pp. 167)

**Requirements for a Bachelor of Arts Degree in Communicative Arts:
Literature Major**

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| “Core” Major Courses: CMA 100 or 101, CMA 205, 206; six semester hours of foreign languages | 15 |
| Required Courses: CMA 221, 246, 302, 354, 356, 366, 457, 465 | 24 |
| Six hours of courses chosen from: CMA 277, 346, 370, 371; PSY 422 | 6 |
| Electives | 32 |
| Total | 128 |

*Students who plan a major in Literature should consult with the Department Chairman prior to registering for Basic Studies courses.

**Requirements for a Bachelor of Arts Degrees in Communicative Arts:
“Contracted” Major (Broadcasting, Journalism, Public Relations, Arts Management, etc.)**

| | Sem. Hrs. |
|-------------------------------------|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |

| | | |
|---|--|-----|
| “Core” Major Courses: CMA 100 or 101; and six semester hours of 200-level literature; six semester hours of foreign language | | 15 |
| Approval of Contract | | |
| Thirty-three semester hours of “Contracted” major courses (see Department publications for specific requirements in certain of the contracted majors) | | 33 |
| CMA 455, Directed Studies Seminar | | 3 |
| Electives | | 26 |
| Total | | 128 |

*Students who plan a major in one of the “Contracted” majors should consult with the Department Chairman prior to registering for Basic Studies courses.

MINOR PROGRAMS

Each Communicative Arts Minor consists of 18 hours selected from courses listed under the Minor Program. Six of these hours may be “duplicated”—see Department Chair for information.

Options for a Minor in French

| | |
|----------|-------------------------------------|
| 132 | Elementary French |
| 231, 232 | Intermediate French |
| 255, 256 | French Conversation and Composition |
| 321, 322 | Survey of French Literature |
| 361 | French Civilization and Culture |
| 451 | Study Abroad: Study Tour of France |

| | |
|---|--|
| CSC 201 | *Introduction to Computer Programming — COBOL |
| PSY 422 | Seminar on Psycholinguistics: Psychology of Language |
| 3-6 hours of French or Spanish | |
| *3-6 hours of Computer Science allowed. | |

Options for a Minor in Language

| | |
|---------|---|
| 100 | Interpersonal Communication |
| 101 | Fundamentals of Speech |
| 212 | Vocabulary Building |
| 242 | English Usage |
| 243 | Sentence Mastery |
| 315 | Voice and Diction |
| 346 | Aspects of the English Language |
| 370 | Advanced Composition |
| 371 | English Grammar |
| 381 | The English Language in American Society |
| 420 | Issues in Contemporary American English |
| 455 | Directed Studies Seminar |
| CSC 100 | *Introduction to Computer Science |
| CSC 200 | *Introduction to Computer Programming — FORTRAN |

Options for a Minor in Journalism

*12 hours selected from:

| | |
|-----|--|
| 209 | Public Relations |
| 210 | Introduction to Mass Communications |
| 211 | Spelling |
| 212 | Vocabulary Building |
| 242 | English Usage |
| 243 | Sentence Mastery |
| 244 | Punctuation |
| 277 | Creative Writing I |
| 306 | News Editing and Typography |
| 308 | Literary Journalism |
| 313 | Broadcast Copywriting |
| 370 | Advanced Composition |
| 381 | The English Language in American Society |

ART 107 Photography

*6 hours of Journalism courses from:

| | |
|-----|------------------------------|
| 240 | Newswriting and Reporting I |
| 305 | Feature Writing |
| 309 | Editorial Writing |
| 340 | Newswriting and Reporting II |
| 390 | Community Journalism |

Options for a Minor in Literature

| | |
|--------------|---------------------------------------|
| 203 | Introduction to Literature |
| 204 | Mythology of All Peoples |
| 205 | World Literature I |
| 206 | World Literature II |
| 207 | Studies in Literature |
| 220 | American Indian Literature |
| 221 | Major American Authors |
| 246 | Major British Authors |
| 302 | Literary Analysis and Interpretation |
| 354 | Modern Drama |
| 356 | Modern Fiction |
| 366 | Modern Poetry |
| 450 | Seminar in American Indian Literature |
| 457 | Shakespeare |
| 465, 466 | Senior Seminar in Literature |
| FRH 321, 322 | Survey of French Literature |

At least six of the twelve unduplicated hours must come from 300- or 400-level courses.

Options for a Minor in Public Relations Communication

| | |
|------------|---|
| 100 or 101 | Interpersonal Communication |
| 101 | Fundamentals of Speech |
| 209 | Public Relations |
| 210 | Introduction to Mass Communications |
| 240 | Newswriting and Reporting I |
| 305 | Feature Writing |
| 350 | Organizational Communications |
| 409 | Advanced Public Relations Communication |
| ART 107 | Photography |
| BUS 312 | Marketing Management |
| PSY 317 | Psychology of Social Communication |

Options for a Minor in Speech

| | |
|-----|-----------------------------|
| 100 | Interpersonal Communication |
| 101 | Fundamentals of Speech |
| 201 | Elementary Acting |
| 209 | Public Relations |
| 213 | Pronunciation |
| 315 | Voice and Diction |
| 316 | Television Production |
| 358 | Discussion and Debate |

Options for a Minor in Writing

| | |
|------------|--|
| 211 | Spelling |
| 212 | Vocabulary Building |
| 242 | English Usage |
| 243 | Sentence Mastery |
| 244 | Punctuation |
| 277 | Creative Writing I |
| 302 | Literary Analysis and Interpretation |
| 346 | Aspects of the English Language |
| 370 | Advanced Composition |
| 377 | Creative Writing II |
| 426 | Creative Writing Workshop |
| 455 | Directed Studies Seminar |
| EED 379 | The Teaching of Writing and Speech (6-9, 9-12) |
| 3 hours of | Journalism from |
| 240 | Newswriting and Reporting I |
| 305 | Feature Writing |
| 309 | Editorial Writing |
| 340 | Newswriting and Reporting II |

Options for a Minor in Theatre

| | |
|----------|-----------------------------|
| 162-463 | *Play Production |
| 164 | **Stage Make-up |
| 165 | **Costumes for the Actors |
| 201 | Elementary Acting |
| 233 | Stagecraft |
| 234 | **Scene Design |
| 235 | **Stage Management |
| 250 | Introduction to the Theater |
| 301 | Advanced Acting |
| 315 | Voice and Diction |
| 322, 323 | Special Topics in Theatre |
| 331 | Play Direction |
| 333 | Lighting |
| 353 | Theatre Management |
| 360, 361 | History of the Theatre |
| 401 | Advanced Acting II |

Participation in at least two University Theatre Productions is required

*One hour credit—up to four hours allowed.

**One hour credit—Half semester course.

COURSES

COMMUNICATIVE ARTS

BASIC COMMUNICATION SKILLS (CMA)

100. Interpersonal Communication

Interpersonal communication behaviors that influence interpersonal relationships. Emphasis on developing personal skills and attitudes in one-to-one relationships and small groups. Fall, Spring, Summer. Credit, 3 semester hours.

101. Fundamentals of Speech

Introduction to the fundamentals of public speaking for the beginning student. Based on classical theory and practice. Fall, Spring, Summer. Credit, 3 semester hours.

104. Written Communication Skills

Required for students who do not pass the freshman writing sample and all students entering the College Opportunity Program.

Study and practice of basic skills in written communication emphasizing sentence mastery and organization and development of paragraphs. Pass/Fail grading. Fall, Spring, Summer. Credit, 3 semester hours (will not count toward graduation requirements).

105. Composition I

Prerequisite: Passing grade on the freshman writing sample or passing grade in CMA 104.

Practice in writing, organization skills, personal and expository writing, editing, and various rhetorical modes. Fall, Spring, Summer. Credit, 3 semester hours.

106. Composition II

Prerequisite: "C" grade or better in CMA 105.

Practice in critical reading, writing, and research skills in a variety of rhetorical modes, with an emphasis on analysis and argumentation. A 1500-2000 word research paper will be required. Fall, Spring, Summer. Credit, 3 semester hours.

211. Spelling

Prerequisite: "C" grade or better in both CMA 105 and 106.

A review of major spelling rules in English, with special attention to particular words that often give difficulty. Attention to techniques to aid memorization of particular problem words. Fall. Credit, 1 semester hour.

212. Vocabulary Building

Prerequisite: "C" grade or better in both CMA 105 and 106.

A study of methods of vocabulary enrichment (such as association by sound, appearance, meaning and knowledge of common root, prefix, and suffix meanings). Specific words will be studied. Fall. Credit, 1 semester hour.

213. Pronunciation

Prerequisite: "C" grade or better in both CMA 105 and 106.

An intensive course to improve students' competence and confidence in oral use of language. Word attack skills and specific problem words included. Fall. Credit, 1 semester hour.

242. English Usage

Prerequisite: "C" grade or better in both CMA 105 and 106.

Intensive review of parts of speech and their use in the sentence. Study of punctuation forms. Analysis of verb problems and errors that obscure meaning or distract readers. Spring. Credit, 1 semester hour.

243. Sentence Mastery

Prerequisite: "C" grade or better in both CMA 105 and 106.

Practice in imitating various sentence structures to add variety and impact to writing. Spring. Credit, 1 semester hour.

244. Punctuation

Prerequisite: "C" grade or better in both CMA 105 and 106.

Study of specific punctuation rules and their application, with particular emphasis on commas, semicolons, and apostrophes. Spring. Credit, 1 semester hour.

303. Business Communications (BUS 303)

Development of skill in the fundamentals of effective communication and detailed study of principles and application of business letters and business writings, including business reports and other forms of business communication. Fall, Spring. Credit, 3 semester hours.

BRITISH AND AMERICAN LITERATURE (CMA)**220. American Indian Literature (AIS 220)**

Prerequisites: CMA 105, 106.

An introduction to American Indian literature. Texts written, collected or edited by American Indians will be used whenever possible. Fall, Spring, Summer. Credit, 3 semester hours.

221. Major American Authors

Prerequisites: CMA 105, 106.

An overview of major trends and movements through a reading of works by such significant writers as Poe, Hawthorne, Melville, Emerson and/or Thoreau, Whitman, Twain, Frost, Hemingway, Faulkner. Reading requirements will include a full-length novel. As announced. Credit, 3 semester hours.

246. Major British Authors

Prerequisites: CMA 105, 106.

An overview of major trends and movements through a reading of works by such significant writers from the Middle Ages to the present, including Chaucer, Shakespeare, Milton, Swift, Pope, Browning, Yeats, and Eliot. Reading requirements will include a full-length novel. As announced. Credit, 3 semester hours.

366. Modern Poetry

A study of poetry with emphasis on British and American writers. As announced. Credit, 3 semester hours.

378. The American West: Myth and Reality (HST 378)

An interdisciplinary study of myth and reality of the American West as developed through films, literature and history. Although the course will emphasize the events of the period from 1850-1890, it will also attempt to show the influence of the West as a concept down to the present. Spring. Credit, 3 semester hours.

450. Seminar in American Indian Literature (AIS 450)

Prerequisite: Permission of instructor.

A study of selected topics in American Indian literature. Fall. Credit, 3 semester hours.

457. Shakespeare

Prerequisite: CMA 246 recommended.

An introduction to the Elizabethan theatre, a study of Shakespeare's career as a dramatist, and a critical survey of a number of major plays—histories, comedies, and tragedies. Fall. Credit, 3 semester hours.

465, 466. Seminar in Literature

Prerequisite: Upper-division standing in the University. Study in a small group setting of particular figures or topics in British, American, or World Literature. Each student must contribute an extended essay or equivalent work as part of the seminar experience. Fall, Spring. Credit, 3 semester hours.

BROADCASTING/MASS COMMUNICATIONS (CMA)**210. Introduction to Mass Communications**

An introduction to the cultural effects of radio, film, television, and print (books, magazines, and newspapers) and the forces that shape their form and content. Spring. Credit, 3 semester hours.

312. Broadcast Programming

Prerequisites: CMA 210 or consent of instructor.

The history, development, and impact of broadcast programming. Attention will be paid to program creation, survival, and audience attitudes/ratings. Analysis of current programming is included. Overview of basic programming development at both local and network levels. Both television and radio programming formats included. As announced. Credit, 3 semester hours.

313. Broadcast Copywriting

Prerequisites: CMA 210 or consent of instructor.

Theory and technique of writing broadcasting scripts to include scripts of news, dramas, special events, interviews, documentaries, and advertisement or promotion material. Will include both study and practical application of techniques discussed. Both radio and television script formats will be introduced. As announced. Credit, 3 semester hours.

316. Television Production

Prerequisites: CMA 210 or permission of Department Chairman.

Basic theory and practice of studio operations in television, with laboratory experience in the use of control boards, records, cameras, switching and editing equipment, microphones, and related equipment. 3 hours lecture, 3 hours lab. Fall. Credit, 3 semester hours.

358. Discussion and Debate

An exploration of various discussion techniques, including parliamentary procedure, where the essentials of argumentation will be explained and practiced. As announced. Credit, 3 semester hours.

375. Studies in Film

Prerequisite: CMA 210 recommended.

A course in film criticism including an introduction to elements of film study, a

brief survey of film history, and an exploration of significant directors, themes, or types of films. Fall. Credit, 3 semester hours.

390. Community Journalism (see under “Journalism”)

408. Broadcast Management and Law

Prerequisites: CMA 210 or consent of the instructor.

Study of the social, economic, and legal responsibilities of management in the broadcasting station. Attention will be given to the managerial function of the broadcasting executive. The sociopolitical control of broadcasting to include local, state, and federal regulation of the industry. Emphasis will be placed on the unique place of broadcasting among the media in terms of regulation. As announced. Credit, 3 semester hours.

413. Internship in Broadcasting

Prerequisites: CMA 210, 240, 312 or 313, 316.

Practical application of the principles of broadcasting in the workplace. Intern will work in a television or radio station under direct supervision of station department head. Research will also be conducted in an area of broadcasting relevant to internship experience. Fall, Spring, Summer. Credit, 3-6 semester hours.

419. Advanced Television Production

Prerequisite: CMA 316.

An advanced study and practice of television with studio experience in solving the problems of production, design, direction, and performance. 3 hours lecture, 3 hours lab. Spring. Credit, 3 semester hours.

COMPARATIVE AND WORLD LITERATURES (CMA)

203. Introduction to Literature

Prerequisites: CMA 105, 106.

A study of the basic structure or elements of the various genres of literature—including poetry, prose fiction and drama. Readings include works of major authors of British, American and World literature. Fall, Spring, Summer. Credit, 3 semester hours.

204. Mythology of All Peoples

Prerequisites: CMA 105, 106.

A study of mythic motifs and themes in oral and early written literature, including Asian, African, and American Indian, as well as Greco-Roman and Teutonic-Norse literature; development of mythic traditions in early and modern societies. As announced. Credit, 3 semester hours.

205. World Literature I

Prerequisites: CMA 105, 106.

A study primarily of Western literature, emphasizing the contributions of its greater writers to both the representative culture and the subsequent tradition, through the Renaissance. Fall, Spring, Summer. Credit, 3 semester hours.

206. World Literature II

Prerequisites: CMA 105, 106.

A study of the greatest works and authors of primarily Western literature from the seventeenth to the present century. Fall, Spring, Summer. Credit, 3 semester hours.

207. Studies in Literature

Prerequisites: CMA 105, 106.

Study of a specific genre or topic in world literature: its characteristics and significance as both a cultural product and a form of literary expression. Title and topic will vary from year to year. As announced. Credit, 3 semester hours.

302. Literary Analysis and Interpretation

Prerequisite: Six hours of literature.

An introductory study of critical approaches to literature with practice in analyzing and interpreting representative works both in the Anglo-American tradition and in English translation. Fall. Credit, 3 semester hours.

354. Modern Drama

Prerequisite: Six semester hours of 200-level literature.

A study of selections from the drama of the Western world of the nineteenth and twentieth centuries. As announced. Credit, 3 semester hours.

356. Modern Fiction

Prerequisite: Six semester hours of 200-level literature.

A study of the short story, short novel, and novel in the twentieth century. As announced. Credit, 3 semester hours.

366. Modern Poetry (see under “British and American Literature”)**465, 466. Seminar in Literature (see under “British and American Literature”)****EXPOSITORY AND CREATIVE WRITING (CMA)****277. Creative Writing I**

Designed for serious study and practice of various literary forms. Fall, Spring. Credit, 3 semester hours.

305. Feature Writing

The writing of articles in-depth for newspapers and magazines. A practical course that ranges widely in terms of possible prose writing experience. Fall. Credit, 3 semester hours.

309. Editorial Writing

The study and analysis of editorial writing in major newspapers with special emphasis on principles and practices. Students will actually write editorials for publication. Spring. Credit, 3 semester hours.

370. Advanced Composition

Prerequisite: “C” grade or better in CMA 105 and 106.

An upper-division writing course for students majoring in the Humanities and the Social and Behavioral Sciences and anticipating graduate level and professional writing demands. Fall. Credit, 3 semester hours.

377. Creative Writing II

Prerequisite: CMA 277.

Designed for serious study and practice of various literary forms beyond the level presented in CMA 277. Fall, Spring. Credit, 3 semester hours.

426. Creative Writing Workshop

Prerequisite: CMA 277 or permission of Department Chairman.

This course will normally be taught by visiting writers and may be repeated for credit. Offered when circumstances warrant. Credit, 1-3 semester hours; maximum, 6 semester hours.

JOURNALISM (CMA)**182, 183, 184, 282, 283, 284 Yearbook Production**

Experience in the details of producing an extended feature publication through work on the Pembroke State University yearbook, *The Indianhead*. Activities will include theme development, layout design, feature writing, photography selection/cropping, typing, art work, and general production work. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour each.

191, 192, 291, 292, 391, 392, 491, 492. Student Newspaper Production

Experience in producing a student newspaper, *The Pine Needle*. Reporting, news and feature writing, editing, layout, photography, typesetting, circulation and other activities will be offered. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour each.

240. Newswriting and Reporting I

An introduction to print journalism and emphasis on the development of skills and techniques in effective newswriting. Fall, Spring. Credit, 3 semester hours.

305. Feature Writing (see under "Expository and Creative Writing")**306. News Editing and Typography**

Techniques of preparing copy for publication, the writing of newspaper headlines, and front and inside makeup (design). Fall. Credit, 3 semester hours.

308. Literary Journalism

Prerequisites: CMA 277 or 305 or 370; or permission of instructor.

Study and practice of personal reportage uniting fiction and nonfiction, using the tools of the reporter and the craft of the novelist. Students will study such literary journalists as James Agee, Hunter Thompson, Joan Didion, and Tom Wolfe and will write original articles with a story line and personal voice which give dimension to the facts. Fall or Spring. Credit, 3 semester hours.

309. Editorial Writing (see under "Expository and Creative Writing")**340. Newswriting and Reporting II**

Prerequisite: CMA 240 or permission of instructor.

Designed to familiarize the student with the total range of reporting possibilities. Each term a field of specialization will be chosen for emphasis. Also introduces copyreading and news editing. Fall, Spring. Credit, 3 semester hours.

390. Community Journalism

Prerequisite: CMA 240, 340 or permission of Department Chairman.

A pragmatic course designed to provide the student (in an internship arrangement) with practice in writing and editing for a newspaper, radio station, or television station in the area. Fall, Spring, Summer. Credit, 3 semester hours.

LINGUISTICS AND GRAMMAR CMA)**346. Aspects of the English Language**

An introduction to the English language including applied study of such topics as the history of the language and its acquisition, dialects, semantics, lexicography, phonology, orthography, grammatical systems, and standards of modern English usage. Fall. Credit, 3 semester hours.

371. English Grammar

A thorough review of traditional grammar, discussions of sentence patterns, transformations, and both old and new diagram forms included. Spring. Credit, 3 semester hours.

381. The English Language in American Society

Prerequisite: CMA 346 recommended.

A study of the historical development of American English in relation to the ethnic and social diversity of American culture; conditions which affect the language today; the dialects and semantics of cultural subgroups, and the impact of these upon mass media and language. As announced. Credit, 3 semester hours.

420. Issues in Contemporary American English

Prerequisite: CMA 346 recommended.

Study of the characteristic features of contemporary American English in print and non-print media; dynamic factors in linguistic change; concerns about the state of American English today. Summer/evening. Credit, 3 semester hours.

422. Seminar on Psycholinguistics (PSY 422)

A study of theories and research on the learning and usage of language. Includes speech preception, child language development, word meanings, deafness, and other related topics. Alternate Falls. Credit, 3 semester hours.

PUBLIC RELATIONS (CMA)**209. Public Relations**

A critical study of public relations as communication effort to influence and persuade in contemporary society. Fall. Credit, 3 semester hours.

350. Organizational Communications

Theories and research dealing with oral communications within organizational and institutions. Emphasis will be placed on such practical matters as interview technique, crisis management, employer-employee relations and communications, organizational communication with the public. The course will also cover professional-client communication, bargaining, and negotiation in an organizational setting. Instruction will be via lecture, discussion, problem-solving, and game-playing in a creative, communicative atmosphere. Fall. Credit, 3 semester hours.

407. Public Relations Media

Prerequisites: CMA 209, 210, 240, 306.

Uses of controlled and uncontrolled media to achieve results. Investigation of Public Relations use of media to include: radio and television; brochures and direct mail; newsletters and magazines; annual reports; and lobbying. Spring. Credit, 3 semester hours.

409. Advanced Public Relations Communication

Prerequisite: CMA 209.

A practical application of the principles of persuasive communication in public relations, with a study of case histories. Emphasis will be given to solving, implementing, and evaluating a strategy of public relations communication. Spring. Credit, 3 semester hours.

411. Internship in Public Relations

Actual work experience with a public relations department or organization. Experience, should include analysis of problem, plan for resolution, implementation, and evaluation. A team project under an assigned instructor may be substituted when no internship slots are available. Fall, Spring, Summer. Credit, 3-6 semester hours.

THEATRE (CMA)**162, 163; 262, 263; 362, 363; 462, 463. Play Production**

A laboratory experience in all aspects of both Performance and Technical Theatre. Each student will participate in a minimum of one University Players production either as a performer or a member of the production crew. A minimum number of work hours required. Maximum enrollment, 2 hours per semester. Fall, Spring. Credit, 1 semester hour each.

164. Stage Make-Up

Theory and practice in the application of make-up for the stage using practical make-up application for class exercises. Spring of alternate years. Credit, 1 semester hour.

165. Costumes for the Actor

The development and use of materials, basic sewing and costume design elements for the actor in both rehearsal and production situations. Fall of alternate years. Credit, 1 semester hour.

201. Elementary Acting

Theory and practice of the fundamentals of acting, including basic study in analyzing and building a character; introduction of styles of acting. Fall. Credit, 3 semester hours.

233. Stagecraft

Study of theories and techniques used in creating a stage environment. Students will participate in various aspects of production as a practical supplement to classroom lectures. Fall or alternate years. Credit, 3 semester hours.

234. Scene Design

Prerequisite: CMA 233 recommended.

Techniques and theory of design of settings for stage productions. Practical development of perspective drawings, models, and elevations for the stage. Fall of alternate years. Credit, 1 semester hour.

235. Stage Management

Theory and practice of stage management in Broadway, regional, community, and educational theatres. To include the stage manager's responsibilities during rehearsals as well as during performances. Spring of alternate years. Credit, 1 semester hour.

250. Introduction to the Theatre

Introduction to both the practice and literature of the theatre; survey of artists of the theatre and dramatic literature from Greece to the present. Fall, Spring, Summer. Credit, 3 semester hours.

301. Advanced Acting I

Prerequisite: CMA 201.

Advanced work in theory and practice of acting; advanced work in analyzing and building a character; style of acting. Spring. Credit, 3 semester hours.

315. Voice and Diction

Fundamentals of voice production and articulation. A detailed study of the International Phonetic Alphabet will provide a means of refining and expanding communication skills. Spring. Credit, 3 semester hours.

322, 323. Special Topics in Theatre

An in-depth study of a selected topic in theatre or drama determined by the expertise of the instructor and the interests of the students. As announced. Credit, 3 semester hours each.

331. Play Direction

Prerequisite: CMA 201 or consent of instructor.

Study of the theory and practice of directing for the theatre; classroom theory supported by individual experience in selection and analysis of scripts, casting, rehearsal, and production. Fall of alternate years. Credit, 3 semester hours.

333. Lighting

Prerequisite: CMA 233 recommended.

Application of theories and techniques in preparing and mounting scenic lighting. Considerations include aspects of functional and creative design along with analysis, operation, and maintenance of lighting implements. Spring. Credit, 3 semester hours.

353. Theatre Management

Theory and practice of theatre management objectives including: theatre organization, season, budget, schedule, personnel, publicity, box office, and house management. Spring of alternate years. Credit, 3 semester hours.

360. History of the Theatre: The Beginning to 1642

Prerequisite: CMA 250 or consent of instructor.

Study of the theatre, both its physical form and literature from the beginnings to 1642. Fall of alternate years. Credit, 3 semester hours.

361. History of the Theatre: 1642 to the Present

Prerequisite: CMA 250 or consent of instructor.

Study of the theatre, both its physical form and literature from 1642 to the present. Spring of alternate years. Credit, 3 semester hours.

401. Advanced Acting II

Prerequisite: CMA 301.

Advanced work in theory and practice of acting; preparation of audition repertoire; emphasis on styles of acting. Spring. Credit, 3 semester hours.

453. Directed Practicum in Advanced Theatre Problems I

Prerequisite: Declared senior major, 3.0 grade point average in major and consent of instructor.

Credit is obtained by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours.

454. Directed Practicum in Advanced Theatre Problems II

Prerequisite: Declared senior major, 3.0 grade point average in major and consent of instructor.

Credit is obtained by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours.

CMA SEMINARS (CMA)

450. **Seminar in American Indian Literature** (see under “British American Literature”)

455. **Directed Studies Seminar**

Required of all contracted majors, recommended to all CMA majors.

Prerequisite: Upper-division major.

This course teaches advanced research techniques and gives the student guidance in a program designed by the student and his research director. The course culminates the student's major with an independent, substantive project. Spring. Credit, 3 semester hours.

465, 466. **Seminar in Literature** (see under “British and American Literature”)

II. ENGLISH EDUCATION (EED)

The English Education program helps prospective teachers develop a personal philosophy of teaching as it attempts to help them become effective teachers of writing, reading, speaking, and listening. It hopes to explain the futility of teaching any facet of English in isolation and to inspire prospective teachers to be creative, original, willing, positive, untiring and resilient.

Five courses required for certification constitute the core of the program; 376, 379, 382, 383 (for Elementary and Intermediate Certification); 379 and 384 (for secondary English certification). Up to four semester hours of experiential-learning credit may be earned in EED 399: Practicum in Composition Tutoring.

A Master's degree is also available in English Education from Pembroke State University: see Graduate Program section.

376. **The Teaching of Writing and Speech (K-4, 4-6)**

A study of the two essential disciplines of the Language Arts, grammar and composition (both oral and written), and a review of materials and techniques for teaching both oral and written composition in primary and intermediate school classrooms. As announced. Credit, 3 semester hours.

379. **The Teaching of Writing and Speech (6-9, 9-12)**

A study of the two essential disciplines of the Language Arts, grammar and composition (both oral and written), and a review of materials and techniques for teaching both oral and written composition in junior high and high school classrooms. As announced. Credit, 3 semester hours.

382. **Children's Literature (K-4)**

A study of the leading genres in literature for students within the primary level, K-4, with emphasis upon specific books, authors, illustrators, awards, and curriculum-correlations; materials and a drama practicum included. As announced. Credit, 3 semester hours.

383. **Children's Literature (4-6, 6-9)**

A study of the leading genres in literature for students within the intermediate level, 4-9, with emphasis upon specific books, authors, illustrators, awards, and curriculum-correlations; materials and a drama practicum included. As announced. Credit, 3 semester hours.

384. Literature for Young Adults (9-12)

A survey of literature for adolescents, emphasizing the development of standards for selecting such materials for school and home, with attention given to the methods of teaching this literature. Spring. Credit, 3 semester hours.

399. Practicum in Composition Tutoring

Prerequisite: CMA 370 or 371 or 376 or 379 or current enrollment in one of these. A supervised tutoring of composition students from the CMA department or from area schools. Pass/Fail grading. Each semester. Credit, 1-2 semester hours. Maximum: 4 semester hours.

400. Methods of Teaching English in the Secondary School

Purposes, methods, materials and evaluation procedures in the certification area: directed observation in the secondary school; preparation of teaching plans and materials; accelerated. Fall, Spring. Credit, 3 semester hours.

III. FOREIGN LANGUAGES (FRH, SPN)

A student presenting two or more units in a high school language course and wishing to continue the study of that language should, after having satisfactorily passed a review of proficiency in the language, register in the course for which the student is qualified.

FRENCH (FRH)

131, 132. Elementary French I, II

The sequence of 131-132 introduces French grammar and vocabulary and some aspects of French culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

231, 232. Intermediate French I, II

Prerequisites: FRH 131, 132 or two units of high school French.

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to French civilization and literature. Fall, Spring. Credit, 3 semester hours.

255, 256. French Conversation and Composition

Intensive practice in aural-oral French, based on French literature and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition. Fall, Spring. Credit, 3 semester hours.

321, 322. Study of French Literature

Prerequisites: FRH 231, 232 or permission of instructor.

Masterpieces of French literature from the beginning to the present as an outgrowth of French history and civilization. Fall, Spring. Credit, 3 semester hours.

361. French Civilization and Culture

Prerequisite: FRH 231 or its equivalent.

A course designed to give students a better understanding of the history and civilization of France and other French-speaking countries and to increase their knowledge of the general French culture. Fall or Spring. Credit, 3 semester hours.

451. Study Abroad: Study Tour in France

Prerequisite: Permission of instructor.

A trip designed to acquaint students with various aspects of French life and civilization through visits to places of historical and cultural interest. Summer. Credit, 2-7 semester hours.

SPANISH (SPN)**131, 132. Elementary Spanish I, II**

The sequence 131-132 introduces Spanish grammar and vocabulary and some aspects of Spanish culture. Aural comprehension, speaking, reading and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

231, 232. Intermediate Spanish I, II

Prerequisites: SPN 131, 132, or two units of high school Spanish.

The sequence 231-232 develops increased competence in aural comprehension, speaking, reading and writing and reviews Spanish grammar. Fall, Spring. Credit, 3 semester hours.

EDUCATION

Chairman: GERALD D. MAYNOR

PAUL J. BERGHOFF
RHODA P. COLLINS
BEN JAY DRYMON
CARL M. FISHER
JESSE M. LAMM
DONALD R. LITTLE
L. L. MURRAY*

WILLIE McNEILL, JR.
NANCY M. SAMPSON
LAWRENCE R. SCHULTZ
JANIE B. SILVER*
KATHRYN M. SULLIVAN
JUDITH L. WISH

*Professor Emeritus

The primary function of the Department of Education is to provide professional preparation for individuals who are preparing to teach in the public schools. The total program of professional education is designed to encompass an understanding of the learner, of the learning process, of the school, and of the meanings and purposes of education, and to foster the development of professional skills in methods and techniques of instruction. The Department of Education utilizes the resources of the entire University for the academic subject matter necessary for breadth and depth of background in the liberal arts and in the sciences, both of which are essential to effective teaching. The professional program is designed to meet the criteria for teacher certification as set forth by the North Carolina Department of Public Instruction, the criteria for accreditation by the National Council for the Accreditation of Teacher Education (NCATE), and the criteria implied in the philosophy of the University.

Students have the responsibility for consulting with their major advisor and the Education Department in order to keep abreast of all regulations and information concerning their academic record for graduation and/or certification. All prospective teachers should study the requirements of the state in which they plan to teach, as well as the requirements of the University, keeping in mind that graduation and certification programs are not necessarily the same even though it is possible to achieve both in a planned program.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. NOTE: Admission into the University as a

student does *not* automatically satisfy eligibility requirements for admission to Teacher Education Programs. Eligibility for admission into Teacher Education Programs will be determined by regulations current at the time initial application is made for admission into the program.

INITIAL ADMISSION TO THE PROGRAM

According to the criteria established by the Teacher Education Committee, a student may enroll in the Program provided the student has successfully completed Education (EDN) 227 and Education (EDN) 202 AND completes the following:

1. Apply to the Teacher Education Committee for admission.
2. Have completed successfully *four* semesters of college work (60 semester hours).
3. Have an overall cumulative quality point average of 2.5 or better on a 4.0 scale.
4. Earn a minimum grade of "C" or better in the beginning professional education courses (EDN 227 and EDN 202).
5. Complete the Core Battery I and II tests of the National Teachers Examinations in accordance with criteria approved and published by the Teacher Education Committee at the time the student makes initial application for admission to the program. These tests will normally be taken at the time Basic Studies requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. A copy of the scores on these tests must be received by the Office of the Chairman of the Teacher Education Committee before the student may complete the application for admission to the Teacher Education Program.
6. The student is requested to submit scores from appropriate scholastic aptitude tests or other college entrance examinations, e.g., the Scholastic Aptitude Test (SAT); required University testing in reading, mathematics, and writing; etc. A copy of the scores on these tests must be received by the Office of the Chairman of the Teacher Education Committee.
7. Present a statement of eligibility signed by the Registrar and by the student's advisor.
8. Present a statement of health and character fitness from the Office of Student Affairs.
9. Present an endorsement and recommendation for admission from the student's advisor and major department head.

A student having a handicap which might adversely affect the student's ability to attain minimal competency in the teaching profession should

arrange with the Chairman of the Teacher Education Committee for any needed accommodation.

Each student who applies for admission to the Teacher Education Program will be given written notification by the Chairman of the Teacher Education Committee of the approval or disapproval of the student's application by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is made.

CONTINUATION IN THE PROGRAM

When the student's application for admission to the Professional Semester of the Teacher Education Program is disapproved or when the student earns a course grade of "D" or "F" in one of the required courses in his or her major or the professional education sequence, the student is automatically dropped from the Teacher Education Program and may not continue as a Teacher Education major until he or she reapplies for admission to the Program. A student seeking readmission to the Program must obtain approval of the following and then make application for admission to the Teacher Education Committee.

1. The student must obtain the approval and recommendation of the student's advisor.
2. The student must obtain the approval and recommendation of the appropriate Program area coordinating team.
3. The student must obtain the approval and recommendation of the Chairman of the Teacher Education Committee.
4. The student must apply to the Teacher Education Committee for readmission and be approved by them for readmission to the Program.

Upon being readmitted to the Program, the student must retake the required major or professional education course in which the "D" or "F" was earned and earn a minimum course grade of "C" or better. The course may be repeated one time only.

ADMISSION TO THE PROFESSIONAL SEMESTER

The Professional Semester occurs in the senior year and is devoted entirely to study in professional education and to student teaching. No student accepted for enrollment in the Professional Semester is permitted to register for any course other than those specified as professional education courses as part of the Professional Semester.

The application for enrollment in the Professional Semester must be filed with the Director of Student Teaching not later than three months prior to enrolling in the Professional Semester.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate for a teaching certificate must:

1. Have completed all required Basic Studies courses.
2. Not lack more than six semester hours of completing the requirements in the major field of study.
3. Have a quality point average of 2.5 or better overall AND also in the student's major field of study.
4. Present a certificate of eligibility verified by the Registrar.
5. Present a final recommendation as to character, suitability, and aptitude for teaching from the student's advisor and major department head.
6. Have satisfactorily completed all professional education requirements, excluding those in the Professional Semester, prior to admission to the Professional Semester.
7. Submit a statement of physical fitness from a licensed physician.

Accommodations to handicaps which might adversely affect the student teaching experience should be arranged with the Director of Student Teaching.

Each student who applies for admission to the Professional Semester will be given written notification by the Director of Student Teaching of the approval or disapproval of the student's application by the Teacher Education Committee. A student is not considered officially admitted to the Professional Semester until such notification is made AND all University registration procedures are completed.

TEACHER CERTIFICATION

The North Carolina State Department of Public Instruction issues initial probationary Class A Teacher Certification to graduates of Pembroke State University's approved undergraduate programs. This includes specified courses in their teaching field(s), prescribed courses in education, and recommendations for certification by the appropriate department head and the Chairman of the Department of Education.

LATERAL ENTRY CERTIFICATION

Pembroke State University through its Teacher Education Programs offers opportunities for students to obtain teacher certification through the Lateral Entry Certification Program and certification programs for individuals who already possess a college degree. For details on each of these programs contact the Chairman of the Department of Education.

THE NATIONAL TEACHER EXAMINATIONS

All persons qualifying for a teaching certificate in North Carolina must take appropriate sections of the National Teacher Examinations.

The student seeking admission to the Teacher Education Program completes the Core Battery I and II tests of the National Teacher Examinations in accordance with criteria approved and published by the Teacher Education Committee at the time the student makes initial application for admission to the program. These tests will normally be taken at the time Basic Studies requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. A copy of the scores on these tests must be received by the Office of the Chairman of the Teacher Education Committee before the student may complete the application for admission to the Teacher Education Program.

The prospective teacher takes the Core Battery III and appropriate teaching area sections of the National Teacher Examinations in accordance with criteria approved and published by the Teacher Education Committee prior to completion of the program. These tests will normally be taken during the semester in which student teaching occurs.

THE CURRICULUM LABORATORY

The Curriculum Laboratory or materials center is a unit within the Department of Education and is an essential part of the teacher education facility which contains professional and instructional materials and which provides support to all areas of the teacher education program. The Laboratory has, for example, textbooks used in elementary and secondary school, teaching units, courses of study, instructional media and equipment, curriculum outlines, and supplies and materials for the production and preparation of teaching materials.

THE LEARNING LABORATORY

The Learning Lab is a unit within the Department of Education. The lab, which is utilized by professors and education majors, provides space for the study and development of instructional materials—commercial and teacher-made. In addition to a wide collection of manipulative and multi-sensory materials, the Learning Lab also houses furniture and other physical equipment appropriate for creating flexible educational environments.

THE READING CENTER

Pembroke State University maintains a center for the improvement of reading and for instruction in how to study, how to improve reading comprehension, how to increase vocabulary, and how to increase reading rate. Facilities and equipment are provided for diagnosing reading difficulties and for achieving peak skill in reading efficiency and comprehension. Services of the

center are available to Pembroke State University students who wish to improve their reading ability.

SECONDARY EDUCATION

Curriculum checksheets, available from advisors and chairmen of the academic departments, outline specialized programs of study for majors who are preparing to teach at the secondary level.

Secondary school teaching certificates are obtained in conjunction with the degree of Bachelor of Arts or Bachelor of Science, with a major in a teaching field or subject. The Department of Education does not offer a degree in secondary education. The requirements for the secondary teaching certificate are as follows:

- I. Basic Studies Requirements. Students seeking secondary school certification must have six semester hours of history and six semester hours of literature. They should consult with the chairman of their major department prior to registering for basic studies courses.
- II. Professional requirements for secondary teaching certificates: 25 semester hours consisting of Education 202, 227, 308, 400, 419, 437, 445, and 448.

ELEMENTARY EDUCATION

The Department of Education currently offers programs leading to the Bachelor of Science degree in Elementary Education with majors in Early Childhood Education (K-4) and Intermediate Grades Education (4-6). A Bachelor of Science degree in Middle Grades Education (6-9) is also offered. Curriculum checksheets outlining course recommendations for meeting the program of study requirements for each major are available from departmental advisors and the office of the Chairman of the Department of Education. All students desiring teacher certification should meet with a teacher education advisor as early in the program as possible.

Requirements for a Bachelor of Science Degree in Elementary Education
Early Childhood Education (K-4)

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | 47 |
| ART 108, 205; EDN 101, 410, 421, 453, 455, 463, 465; HED 311; BIO 100L; PHS 108; PED 316; MUS 224, 230; EED 382; HST 317 | |
| Professional Education Requirements | 25 |
| EDN 202, 227, 301, 306, 435, 442, 446, 477 | |
| Electives | 5 |
| Total | 128 |

*Students who plan a major and desire teacher certification in Elementary Education should consult with the Department Chairman prior to registering for Basic Studies Courses.

Requirements for a Bachelor of Science Degree in Elementary Education

Intermediate Grades Education (4-6)

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | 47 |
| BIO 100-L; EDN 101; MAT 201; PHS 108; ART 108; HED 311; EED 383; EED 376; EDN 413; EDN 453; EDN 421; HST 101/102; MUS 299; EDN 463; EDN 455; PED 316; HST 317 | |
| Professional Educational Requirements | 25 |
| EDN 202, 227, 304, 307, 436, 443, 447, 475 | |
| Electives | 5 |
| Total | 128 |

*Students who plan a major and desire teacher certification in Elementary Education should consult with the Department Chairman prior to registering for Basic Studies Courses.

Requirements for a Bachelor of Science Degree in Middle Grades Education

Middle Grades Education (6-9)

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | 52 |
| EDN 300, 419; CSC 405; HST 101/102; PHS 108; BIO 100L and two academic areas of concentration** | |
| Professional Educational Requirements | 25 |
| EDN 202, 227, 305, 309, 432, 440, 456, 476 | |
| Total | 128 |

*Students who plan a major and desire teacher certification in Middle Grades Education should consult with the Department Chairman prior to registering for Basic Studies Courses.

**Students should obtain information concerning their concentrations from the departments in which the concentrations are chosen. NOTE: Special Education and Reading may be used only as a second concentration.

SPECIAL EDUCATION

The Department of Education offers a program leading to the Bachelor of Science degree in Special Education with recommendation for North Carolina Certification. Curriculum checksheets are available from departmental advisors and the office of the Chairman of the Department of Education. Students must meet the criteria stated in the Pembroke State University general catalog for admission to the Teacher Education Program.

Requirements for a Bachelor of Science Degree in Special Education
Learning Disabilities Track

| | |
|---|--------------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 51-52 |
| Major Requirements | 33 |
| SED 100, 200, 310, 340, 401, 440, 490; EDN 102, 410 or 413, 425, 472 | |
| Professional Education Requirements | 25 |
| EDN 202, 227, 306 or 307 or 308, 439, 444; SED 302, 449, 471 | |
| Electives | <u>17-18</u> |
| Total | 128 |

Mental Retardation Track

| | |
|---|--------------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 51-52 |
| Major Requirements | 33 |
| SED 100, 200, 310, 320 or 330 or 340, 400, 490; EDN 102, 410 or 413, 425, 472; HED 418 | |
| Professional Education Requirements | 25 |
| EDN 202, 227, 306 or 307 or 308, 439, 444; SED 301, 449, 470 | |
| Electives | <u>17-18</u> |
| Total | 128 |

*Students who plan a major in Special Education should consult with the Department Chairman prior to registering for Basic Studies courses.

COURSES

EDUCATION (EDN)

101.

College Reading

This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. Open to all students. Fall, Spring, 3 semester hours.
102.

Language Skills in Teaching Reading

A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. Fall, Spring, Summer. Credit, 3 semester hours.
202.

Educational Psychology

Prerequisite: EDN 227.

Theoretical and empirical findings of psychology related to the teaching-learning process in the classroom. Fall, Spring, Summer. Credit, 3 semester hours.

227. Foundations of Education I

Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems. It is the beginning screening course for those seeking teacher certification. Fall, Spring, Summer. Credit, 3 semester hours.

300. Internship and Seminar in Teaching Middle Grades

Prerequisites: EDN 227 and EDN 202.

This course is designed to provide students with a junior level practicum experience in the middle grades. Four or more contact hours per week will be required in middle grades in at least two different content areas and on two different levels, 6-7 and 8-9. Weekly seminars will be conducted by the university supervisor. Fall, Spring. Credit, 3 semester hours.

301. Early Childhood Curriculum

Prerequisite: EDN 202.

A study of curriculum emphasizing the interrelationships between content, method, and child development. Required of all early childhood majors. (Must be taken prior to student teaching.) Fall, Spring, Summer. Credit, 3 semester hours.

304. Intermediate Grades Curriculum

A study of curriculum as content and method, including innovative instructional media pertaining to the intermediate grades. (Must be taken prior to student teaching.) Fall, Spring, Summer. Credit, 3 semester hours.

305. Middle Grades Curriculum

Prerequisite: EDN 202.

A study of middle grades curriculum as content and methods, including innovative instructional strategies in the student's chosen areas of concentration. A team teaching approach will be utilized. Fall, Spring. Credit, 3 semester hours.

306. Psychology of Early Childhood

Empirical findings and theories concerning early childhood growth and development and their relevance to early childhood education. Fall, Spring, Summer. Credit, 3 semester hours.

307. Human Growth and Development (4-6)

Growth and development from conception to adulthood with focus on pre-adolescence (ages 9-12) for intermediate grades majors. Fall. Credit, 3 semester hours.

308. Psychology of Adolescence

Empirical findings and theories of adolescence relevant to the behavior and learning of adolescents. Fall, Spring, Summer. Credit, 3 semester hours.

309. Human Growth & Development (Middle Grades)

Prerequisite: EDN 227 and EDN 202.

This course covers growth and development of the middle grades student (ages 12-15). Implications for teaching the early adolescent will be the major focus. Fall, Spring. Credit, 3 semester hours.

400. Methods of Teaching in the Secondary School

Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching

plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English, (e) business education. Accelerated. Fall, Spring, Summer. Credit, 3 semester hours.

410. Teaching Reading-Early Childhood

A study of teaching as a growth process and as a developmental task; to include the current trends, materials, approaches, and diagnostic procedures for meeting individual needs in early childhood education. (Must be taken during Junior or Senior year and prior to student teaching.) Fall, Spring, Summer. Credit, 3 semester hours.

413. Teaching Reading-Intermediate Grades

A study of current trends, materials, practices, and diagnostic procedures for the teaching of reading in intermediate grades. (Must be taken during Junior or Senior year and prior to student teaching.) Fall, Spring, Summer. Credit, 3 semester hours.

418. Measurement and Evaluation in Public Schools

A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. Fall or Spring. Credit, 3 semester hours.

419. Teaching Content Area Reading

Methods and materials for teaching the basic reading skills and the specific reading skills required to read in the content areas. Required of all middle grades and secondary level certificate candidates. Fall, Spring. Credit, 3 semester hours.

420. Workshop in the Teaching of Reading

Prerequisite: EDN 413 or its equivalent.

A study of current reading problems, materials, methods, and instructional media designed to give the classroom teacher practical experience in the teaching of reading. Summer. Credit, 3 semester hours.

421. Language Arts in the Elementary School (K-4; 4-6)

A study of the interrelatedness of the language arts - (listening, speaking, reading/literature, mechanics, and creative writing) methods. Required of all elementary education majors (K-4; 4-6). Spring. Credit, 3 semester hours.

423. Research in Elementary Education

An introduction to research, designed to allow student investigation and report of a problem in elementary education with the approval and guidance of the instructor. Fall, Spring, Summer. Credit, 1-6 semester hours.

424. Modern Trends in the Teaching of Reading

Prerequisite: EDN 410 or EDN 413 or EDN 419.

Designing reading programs at all levels based on a comprehensive study of current research in the area of reading instruction. Summer. Credit, 3 semester hours.

425. Classroom Diagnosis of Reading Difficulties

Prerequisite: EDN 410 or EDN 413 or EDN 419.

Methods and materials used in the diagnosis and remediation of reading difficulties. Fall, Spring, Summer. Credit, 3 semester hours.

426A, 426B. Workshops in Early Childhood Education

To provide teachers and advanced students practical training and experience in aspects of early childhood education. 426-A presents academic learning with

emphasis on individualization of instruction. 426-B deals with creative and artistic activities. Alternate Summers. Credit, 3 semester hours.

432. Mainstreaming the Exceptional Student (Middle Grades)

Prerequisite: Admission to the professional education semester.

A study of the special-needs student in the regular classroom. This course is designed to provide future educators with knowledge about, and necessary competencies to work with exceptional children and youth. Fall, Spring. Credit, 1 semester hour.

433. Research in Secondary Education

An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. Fall, Spring, Summer. Credit, 1-6 semester hours.

434. Problems in Contemporary Education

Designed for individual study of trends, practices, and instructional materials related to current problems in education. Fall, Spring, Summer. Credit, 1-3 semester hours.

435. Mainstreaming the Exceptional Student (Early Childhood)

Prerequisite: EDN 227, EDN 202.

A study of the special-needs student in the regular classroom. This course is designed to provide future educators with knowledge about, and necessary competencies to work with exceptional children and youth. Fall, Spring. Credit, 1 semester hour.

436. Mainstreaming the Exceptional Student (Intermediate Grades)

Prerequisite: EDN 227, EDN 202.

A study of the special-needs student in the regular classroom. This course is designed to provide future educators with knowledge about, and necessary competencies to work with exceptional children and youth. Fall, Spring. Credit, 1 semester hour.

437. Mainstreaming the Exceptional Student (Secondary)

Prerequisite: EDN 227, EDN 202.

A study of the special-needs student in the regular classroom. This course is designed to provide future educators with knowledge about, and necessary competencies to work with exceptional children and youth. Fall, Spring. Credit, 1 semester hour.

438. Mainstreaming the Exceptional Student (Reading)

Prerequisite: EDN 227, EDN 202.

A study of the special-needs student in the regular classroom. This course is designed to provide future educators with knowledge about, and necessary competencies to work with exceptional children and youth. Fall, Spring. Credit, 1 semester hour.

439. Mainstreaming the Exceptional Student (Special Education)

Prerequisite: EDN 227, EDN 202.

A study of the special-needs student in the regular classroom. This course is designed to provide future educators with knowledge about, and necessary competencies to work with exceptional children and youth. Fall, Spring. Credit, 1 semester hour.

440. Foundations of Education II (Middle Grades)

This course provides an understanding of the purpose, organization, and administration of schools, with special emphasis on the role of the middle grades teacher in the classroom, the school, the school system, and education. Fall, Spring. Credit, 3 semester hours.

441. Foundations of Education II (Reading)

Prerequisite: Admission to the professional education semester.

Provides an understanding of the purposes, organization, and administration of reading programs in schools. Consideration is given to the role of the reading teacher in working with students as a reading resource teacher in schools. Fall, Spring. Credit, 3 semester hours.

442. Foundations of Education II (Early Childhood)

This course provides an understanding of the purpose, organization, and administration of schools, with special emphasis on the role of the early childhood teacher in the classroom, the school, the school system, and education. Accelerated. Fall, Spring, Summer. Credit, 3 semester hours.

443. Foundations of Education II (Intermediate Grades)

This course provides an understanding of the purpose, organization, and administration of schools, with special emphasis on the role of the intermediate teacher in the classroom, the school, the school system, and education. Accelerated. Fall, Spring, Summer. Credit, 3 semester hours.

444. Foundations of Education II (Special Education)

Provides an understanding of the purpose, organization, and administration of schools, with special emphasis on the role of the teacher in the special education classroom, the school, the school system, and education. Fall, Spring, Summer. Credit, 3 semester hours.

445. Foundations of Education II (Secondary)

This course provides an understanding of the purpose, organization, and administration of schools, with special emphasis on the role of the secondary teacher in the classroom, the school system, and education. Accelerated. Fall, Spring, Summer. Credit, 3 semester hours.

446. Student Teaching in the Elementary School (Early Childhood)

Provides continuous full-time student teaching experiences in an off-campus school at the early childhood level. (See pages 169-170 for eligibility criteria.) Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

447. Student Teaching in the Elementary School (Intermediate Grades)

Provides continuous full-time student teaching experiences in an off-campus school at the intermediate level. (See pages 169-170 for eligibility criteria.) Pass/Fail grading, Fall, Spring. Credit, 6 semester hours.

448. Student Teaching in the Secondary School

Provides continuous full-time student teaching experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. (See pages 169-170 for eligibility criteria.) Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

450. Student Teaching in Reading Education

Provides continuous full-time student teaching experiences in an off-campus

school in the teaching of reading. (See pages 169-170 for eligibility criteria.) Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

453. Teaching Social Studies in the Elementary School

Prerequisite: Basic studies requirements in history.

Designed to provide the prospective and/or in-service teacher with the opportunity to gain proficiency in analyzing social studies content and evaluating materials, trends and issues in the elementary school. Fall. Credit, 3 semester hours.

455. Teaching Science in the Elementary School

Prerequisite: Basic studies requirements in science.

Designed to assist prospective and/or in-service teachers in developing competencies for teaching elementary school science. Special emphasis will be placed on (1) designing a science curriculum which focuses on the interrelationship that exists among the science content areas, and (2) developing a process-oriented science program based on the developmental needs of the elementary school child. Spring. Credit, 3 semester hours.

456. Student Teaching in the Middle Grades

Provides continuous full-time student teaching experiences in an off-campus school at the middle grades level. Fall, Spring. Credit, 3 semester hours.

463. Teaching of Mathematics in the Elementary School

Prerequisite: Basic studies requirement in mathematics.

Designed to assist prospective and/or in-service teachers in developing competencies for teaching mathematics content and processes in the elementary school. Concrete materials will be used in developing mathematical concepts. Spring, Summer. Credit, 3 semester hours.

465. Educational Trends and Practice in Pre-School Education

A study of educational trends and emerging patterns of contemporary education for the pre-school child. Emphasis placed on the roles and responsibilities of administrators, teachers, parents, volunteers and local agencies in the operation of pre-school programs. Spring, Summer. Credit, 3 semester hours.

467. Practicum: Pre-School Education

Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved pre-school setting. Fall, Spring. Credit, 3 semester hours.

472. Diagnostic and Remedial Mathematics Methods

Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) As announced. Credit, 3 semester hours.

475. Techniques, Materials and Resources in Intermediate Grades Education

This course stresses the use of specialized materials and resources included in the several content areas of the intermediate grades. Accelerated. Fall, Spring, Summer. Credit, 3 semester hours.

476. Strategies and Resources in Teaching Middle Grades

Prerequisite: Admission to the Professional Education Semester.

Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Fall, Spring. Credit, 3 semester hours.

477. Resources for Educating Young Children

Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school support personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Fall, Spring. Credit, 3 semester hours.

478. Techniques, Materials and Resources in Reading Education

Prerequisite: Admission to the professional education semester.

This course stresses the use of specialized materials, equipment, and resources included in the teaching of reading in developmental and remedial school situations. Fall, Spring. Credit, 3 semester hours.

479. Practicum in Corrective Reading

Required for: Middle grades education (6-9) majors seeking a concentration in reading.

Prerequisites: EDN 419, 421, 425.

Provides the student an opportunity to engage in the diagnosis and remediation of reading disability cases within a variety of situations under supervised conditions. Required for area of concentration in reading for the middle grades major. Fall, Spring. Credit, 3 semester hours.

484. Tests and Measurement in Reading

Prerequisite: EDN 410 or EDN 413 or EDN 419.

A consideration of the nature and function of measurement in reading education, teacher-made and standardized tests and scales. Introduction to statistical concepts of measurement in reading education. Fall, Spring, Summer. Credit, 3 semester hours.

485. Practicum in Reading Education: Diagnosis

Prerequisites: EDN 410 or EDN 413 or EDN 419, and EDN 425 (or must be taken concurrently with EDN 425.)

Students engage in the actual diagnosis of children with reading disabilities under supervised laboratory conditions. Fall, Spring. Credit, 3 semester hours.

486. Practicum in Reading Education: Remediation

Prerequisite: EDN 485.

Under supervised laboratory conditions, students provide corrective and remedial reading instruction to children diagnosed as having reading disabilities. Fall, Spring. Credit, 3 semester hours.

487. Assisting the Classroom Teacher with Reading Instruction

Prerequisites: EDN 410 or 413 or 419.

This course is designed to provide a background which will enable the special reading teacher to assist the classroom teacher with developmental and corrective reading classes. Emphasis will also be placed on effective consulting techniques. Fall, Spring. Credit, 3 semester hours.

SPECIAL EDUCATION (SED)

- 100. Practicum: Emotionally Handicapped; Academically Gifted; Learning Disabled; Mentally Handicapped**
An introductory course combining theory and firsthand educative experience with emotionally handicapped, academically gifted, learning disabled, and mentally handicapped (educable, trainable, and severely handicapped) children. Fall or Spring. Credit, 3 semester hours.
- 200. Introduction to Exceptional Children**
Introduction to the principles, problems, characteristics, and psychological aspects of children who are classified exceptional. Includes the study of children who have mental handicaps; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple, severe, and physical disorders; as well as talents and gifts. Fall or Spring. Credit, 3 semester hours.
- 280. Manual Communications I (Sign Language)**
Students will learn to finger spell, to use manual communications, and to describe categories of hearing loss. As announced. Credit, 1 semester hour.
- 281. Manual Communications II (Sign Language)**
Prerequisite: SED 280.
Students will develop a large vocabulary and greater facility with manual communications. As announced. Credit, 1 semester hour.
- 282. Manual Communications III (Sign Language)**
Prerequisite: SED 281.
The student will continue to develop vocabulary and fluency. Video taping and other means of feedback will be used to enhance the skills of fluency, speed and accuracy. As announced. Credit, 1 semester hour.
- 301. Special Education Curriculum/Mentally Handicapped**
A study of the development of a compensatory curriculum for the individual who is mentally handicapped. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for individuals. Fall or Spring. Credit, 3 semester hours.
- 302. Special Education Curriculum/Learning Disabilities**
A study of the development of curriculum for the learning disabled child and its relationship to the regular curriculum. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for individuals. Fall, Spring. Credit, 3 semester hours.
- 310. Introduction to the Study of the Mentally Handicapped**
Study of mental handicaps as an educational, psychological social problem; includes characteristics, identification, prevalence, and educational provisions. Fall or Spring. Credit, 3 semester hours.
- 320. Teaching the Severely Handicapped**
Study of the severely and profoundly mentally handicapped as an educational, psychological and social problem; includes characteristics, identification, prevalence, and educational provisions. As announced. Credit, 3 semester hours.
- 330. Teaching the Emotionally Handicapped**
Designed to teach skills in recognizing, understanding, and developing alterna-

tive strategies for remediating emotional handicaps and behavior disorders in the classroom and in the home. As announced. Credit, 3 semester hours.

340. Learning Disabilities of Children

Definition, description, and educational remediation of childhood learning disabilities. Fall or Spring. Credit, 3 semester hours.

350. Teaching the Academically Gifted

An applied course in the education of academically gifted students. Emphasis is placed upon the psychological aspects of and methods for teaching gifted/talented students. As announced. Credit, 3 semester hours.

400. Educational Assessment of Mentally Handicapped Children

An overview of the assessment process including basic concepts of measurement, test administration and interpretation, and the application of assessment information as it relates to mentally handicapped learners. Fall or Spring. Credit, 3 semester hours.

401. Educational Assessment of Learning Disabled Children

Provides an introduction to and practical experience with formal and informal techniques used to evaluate exceptional children. Emphasis includes the interpretation of assessment information for purposes of educational programming and individualization of instruction. Fall or Spring. Credit, 3 semester hours.

440. Learning Disabilities of Children II

A study of the learning impaired adolescent. Various service models are discussed and an in-depth study of the Learning Strategies Approach and the Structured Learning Approach are offered. Fall or Spring. Credit, 3 semester hours.

449. Student Teaching in Special Education

Provides continuous full-time teaching experience in an off-campus public school in special classes for exceptional children. The categorical assignment will be dependent upon the pre-service teacher's concentration. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

470. Techniques, Materials and Resources in Special Education/Mentally Handicapped

A study of the problems, methods, materials, and techniques used in teaching exceptional children whether classified categorically or non-categorically. Fall or Spring. Credit, 3 semester hours.

471. Techniques, Materials, and Resources in Special Education/Learning Disabilities

A study of the problems, methods, techniques and materials used in teaching the learning disabled student. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. (Elementary, Junior or Senior High School). Fall or Spring. Credit, 3 semester hours.

490. Classroom Management and Consulting Techniques

School and home applications of behavior management techniques will be presented. Systematic training will be conducted in the acquisition and application of consulting and communication techniques for use with children and their families. Skills in consulting with teachers and other professionals will be developed. Fall or Spring. Credit, 3 semester hours.

EDUCATIONAL MEDIA (EDM)**258, 259; 358, 359; 458, 459. Radio Broadcasting Laboratory**

Prerequisite: Permission of instructor; GPA 2.0; recommendation of the Office of Student Affairs and/or major advisor.

Designed to teach fundamentals of radio broadcasting. Station WPSU is used as the laboratory. Includes orientation to station policies, operation and maintenance of equipment, and radio broadcasting. Pass/Fail grading. As announced. Credit, 1 semester hour.

360. Introduction to Graphic Arts

Prerequisite: Permission of instructor.

Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. As announced. Credit, 3 semester hours.

361. Advanced Graphic Arts

Prerequisite: EDM 360 and/or permission of instructor.

A continuation of EDM 360. Pass/Fail grading. As announced. Credit, 3 semester hours.

460. Audio-Visual Materials and Procedures

Principles underlying the selection and use of multimedia materials for instructional purposes. Fall, Spring, Summer. Credit, 3 semester hours.

461. Advanced Educational Media

Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. Fall, Spring, Summer. Credit, 3 semester hours.

466. Workshop in Education Media for Teachers

A workshop designed to acquaint in-service teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. Summer. Credit, 3 semester hours.

GEOLOGY AND GEOGRAPHY

Chairman: THOMAS E. ROSS

ELIZABETH H. KUO
GERALD BORLAND*

*Professor Emeritus

The curriculum of the Department of Geology and Geography is designed to fulfill multiple needs of the student. Courses within the Department can be used by the student to meet Basic Studies requirements and to enhance the liberal arts education of the student.

The Department strives to offer courses designed to enable the student to acquire knowledge and appreciation of the dynamic environment in which mankind resides. Geography courses provide the scientific foundation for the investigation and understanding of the physical environment, of mankind as inhabitant of the earth, and of the interaction of environment and mankind. Courses in geology establish the foundation for scientific investigation of the earth as well as geologic education for the student.

The Department does not offer a major in either geology or geography. It does, however, offer a minor in Geography.

Geography courses are accepted under Basic Studies Requirements as Social and Behavioral courses. Geology courses are accepted under the Basic Studies Requirements as Natural Sciences and Mathematics. (See note above course descriptions.)

GEOGRAPHY MINOR

The purpose of the minor in geography is to establish a framework for the examination and understanding of the earth's natural and cultural phenomena and how the interaction of both affects mankind. Courses included in this minor are a component of broad liberal arts education and provide basic skills important to the education of persons wishing to secure employment in occupations such as natural resource development and utilization, environmental fields, and community and regional planning.

Requirements for a Minor in Geography

| Course Number | Course Title | Semester Hours |
|---|---------------------------|----------------|
| GGY 101 | Introduction to Geography | 3 |
| GGY 250 | Cartography | 3 |
| Electives from departmental geography courses | | <u>12</u> |
| Total | | 18 |

COURSES

GEOLOGY (GLY)

Geology 100 and 115 may be used to meet Basic Studies Requirements in the Natural Science and Mathematics area.

- 100. Introduction to Physical Geology**
An introduction to physical geology. Rocks and minerals, geological processes such as erosion and the development of land forms, volcanic activity, earthquakes, and oceans. The lab is optional. Fall, Spring. Credit, 3 semester hours.
- 100L. Introduction to Physical Geology Lab**
Prerequisite: Current enrollment in or completion of Geology 100.
A lab which complements study of rocks, minerals, and topographic maps. As announced. Credit, 1 semester hour.
- 101. Introduction To Earth History**
A previous course in physical geology is helpful but is not required. An introduction to the history of the earth from its formation to the present. Topics include geologic time. Fossils, development and evolution of plants and animals. As announced. Credit, 3 semester hours.
- 101L. Earth History Lab**
Prerequisites: Current enrollment in or completion of GLY 101.
A lab for the study of plant and animal fossils, environments of deposition, geologic maps. As announced. Credit, 1 semester hour.
- 115. Introduction to Earth Science (GGY 115)**
An introduction to the processes that control the seasons, the atmosphere, the weather, the wind systems of the world, the oceans. Some of the basics of volcanic activity, earthquakes, formation of rocks and minerals, are included. The lab is optional. As announced. Credit, 3 semester hours.
- 115L. Introduction to Earth Science Lab (GGY 155L)**
Prerequisite: Current enrollment in or completion of GLY 115.
A lab for the study of earth heating processes, time zones, topographic maps, and a few of the common rocks and minerals. As announced. Credit, 1 semester hour.
- 136. Introduction to Physical Oceanography**
An elementary course in ocean circulation, the properties of ocean water, waves and tides, and processes of erosion and deposition along shores. The relationship between ocean processes and how these processes affect mankind is emphasized. As announced. Credit, 3 semester hours.

246. Climatology (GGY 246)

The same course as Geography 246. Fall. Credit, 3 semester hours.

362. Environmental Planning (GGY 362)

The same course as GGY 362. Fall or Spring. Credit, 3 semester hours.

366. Geomorphology

Prerequisite: GLY 100.

Advanced study of land forms, with emphasis on dynamic processes, fluvial, solution, marine, glacial, eolian, and volcanic. Review of early and recent concepts and theories. Analysis and interpretation of local and regional land forms. As announced. Credit, 3 semester hours.

GEOGRAPHY (GGY)

Geography 101, 102, 200, and 206 may be used to fulfill Basic Studies requirements in the Social and Behavioral Science area.

101. Introduction to Geography

The study of the earth's physical environment and the relationships between people and that environment. Important components of this course include: population growth and movement, racial, economic, and political patterns, spatial origins of diverse religions and languages, landforms, soils, vegetation, weather, and climate. Fall, Spring. Credit, 3 semester hours.

102. World Regional Geography

Survey of most countries and regions of the world. An examination of cultures, economies, and physical characteristics as they relate to contemporary problems in world affairs. Presents an overview of the multicultural earth. Fall and Spring. Credit, 3 semester hours.

115. Introduction to Earth Science (GLY 115)

The same course as GLY 115. As announced. Credit, 3 semester hours.

115L. Introduction to Earth Science Laboratory (GLY 115L)

The same course as GLY 115L. As announced. Credit, 1 semester hour.

200. World Cultural Geography

Concept of culture applied to the human environment. Geographical variations and evolution resulting from interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

206. Economic Geography (ECN 206)

Location, development and distribution of major industries, agricultural products, and economic services. Fall, Spring. Credit, 3 semester hours.

246. Climatology (GLY 246)

Scientific analysis and classification of climate data. Climatic controls. Geographic areas and their major types of climate. Fall. Credit, 3 semester hours.

250. Introduction to Cartography

Concepts and skills of map and air-photo interpretation. Cartographic techniques and conventions for planning the use of terrain and resources. Spring. Credit, 3 semester hours.

299. Geography of Robeson County

Prerequisites: GGY 101 or permission of instructor.

A survey of the cultural and physical environments of Robeson County. This course is a regional study assessing the natural and human resources with special attention to current ecological, social, and economic problems. As announced. Credit, 2 semester hours.

315. Industrial Location Geography

Prerequisite: GGY 206 (ECN 206) or permission of instructor.

The course will examine manufacturing and commercial activities and facilities related to assembling raw materials and distribution of products. Spatial analysis of each of the principal types of manufacturing will be studied. As announced. Credit, 3 semester hours.

329. Society and the Environment (SOC 329)

A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Fall. Credit, 3 semester hours.

360. Urban Geography

Spatial structures, forms and functions of urban settlements. Size and spacing of towns and cities. Arrangement of land uses. Central business districts. Poverty, blight and renewal. Ports, transportation, and hinterlands. As announced. Credit, 3 semester hours.

362. Environmental Planning (GLY 362)

Prerequisite: GLY 100 or permission of instructor.

Study of the environmental factors considered in ecologically sensitive site design; soils, topography, geologic substrata, and habitats. Political, economic, and social constraints on design will be reviewed. Fall or Spring. Credit, 3 semester hours.

372. North America

Analysis of physical and cultural bases of North American geographic patterns. Emphasis upon natural conditions, settlement patterns, and regional structure. As announced. Credit, 3 semester hours.

401. Internship in Geography and Planning

Prerequisites: GGY 316 or permission of instructor.

Practical experience with a planning agency through an arranged internship. Supervision is provided by a designated official of the agency and by a member of the department faculty. As announced. Credit, 1-4 semester hours.

HEALTH, PHYSICAL EDUCATION AND RECREATION

Chairman: EDWIN W. CRAIN

ELLEN J. BRYAN
SCOTT COLCLOUGH
DANNY DAVIS
HAROLD ELLEN
KENNETH P. JOHNSON*
LALON JONES
DAN KENNEY

RAYMOND B. PENNINGTON
LINDA PITTS
LARRY RODGERS
MIKE SCHAEFFER
P. J. SMITH
TOMMY M. THOMPSON
MAUDE ANN WEBB

*Professor Emeritus

The purposes of the Department of Health, Physical Education and Recreation are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; (4) to provide competition for all interested students through a comprehensive program of intramural athletics in both team and individual sports; and (5) to provide recreational activities that will enable students and faculty to enjoy their leisure time in a program that will benefit them physically, mentally, and socially.

DEGREES OFFERED

Bachelor of Science Degree in Health, Physical Education and Recreation

Bachelor of Science Degree in Health, Physical Education, and Recreation:
Recreation Management/Administration

Bachelor of Science Degree in Physical Education with Certification by the
State for Teaching in the Public Schools

MINORS OFFERED

Minor in Physical Education

Minor in Athletic Coaching

Minor in Health Education

Minor in Recreation

Requirements for a Bachelor of Science Degree in Physical Education with Certification by the State for Teaching in the Public Schools

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* (6 hrs. History and 6 hrs. Literature required) | 50 |
| Major Requirements: HED 109, 311, 315; PED 134 or 140, 138, 100, 319, 325, 236, 241, 348, 349; 350, 351, 352, 353, 354, 355, 364, 366 (any 3); 412, 415, 424, 430 | 45 |
| Professional Education Requirements: EDN 202, 227, 308, 400, 419, 437, 445, 448 | 25 |
| Electives | 7 |
| Total | 128 |

| FALL | | | SPRING | | |
|---------------|---------|-------|----------------------|------------|-------|
| Freshman: | | Hours | | | Hours |
| Orientation | 100 | 1 | Basic Skills | CMA 106 | 3 |
| Basic Skills | CMA 105 | 3 | Soc. Science | | 3 |
| Soc. Science | | 3 | Humanities (Hist) | | 3 |
| Humanities: | | | Nat. Sci. & Math Bio | 100 | 3 |
| Phil. & Rel. | | 3 | Health Education | 109 | 3 |
| Fine Arts | | 3 | PED (Basic Studies) | 134 or 140 | 1 |
| Physical Edu. | 100 | 3 | | | |
| Total | | 16 | Total | | 16 |

| | | | | | |
|-------------------------|-----|----|-------------------|-----|----|
| Sophomore: | | | | | |
| Humanities (Lit) | | 3 | Humanities (Hist) | | 3 |
| Soc. Science | | 3 | (Lit) | | 3 |
| Nat. Sci. & Math (Math) | | 3 | Soc. Science | | 3 |
| Education | 227 | 3 | Nat. Sci. & Math | | |
| Physical Edu. | 236 | 3 | (Phy. Sci.) | | 3 |
| PED (Basic Studies) | 138 | 1 | Education | 202 | 3 |
| Electives | | 1 | Physical Edu. | 241 | 1 |
| | | | Electives | | 1 |
| Total | | 17 | Total | | 17 |

| | | | | | |
|----------------------|-----|----|---------------|-----|----|
| Junior: | | | | | |
| Nat. Sci. (elective) | | 3 | Education | 419 | 3 |
| Education | 308 | 3 | Physical Edu. | 349 | 3 |
| Physical Edu. | 348 | 4 | Physical Edu. | 319 | 3 |
| Health Edu. | 311 | 3 | Health Edu. | 315 | 3 |
| Physical Edu. | 325 | 1 | Coaching | | 2 |
| Coaching | | 2 | Physical Edu. | 424 | 3 |
| Physical Edu. | 430 | 1 | | | |
| Total | | 17 | Total | | 17 |

Senior:

| | | | | | |
|---------------|-----|-------|--------------------|-----|-------|
| Physical Edu. | 415 | 3 | Professional Block | | |
| Coaching | | 2 | Physical Edu. | 400 | 3 |
| Physical Edu. | 412 | 3 | Education | 445 | 3 |
| Education | 437 | 1 | Education | 448 | 6 |
| Electives | | 3 | | | |
| Electives | | 3 | | | |
| | | <hr/> | | | <hr/> |
| Total | | 15 | Total | | 12 |

*Students who plan a major in Health, Physical Education and Recreation should consult with the Department Chairman prior to registering for Basic Studies Courses.

Requirements for a Bachelor of Science Degree in Health, Physical Education and Recreation

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements: HED 114, 109, 311, 315, 418; PED 134 or 140, 138, 100, 230, 231, 232 (2 or 3); 319, 325, 236, 240, 241, 348, 349, 350, 351, 353, 354, 355, 360, 364, 366 (any 3); 415, 424, REC 428 | 53 |
| Electives | <hr/> 24 |
| Total | 128 |

| FALL | | | SPRING | | |
|---------------------------|---------|-------|-------------------|------------|-------|
| Freshman: | | Hours | | | Hours |
| Orientation | 100 | 1 | Basic Skills | CMA 106 | 3 |
| Basic Skills | CMA 105 | 3 | Soc. Science | | 3 |
| Soc. Science | | 3 | Humanities (Hist) | | 3 |
| Humanities (Phil. & Rel.) | | 3 | Nat. Sci. & Math | | |
| | | | Bio. | 100 | 3 |
| Fine Arts | | 3 | Health Edu. | 114 | 3 |
| Physical Edu. | 100 | 3 | Physical Edu. | 134 or 140 | 1 |
| | | <hr/> | | | <hr/> |
| Total | | 16 | Total | | 16 |

Sophomore:

| | | | |
|-------------------------|-----|-----------------------|-----|
| Humanities (Lit) | 3 | Humanities (elective) | 3 |
| Soc. Science | 3 | (elective) | 3 |
| Nat. Sci. & Math (Math) | 3 | Soc. Science | 3 |
| PED (Basic Studies) | 1 | Nat. Sci. & Math | |
| Physical Edu. | 236 | (Phy. Sci.) | 3 |
| Electives | 3 | PED (Basic Studies) | 1 |
| | | Health Edu. | 109 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | </ | | |

Junior:

| | | | | | |
|----------------------|-----|-------|--------------------------|-------|-------|
| Nat. Sci. (elective) | | 3 | Physical Edu. | 349 | 3 |
| Physical Edu. | 348 | 4 | Health Edu. | 315 | 3 |
| Health Edu. | 311 | 3 | Physical Edu. | 319 | 3 |
| Coaching | | 2 | Coaching | | 2 |
| Physical Edu. | 240 | 1 | Physical Edu. 231 or 232 | | 1 |
| Physical Edu. | 230 | 1 | Physical Edu. | 138 | 1 |
| Electives | | 2 | Electives | | 3 |
| | | <hr/> | | | <hr/> |
| | | Total | 16 | | |
| | | | | Total | 16 |

Senior:

| | | | | | |
|---------------|-----|-------|---------------|-------|-------|
| Physical Edu. | 424 | 3 | Health Edu. | 418 | 3 |
| Coaching | | 2 | Recreation | 428 | 3 |
| Physical Edu. | 241 | 1 | Physical Edu. | 415 | 3 |
| Physical Edu. | 325 | 1 | Electives | | 3 |
| Electives | | 3 | Electives | | 3 |
| Electives | | 3 | Electives | | 1 |
| Electives | | 3 | | | |
| | | <hr/> | | | <hr/> |
| | | Total | 16 | | |
| | | | | Total | 16 |

*Students who plan a major in Health, Physical Education and Recreation should consult with the Department Chairman prior to registering for Basic Studies Courses.

Requirements for a Bachelor of Science Degree in Health, Physical Education, and Recreation: Recreation Management/Administration

| | |
|--|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements: REC 300, 320, 327, 428, 450; PED 131, 132, 133, 135, 137, 138, 139, 141, 142, 144, 145, 146, 149, 171, 172, 173, 174, 175, (3 of 18); 134, 140 (1 of 2); 230, 231, 232, (2 of 3); 319, 240, 241; 350, 351, 352, 353, 354, 355, 364, 366, (4 of 8); HED 114, 315, 418 | 44 |
| Electives | 33 |
| <hr/> | |
| Total | 128 |

| FALL | | | SPRING | | |
|---------------------------|---------|-------|-----------------------|------------|-------|
| Freshman: | | Hours | | | Hours |
| Orientation | 100 | 1 | Basic Skills | CMA 106 | 3 |
| Basic Skills | CMA 105 | 3 | Soc. Science | | 3 |
| Soc. Science | | 3 | Humanities (Hist.) | | 3 |
| Humanities (Phil. & Rel.) | | 3 | Nat. Sci. & Math | | |
| Fine Arts | | 3 | | (Bio 100) | 3 |
| Nat. Sci. & Math | | 3 | Physical Edu. | 134 or 140 | 1 |
| | | | Humanities (elective) | | 3 |
| | | <hr/> | | | <hr/> |
| | Total | 16 | | Total | 16 |

Sophomore:

| | | | |
|-------------------------|----|-----------------------|----|
| Humanities (Lit) | 3 | Humanities (elective) | 3 |
| Soc. Science | 3 | PED 241 | 1 |
| Nat. Sci. & Math (math) | 3 | Soc. Science | 3 |
| Physical Edu. (B.S.) | 1 | Nat. Sci. & Math | |
| REC. 300 | 3 | (Phy. Sci) | 3 |
| Officiating | 1 | Physical Edu. (B.S.) | 1 |
| PED 240 | 1 | Officiating | 1 |
| PED Service Course | 1 | PED Service Course | 1 |
| | | HED 114 | 3 |
| | | | |
| Total | 16 | Total | 16 |

Junior:

| | | | |
|--------------------|----|-------------------|----|
| REC 320 | 3 | Physical Edu. 319 | 3 |
| REC 327 | 1 | Coaching | 2 |
| Coaching | 2 | Coaching | 2 |
| Coaching | 2 | Elective | 3 |
| PED Service Course | 1 | Elective | 3 |
| Electives | 3 | Elective | 3 |
| Electives | 3 | | |
| Electives | 1 | | |
| Total | 16 | Total | 16 |

Senior:

| | | | |
|----------|----|-----------------|----|
| HED 315 | 3 | Health Edu. 418 | 3 |
| Coaching | 2 | Recreation 428 | 3 |
| Elective | 2 | REC 450 | 6 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 1 |
| Elective | 3 | | |
| Total | 16 | Total | 16 |

*Students who plan a major in Health, Physical Education and Recreation should consult with the Department Chairman prior to registering for Basic Studies Courses.

Requirements for a Minor in Athletic Coaching

| | |
|---|-----------|
| | Sem. Hrs. |
| Minor Requirements: PED 230, 231, 232, (2 of 3); 226, 348, 349; | |
| 350, 351, 352, 353, 354, 355, 364, 366 (4 of 8); 415; HED 315 | 24 |
| Total | 24 |

Requirements for a Minor in Physical Education

| | |
|---|-----------|
| | Sem. Hrs. |
| Minor Requirements: HED 114, 315 (1 of 2); 109; PED 134, 140 | |
| (1 of 2); 230, 231, 232 (1 of 3); 319, 325, 236, 240, 241, 350, | |
| 351, 352, 353, 354, 355, 364, 366 (2 of 8); 415 | 24 |
| Total | 24 |

Requirements for a Minor in Health Education

| | |
|---|-----------|
| | Sem. Hrs. |
| Minor Requirements: HED 109, 114, 311, 315, 418; BIO 103; SOC 373, 377 | <u>24</u> |
| Total | 24 |

Requirements for a Minor in Recreation

| | |
|---|-----------|
| | Sem. Hrs. |
| Minor Requirements: HED 114; PED 134, 140 (1 of 2); 230, 231, 232 (2 of 3); 131, 132, 133, 135, 137, 138, 139, 141, 142, 144, 145, 146, 149, 171, 172, 173, 174, 175 (2 of 19); 240, 241; 350, 351, 352, 353, 354, 355, 364, 366 (2 of 8); REC 300, 320, 327, 428 | <u>24</u> |
| Total | 24 |

COURSES

HEALTH EDUCATION (HED)

106.

Cardiopulmonary Resuscitation

A certified course in cardiopulmonary resuscitation (CPR) that includes adult and infants CPR and airway obstruction technique. Fall or Spring. Credit, 1 semester hour.
109.

Basic Hygiene

Emphasis on personal hygiene and the student’s obligation to serve society through the promotion of individual, family, and public health. Fall or Spring. Credit, 3 semester hours.
114.

Safety Education and First Aid

Fundamental and practical application of administering the techniques of first aid and safety using the regular Red Cross First Aid course. Fall or Spring. Credit, 3 semester hours.
310.

Health Education Activities for Elementary School Children

The principles, practices and procedures in health education for grades K-6. Fall or Spring. Credit, 3 semester hours.
311.

Health Education Activities for Middle Grades and Junior High School

The principles, practices and procedures in health education for grades 6-12. Fall or Spring. Credit, 3 semester hours.
315.

Prevention and Care of Athletic Injuries

Prerequisite: HED 309.

Emphasizes training in the prevention, diagnosis, and care of athletic injuries with practical application in strapping, bandaging, massage, and the use of special protective equipment in treatment. Fall or Spring. Credit, 3 semester hours.

418. Health and Physical Education Activities for Exceptional Children

Designed especially for teachers of exceptional children. Practical application of health and physical education activities appropriate for varying age and grade levels. Fall or Spring. Credit, 3 semester hours.

PHYSICAL EDUCATION (PED)**100. Introduction to Physical Education***

An introduction to basic physical education concepts of fitness, weight training and conditioning, fundamental psychomotor skills, rhythmic skills, and stunts and tumbling skills. Fall or Spring. Credit, 3 semester hours.

173. Water Safety Instructor's Course

Instructor's course in teaching swimming and life-saving techniques leading to Red Cross Certification. Fall or Spring. Credit, 2 semester hours.

230. The Theory and Techniques of Officiating Sports I

An intensive study of the rules and mechanics of officiating football, soccer and wrestling. Special emphasis will be placed on the rules published by the National Alliance. Fall. Credit, 1 semester hour.

231. The Theory and Techniques of Officiating Sports II

An intensive study of the rules and mechanics of officiating basketball, baseball, softball, track and field. Special emphasis will be placed on the rules published by the National Alliance. Spring. Credit, 1 semester hour.

232. The Theory and Techniques of Officiating Sports III

An intensive study of the rules and mechanics of officiating cross country, tennis, and volleyball. Special emphasis will be placed on the rules published by the National Alliance. Fall. Credit, 1 semester hour.

236. Foundations of Health and Physical Education

A study of the relationships and contributions of health and physical education to general education: historical and philosophical backgrounds, basic biological, physiological, and sociological foundations of the modern program. Fall or Spring. Credit, 3 semester hours.

240. Skills and Applied Techniques in the Teaching of Swimming

Prerequisite: PED 134 or 140.

Methods, materials, techniques, and skills of teaching swimming. Fall or Spring. Credit, 1 semester hour.

241. Skills and Applied Techniques in the Teaching of Tumbling and Gymnastics

Methods, materials, techniques, and skills of teaching tumbling and gymnastics. Fall or Spring. Credit, 1 semester hour.

312. Sports in Contemporary Society (SOC 312)

A study of sports from a sociocultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined. Spring. Credit, 3 semester hours.

316. Physical Education Activities for Elementary School Children

A study of the materials and methods of physical education in grades K-6 as it relates to rhythmic activities, group play, and other physical activities appropriate to these levels. Fall or Spring. Credit, 3 semester hours.

*PED 100 is prerequisite for all 300-400 level courses for physical education majors.

- 319. Physical Education Activities for Middle Grades and Jr. High School**
A study of the material and methods of physical education in grades 6-12, as it relates to rhythmic activities, group play, and other physical activities appropriate to these levels. Fall or Spring. Credit, 3 semester hours.
- 325. Practicum in Physical Education**
Practical experience in teaching physical education activities. Student is assigned to a member of the physical education faculty as an assistant. Fall or Spring. Credit, 1 semester hour.
- 326. Practicum in Athletic Coaching**
Practical field experience in coaching athletic teams. Student is assigned to either a member of the University coaching staff or a junior or senior high school head coach as an assistant. Fall or Spring. Credit, 1 semester hour.
- 348. Anatomy and Kinesiology**
Prerequisite: BIO 100 or 102 or 103.
An analytical study of the structure of the human body with special application to bodily movements in physical education and sports. Laboratory experiments relating to body performance will supplement the lectures as the instructor and students determine needs and interests. Fall. Credit, 4 semester hours.
- 349. Physiology**
Prerequisite: BIO 100 or 102 or 103.
An analytical study of the physiological aspects of gross motor performance. Laboratory experiments and observations of the body as a functioning model in physical education and sports will supplement the lectures as the instructor and students determine needs and interests. Spring. Credit, 3 semester hours.
- 350. Coaching Football**
A study of offensive and defensive play; rules, strategies, and problems of conditioning teams. Fall. Credit, 2 semester hours.
- 351. Coaching Basketball**
A study of offensive and defensive play; rules, strategies, and problems of conditioning teams. Fall. Credit, 2 semester hours.
- 352. Coaching Track and Field**
A study of fundamentals, individual techniques and team play, conditioning, maintaining facilities, and staging events. Spring. Credit, 2 semester hours.
- 353. Coaching Baseball and Softball**
A study of offensive and defensive play; rules, strategies, problems of conditioning teams and maintaining facilities. Spring. Credit, 2 semester hours.
- 354. Coaching Wrestling**
A study of offensive and defensive play; rules, strategies, and problems of conditioning teams. Spring. Credit, 2 semester hours.
- 355. Coaching Soccer**
A study of offensive and defensive play; rules, strategies, and problems of conditioning teams. Fall. Credit, 2 semester hours.
- 364. Coaching Volleyball**
A study of offensive and defensive play; rules, strategies, and problems of conditioning teams. Fall. Credit, 2 semester hours.

366. Coaching Tennis

A study of fundamentals, individual techniques and team play, conditioning, maintaining facilities, and conducting matches. Spring. Credit, 2 semester hours.

400. Methods of Teaching Health and Physical Education

Purposes, methods, materials, techniques, and evaluation procedures in health and physical education for K-12. Directed observation in the public schools; preparation of teaching plans and materials. Fall or Spring. Credit, 3 semester hours.

412. Physiology of Exercise

Integration of theoretical and practical aspects of acute and chronic adaptations occurring within the cardiovascular, musculoskeletal and integrative systems in response to the strain of exercise. Fall or Spring. Credit, 3 semester hours.

415. Organization and Administration of School Health, Physical Education, and Athletics

A study of the organization and administration of school health, physical education, and athletics with particular reference to relationships with the general education program and the work of the health, physical education, and recreation specialist. Fall or Spring. Credit, 3 semester hours.

424. Tests and Measurement in Physical Education

An analysis of the methods of evaluation in physical education; statistical analysis and interpretation of data. Fall or Spring. Credit, 3 semester hours.

430. Seminar in Current Trends and Literature in Physical Education

Identification and discussion of current issues, concepts, objectives, programs, methodologies, evaluation techniques, and leaders as expressed in current physical education literature. Fall or spring. Credit, 1 semester hour.

RECREATION (REC)**300. Introduction to Community Recreation**

An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership. Fall or Spring. Credit, 3 semester hours.

320. Recreation Leadership and Supervision

An overview of practices, methods, and the processes of staff development in leisure service including an analysis of varied leadership functions and methods. Fall or Spring. Credit, 3 semester hours.

327. Practicum in Recreation

Practical field experience in an off-campus setting including city and county public recreation agencies. Fall or Spring. Credit, 1 semester hour.

428. Playground and Community Recreation: Organization and Administration

A study of organized recreation with emphasis on background and theories; objectives and principles; social and economic factors; and organization and administration of playground and recreation programs. Spring. Credit, 3 semester hours.

450. Internship in Recreation Management/Administration

Prerequisite: Senior standing.

The Internship in Recreation Management/Administration is coordinated by a University faculty member of the Department of HPER. The student will be under the supervision of an experienced recreation administrator for experiences related to the operation of a recreation program. The assignment will be within a municipal, county, state, or private agency which has as one of its primary functions that of providing recreation programs. Plans must be made in advance with the faculty advisor and approved by the Department Chairperson. Fall or Spring. Credit, 6 semester hours.

PHYSICAL EDUCATION SERVICE PROGRAM (PED)

Each service course meets two hours a week for one-half semester. Credit, 1 semester hour each.

- | | |
|----------------------------|-------------------------------------|
| 131. Archery | 171. Intermediate Tennis |
| 132. Badminton | 172. Advanced Lifesaving |
| 133. Beginning Golf | 174. Modern Dance |
| 134. Beginning Swimming | 175. Athletic Ballet |
| 135. Beginning Tennis | 176. Intermediate Golf |
| 137. Bowling | 177. Advanced Physical Conditioning |
| 138. Folk Dancing | 178. Advanced Weight Training |
| 139. Racquetball | 179. Aerobic Dance |
| 140. Intermediate Swimming | 180. The Art of Self Defense |
| 141. Physical Conditioning | |
| 142. Social Dance | |
| 143. Stunts and Tumbling | |
| 144. Trampoline | |
| 145. Volleyball | |
| 146. Weight Training | |
| 149. Scuba Diving | |

*All Service courses may be graded on a Pass/Fail basis.

VARSITY SPORTS (PED)

Varsity sports are open to the members of varsity teams and only with approval of the Head Coach. Credit, 1 semester hour each.

- | | |
|-------------------------------|---------------------------------|
| 150. Varsity Baseball | 158. Varsity Wrestling (Men) |
| 151. Varsity Basketball (Men) | 159. Varsity Cheerleading |
| 152. Varsity Cross Country | 160. Varsity Basketball (Women) |
| 153. Varsity Golf | 161. Varsity Tennis (Women) |
| 154. Varsity Soccer | 162. Varsity Volleyball (Women) |
| 156. Varsity Tennis (Men) | 163. Varsity Softball (Women) |
| 157. Varsity Track and Field | |

All Varsity sports will be graded on a Pass/Fail basis.

HISTORY

Chairman: JOHN CHAY

ROBERT W. BROWN
WILLIAM R. BULLARD*
LOREN L. BUTLER, II
AVERY J. BUTTERS*
ADOLPH L. DIAL

DAVID K. ELIADES
JEROME A. McDUFFIE
CLIFTON OXENDINE*
WILLIAM P. TURNER

*Professor Emeritus

History is a liberating discipline. Through the study of the political, social, and cultural aspects of modern society and the rise and development of major civilizations, an individual is able to expand his insights into the human experience and achievement. The study of history enables the individual to understand the major issues which confront mankind and makes possible a more reasoned and intelligent response to these problems.

The Department offers preparation to individuals intent upon almost every career and profession. While the Department offers a sound foundation for students who wish to teach history and other social studies, it also prepares students to continue with graduate or special work in history. Courses offered by the Department likewise provide a background for students who wish to study law, enter government service or obtain a background for other professions.

History majors will be assigned an advisor whose responsibility it is to help students plan their program. History majors must have the approval of their advisor to register for advanced history courses.

While the History Department does not require a foreign language, students planning graduate study in history should acquire a reading knowledge of one modern foreign language.

Requirements for a Bachelor of Arts Degree in History

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | 39 |
| Basic History | (12) |
| Four courses from HST 101, 102, 126, 127, 210, 244 and 265 | |

| | |
|--|------|
| Advanced History (300 and 400 level courses) | (27) |
| Option 1 | |
| Two courses each from the American and European areas; one course from the Latin American, Canadian, and non-Western areas: HST 451 (Senior Seminar); one colloquium; and two electives. | |
| Option 2 | |
| Approval of contract | |
| HST 451 (Senior Seminar); two colloquia and six approved electives. | |
| Electives | 38 |
| Total | 128 |

Requirements for a Bachelor of Arts in History: Secondary Social Studies Education

The Department of History offers a program leading to certification by the North Carolina State Department of Public Instruction to teach social studies on the secondary level. This program differs substantially from the program for a Bachelor of Arts in History without certification. Certification candidates must not only satisfy the Basic Studies requirements of the University and the history requirements established by the Department; they must also satisfy the social studies requirement, a literature requirement, the competency requirements laid down by the State Board of Education, and the professional education requirements needed for certification. Additionally, students seeking admission to this program must meet the criteria listed on pages 168-169 for admission to the teacher education program. Accordingly, the Bachelor of Arts in History: Secondary Social Studies Education requires more preparation than the Bachelor of Arts in History without certification. Except for courses listed as professional credits for teacher certification, the additional courses required in the Secondary Social Studies Education program, when overlap or duplication occurs, may also satisfy the Basic Studies requirements of the University.

| | |
|--|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Certification candidates are required to take six semester hours in either American Literature (choose from CMA 220, 221); or English Literature (CMA 246); or World Literature (choose from CMA 205, 206); or Introduction to Literature (CMA 203). | |
| History Requirements | 30-36* |
| HST 101, 102, 127, 244, 265, and 317 | |
| Nine semester hours selected from | |
| HST 321, 323, 327, 329, 332, 337, 344, 351, 372, and 419. | |
| Nine semester hours selected from | |
| HST 305, 306, 310, 311, 313, 319, 341, 360, 386, 394, and 413. | |

| | |
|---|------------|
| Social Studies | 15-27** |
| ECN 201 or 206; GGY 101 or 102 or 200; PLS 100 or 101; SOC 101 or 201; SOC 105; SSE 300, 360 and 361 Six additional semester hours in one of the following fields: economics, geography, political science, or sociology. Courses listed as directed research, field work, independent study, and internship cannot be used to satisfy this requirement. | |
| Professional Education | 25 |
| EDN 202, 227, 308, 419, 437, 445, and 448; SSE 400 | |
| Electives | <u>0-7</u> |
| Total | 128-133 |

*Six semester hours of history can be counted under Basic Studies.

**Twelve semester hours of social studies can be counted under Basic Studies.

Minor in History
18 hours of history, of which 12 hours must be in 300 and
400 level courses.

COURSES

HISTORY (HST)

INTRODUCTORY COURSES

101. American Civilizations to 1877
A survey of the major political, economic, social, and cultural developments in the United States to 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.
102. American Civilizations since 1877
A survey of the major political, economic, social, and cultural developments in the United States since 1877, with some attention to Canada. Fall, Spring. Credit, 3 Semester hours.
126. Introduction to Early European Civilization
A survey of early European civilizations from their pre-Greek origins to the Renaissance. Fall, Spring. Credit, 3 semester hours.
127. Introduction to Modern European Civilization
An introductory survey of major trends in European social, economic, cultural, and political history from the Renaissance to the present. Fall, Spring. Credit, 3 semester hours.
210. History of the American Indian (AIS 210)
A survey of the major Indian cultures of North America with emphasis on those located in the eastern half of the United States. Fall, Spring. Credit, 3 semester hours.

244. Introduction to Asian Civilizations

A general survey of the history, institutions, and cultures of east and southeast Asia, the Middle East, and the Indian subcontinent from ancient times to the present. Fall, Spring. Credit, 3 semester hours.

265. Introduction to African Civilizations

A general survey of the cultural, political, social, and economic development of the African continent from antiquity to the present. Fall, Spring. Credit, 3 semester hours.

U.S. HISTORY**305. United States History: The Colonial Period, 1607-1763**

Prerequisite: Permission of instructor.

A study of the American colonial experience to the end of the French and Indian war. Fall. Credit, 3 semester hours.

306. United States History: The Revolutionary and Early National Period, 1763-1844

Prerequisite: Permission of instructor.

A study of the major political, economic, social and cultural developments from 1763 to 1844. Spring. Credit, 3 semester hours.

310. United States History: Sectionalism, Civil War, and Reconstruction, 1844-1877

Prerequisite: Permission of instructor.

A thematic and topical study of American history from 1844 to 1877 with an emphasis on sectionalism, the Civil War, and Reconstruction. Spring. Credit, 3 semester hours.

311. United States History: The Gilded Age to the Great Depression, 1877-1940

Prerequisite: Permission of instructor.

An analysis of political, economic, and social conditions from 1877 to 1940. Fall. Credit, 3 semester hours.

313. United States History: Recent America, 1940-Present

Prerequisite: Permission of instructor.

An analysis of political, economic, and social conditions since 1940. Spring. Credit, 3 semester hours.

317. History of North Carolina

Prerequisite: Permission of instructor.

A study of selected phases of the development of North Carolina from its colonial beginnings to the present. Fall, Spring. Credit, 3 semester hours.

319. History of the American Indian in North Carolina (AIS 319)

Prerequisite: Permission of instructor.

An examination of selected topics concerning the most significant Indian cultures and tribes in North Carolina, with emphasis on the Cherokee, Catawba, Tuscarora, and Lumbee peoples. Spring. Credit, 3 semester hours.

341. U.S. Economic History (ECN 341)

Prerequisite: Permission of instructor.

A thematic study of the economy of the United States from colonization to the present. Spring. Credit, 3 semester hours.

360. Afro-American History

Prerequisite: Permission of instructor.

A treatment of the Black people in American history from their African origins to the present. Fall. Credit, 3 semester hours.

378. The American West: Myth and Reality (CMA 378)

Prerequisite: Permission of instructor.

An inter-disciplinary study of the American West through films, literature, and history. Although the course will emphasize the events of the period from 1850 to 1890, it will also attempt to show the influence of the West as a concept down to the present. Spring. Credit, 3 semester hours.

406. U.S. Military History

Prerequisite: Permission of instructor.

A survey of American military policies and operations from 1776 to the present with emphasis on World War II, the Cold War, Korea, and Viet Nam. Fall or Spring. Credit, 3 semester hours.

410. U.S. Social History

Prerequisite: Permission of instructor.

A study of the evolution of American society from colonial times to the twentieth century, including emphasis on patterns of daily life, social structure, and reform movements. Fall or Spring. Credit, 3 semester hours.

413. History of U.S. Foreign Policy (PLS 413)

Prerequisite: Permission of instructor.

A study of the major trends, issues, and problems in U.S. foreign policy. Fall, Spring. Credit, 3 semester hours.

EUROPEAN HISTORY**321. Ancient History**

Prerequisite: Permission of instructor.

A survey of ancient history from the beginnings of civilization to A.D. 500. Fall. Credit, 3 semester hours.

323. The Formation of Western Culture, A.D. 500-1500

Prerequisite: Permission of instructor.

A survey of the development of western cultures from the fall of Rome to the Renaissance. Fall. Credit, 3 semester hours.

324. Byzantine and Islamic History

Prerequisite: Permission of instructor.

A survey of the history of the Mediterranean world from A.D. 284 to A.D. 1453. Spring. Credit, 3 semester hours.

327. Early Modern Europe, 1500-1789

Prerequisite: Permission of instructor.

A survey of European history from the Renaissance to the French Revolution. Fall. Credit, 3 semester hours.

329. Revolution, Liberalism, and Nationalism in Europe, 1789-1914

Prerequisite: Permission of instructor.

A survey of European civilization from the French Revolution to the outbreak of the First World War. Spring. Credit, 3 semester hours.

332. Twentieth Century Europe

Prerequisite: Permission of instructor.

A study of conflict and cooperation in an era of global war, with emphasis on the interaction of democracy, communism, fascism, and imperialism. Spring. Credit, 3 semester hours.

337. Modern European Economic and Social History

Prerequisite: Permission of instructor.

A survey of the European economy and social classes from the birth of capitalism to the present. Fall, Spring. Credit, 3 semester hours.

417. Modern English History

Prerequisite: Permission of instructor.

A survey of the major developments in English history from the establishment of the Tudor dynasty (1485) to the present. Fall, Spring. Credit, 3 semester hours.

419. Modern Russian History

Prerequisite: Permission of instructor.

A survey of the major developments in Russian history from 1801 to the present. Fall, Spring. Credit, 3 semester hours.

420. History of the German Nation

Prerequisite: Permission of instructor.

A study of the development of the German nation from the earliest times to the present. Fall. Credit, 3 semester hours.

427. European Intellectual History since 1400

Prerequisite: Permission of instructor.

A study of the main currents of European thought, with special emphasis on the Renaissance, Reformation, Enlightenment, Liberalism, and Socialism. Fall, Spring. Credit, 3 semester hours.

LATIN AMERICAN, CANADIAN, AND NON-WESTERN HISTORY**344. Modernization Process in East Asia**

Prerequisite: Permission of instructor.

Study of the problems and process of modernization in the three East Asian countries: China, Japan, and Korea. Fall, Spring. Credit, 3 semester hours.

345. The United States and the Far East

Prerequisite: Permission of instructor.

A study of the major factors and the processes concerning American involvement in the Far East from the beginning of the Republic to the present; to include the nature of the international system in the Far East and changing American interest and policies in the region. Fall or Spring. Credit, 3 semester hours.

351. History of the Modern Middle East

Prerequisite: Permission of instructor.

A study of the major trends and issues in the Middle East in the modern world. Fall, Spring. Credit, 3 semester hours.

372. History of South Asia

Prerequisite: Permission of instructor.

A study of the Indian subcontinent with an emphasis on cultural, social, and

economic aspects; the Moslem and Mogul eras; the British period; and events since 1945. Fall. Credit, 3 semester hours.

385. Indians of Latin America (AIS 324)

A study of the history, culture and contemporary achievements of the Indians residing south of the Rio Grande. Fall. Credit, 3 semester hours.

386. Latin America Since Independence

Prerequisite: Permission of instructor.

An examination of Latin America from Independence to the present. Emphasis will be placed on the historic antecedents of current events and Latin America's place in World affairs. Fall. Credit, 3 semester hours.

394. History of Canada

Prerequisite: Permission of instructor.

A study of Canada from the early explorations and settlements to the present with special emphasis on the French and British in Canada, the advance from self-government to Confederation, and the relations of Canada with the United States and the British Commonwealth. Fall, Spring. Credit, 3 semester hours.

COLLOQUIA AND SEMINARS

402. Colloquium: Selected Topics in American History

Prerequisite: Permission of instructor.

An investigation into selected topics in American history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours.

426. Colloquium: Selected Topics in European History

Prerequisite: Permission of instructor.

An investigation into selected topics in European history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours.

440. Colloquium: Selected Topics in Non-Western History

An investigation into selected topics in Non-Western history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours.

451. Senior Seminar

Prerequisite: 2.0 G.P.A. in history courses taken, and completion of 15 hours of advanced history courses.

A study of special problems in a selected area of history with emphasis on historiography, methods, research, and writing skills. Fall, Spring. Credit, 3 semester hours.

GENERAL AND SPECIAL COURSES

338. History and Development of Christian Thought (REL 338)

Prerequisite: Permission of instructor.

A study of selected men, movements, and ideas that have contributed to the development of Christianity after Paul to the 20th century. Fall. Credit, 3 semester hours.

370. Introduction to Public History

Prerequisite: Permission of instructor.

An introduction to the operation and problems of historical agencies, problems of preservation and exhibition, archives management, historical editing and publishing, historical sites, and the techniques and processes of public history. Fall. Credit, 3 semester hours.

371. Oral History

Prerequisite: Permission of instructor.

The theory and practice of creating, processing, and using primary source material obtained through taped interviews. This course requires classroom and field work. Spring. Credit, 3 semester hours.

399. Directed Reading in History

Prerequisite: Permission of instructor, completion of all lower division history requirements, and six hours of advanced history.

Directed reading under the guidance of instructor. Fall, Spring, Summer. Credit 1-3 semester hours.

435. Topics in History

Designed for non-majors and majors, this course will focus on one topic of general interest and explore it in detail; the topic will be announced in the schedule of courses. Possible topics include: Revolution in the Modern World; Hitler and Nazi Germany; and the American Civil War. This course may be taken only once for credit. Spring. Credit, 3 semester hours.

455. Historical Sites Study

Prerequisite: Permission of instructor.

A conducted tour of selected historical sites with an emphasis on a particular period or geographical area of history. Cannot be used to satisfy requirements for history major. Summer. Credit, 2-6 semester hours.

483. Workshop: Selected Topics in History

A workshop designed to assist pre-service and in-service teachers in expanding their conceptual understanding of a selected topic in history. Instruction will center on an in-depth investigation of the announced topic; special attention will be given to the problem of relating the announced topic to the secondary Social Studies curriculum in North Carolina. Summer. Credit, 3 semester hours.

499. Independent Study in History

Prerequisite: Permission of the Department.

Directed reading and research under the guidance of the instructor in a specific area or problem in history. Scheduled only for senior history majors with the approval of the Chairman of the Department. Fall, Spring. Credit, 1-3 semester hours.

SOCIAL STUDIES EDUCATION (SSE)

The courses in Social Studies Education are designed to help prospective teachers to develop the competencies needed in the classroom. These courses should be taken only after the student has given careful consideration to career objectives. The Social Studies Education courses are not history courses, and they cannot be used to meet history requirements.

300. Introduction to Teaching Social Studies in the Secondary School

Required of history majors seeking certification.

Prerequisite: EDN 227 and 15 semester hours in history with 2.5 average.

Designed to provide: (a) an overview of social studies in the secondary school, including past and present trends and (b) early experiences for prospective teachers. These experiences include school and community involvements, a planned program of observational and participatory experiences in various school activities. Fall, Spring. Credit, 2 semester hours.

360. Social Studies for the Secondary Teachers I

Required of history majors seeking certification.

Prerequisite: Fifteen semester hours in social studies or permission of the instructor, and SSE 300.

Designed to familiarize students seeking certification in the secondary social studies with the boundaries, objectives, source materials, and methods of anthropology, economics, and geography. Fall, Spring. Credit, 2 semester hours.

361. Social Studies for the Secondary Teacher II

Required of history majors seeking certification.

Prerequisite: SSE 360.

Designed to familiarize students seeking certification in the secondary social studies with the boundaries, objectives, source materials, and methods of history, political science, and sociology. Fall, Spring. Credit, 2 semester hours.

400. Methods of Teaching Social Studies in the Secondary School

Required of history majors seeking certification.

Prerequisites: SSE 300, 360, 361, and 30 hours in history with a 2.5 quality point average.

Materials and basic teaching strategies employed in teaching social studies in grades seven through twelve. Fall, Spring. Credit, 3 semester hours.

MATHEMATICS AND COMPUTER SCIENCE

Chairman: GILBERT L. SAMPSON

HUANN-MING CHUNG
JOSEPH W. GOLDSTON
LAURENCE E. HARRIS
NORRIS O. HARVEY
JAMES A. JACOBS*

FREDA P. LOCKLEAR**
FAY M. McKETHAN
PHILLIP J. SLOAN
CLIFFORD W. TREMBLAY
WILLIAM L. TRUMAN

*Professor Emeritus

**On leave

Mathematics is a precise and demanding subject which has remained a central part of mankind's intellectual achievement for over three thousand years. Important not only in intellectual affairs but in practical matters as well, mathematics has assumed a greater and wider role in today's world with the development of the digital computer. The role of the computer has become and is increasingly more important in mankind's everyday and technological world. As such, computing has evolved into a science covering the study of languages, programming and theoretical concepts. The Department offers courses covering both the intellectual and practical sides of mathematics, the ground between, and digital computing.

A student of the Department of Mathematics and Computer Science has the opportunity of earning a Bachelor of Science degree (B.S.) in either Mathematics or Computer Science or a Master of Arts in Education; Mathematics Education (M.A.Ed.). The Mathematics major also may choose to gain certification to teach mathematics at the secondary level, or to follow a track in computer science. The computer science major may also acquire concentrations in mathematics, physical science, or business. The Department offers minors in both mathematics and computer science and also cooperates with the Education Department in offering a concentration in mathematics for Middle Grades Education majors.

The Departmental faculty welcomes the opportunity to advise the major and non-major alike. Someone thinking of majoring in mathematics and computer science is especially urged to consult with the Department Chairman prior to registering for Basic Studies courses. All majors choose an

advisor and are urged to consult with them periodically in order to plan and carry out their program of study.

Most non-majors fulfill the Basic Studies requirement in mathematics by taking one of MAT 101, 105, 107 or 108. Well-prepared students may select MAT 109 or 221 for this purpose.

Requirements for a Bachelor of Science Degree in Mathematics: Major in Mathematics

| | Sem. Hrs. |
|---|--------------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| MAT 107 and 108, or MAT 109, or equivalent courses in secondary school; also MAT 220, 221, 222, 315, 316, 325, 431, and twelve additional semester hours of advanced mathematics. | 36-42 |
| Electives | <u>35-41</u> |
| Total | 128 |

Requirements for a Bachelor of Science Degree in Mathematics with Certification by the State to Teach Mathematics at the Secondary Level

| | Sem. Hrs. |
|--|-------------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| MAT 107 and 108, or MAT 109, or equivalent courses in secondary school; also MAT 220, 221, 222, 315, 316 325, 411, 431, and nine additional semester hours of advanced mathematics | 36-42 |
| Professional Education Requirements | |
| EDN 202, 227, 308, 419, 437, 445, 448, and MAT 250, 400 | 27 |
| Electives | <u>8-14</u> |
| Total | 128 |

Requirements for a Bachelor of Science Degree in Mathematics: Major in Computer Science

| | Sem. Hrs. |
|-------------------------------------|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |

*Students who plan a major in mathematics should consult with the Department Chairman prior to registering for Basic Studies courses.

| | |
|---|--------------|
| Major Requirements | |
| MAT 107 and 108, or MAT 109, or equivalent courses in secondary school; also MAT 221, 222, 315, 316; and three semester hours selected from MAT 317, 325, 328, 329; CSC 100**; CSC 200 or 201; also CSC 250, 270, 350, 420, 450; CSC 210 or MAT 330; and three semester hours selected from CSC 370, 400, 410, or MAT 327 | 45-52 |
| Electives | <u>25-32</u> |
| Total | 128 |

Requirements for a Bachelor of Science Degree in Computer Science

| | |
|--|--------------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| CSC 155, 215, 255, 275, 325, 355, 385, 455 | |
| CSC 305 (grade of 'B' or better) | |
| CSC 415 or CSC 435 | |
| MAT 109 or equivalent, MAT 221, 222, 315, 328 | |
| one of CSC 445, MAT 327, 330 | |
| one additional 400 level CSC course | |
| an additional 12 hours from one of the following categories: | |
| I. CSC 415, 425, 435, 445, 495, 496, MAT 327 | |
| II. MAT 316, 322, 325, 330, 415, 431 | |
| III. BUS 227, 228, 307, 308 | |
| CMA 101 | |
| IV. CHM 100, 101, PHY 150, 151, 256, 320 | 62-66 |
| Electives | <u>11-15</u> |
| Total | 128 |

Requirements for a Concentration in Mathematics for the B.S. in Middle Grades Education (6-9).

| | |
|--|------------|
| | Sem. Hrs. |
| MAT 101, 102, 107 and 108 or 109, 201, 300, CSC 100 | 19-21 |
| Two courses from: | |
| MAT 118, 210, 220, 221, CSC 200, 201, 405 one of which must be a MAT course. | <u>6-8</u> |
| Total | 25-29 |

*Students who plan a major in mathematics should consult with the Department Chairman prior to registering for Basic Studies courses.

**CSC 100 may be waived at the discretion of the Chairman of the Department based on the work or academic experience of the student.

Requirements for a Minor in Mathematics

MAT 221, 222, 315, 316; and three additional hours selected from advanced mathematics courses (300 or above).

Sem. Hrs.

18

Requirements for a Minor in Computer Science

CSC 100**; CSC 200 or 201; CSC 250, 270; CSC 350 or 370; and six additional hours selected from CSC 200, 201, 210, 350, 370, 400, 410

Sem. Hrs.

18-21

*Students who plan a major in Computer Science should consult with the Department Chairman prior to registering for Basic Studies courses.

**CSC 100 may be waived at the discretion of the Chairman of the Department based on the work or academic experience of the student.

COURSES**GENERAL (MAT)****101-102. Mathematics for Elementary School Teachers**

Prerequisite: MAT 101; appropriate score on the Mathematics Placement Examination. MAT 102: MAT 101.

A basic general concept course dealing with the topics in mathematics taught in the elementary schools such as sets, operations on sets, bases, modular arithmetic and the development of the real number system. MAT 101 and 102 are required for K-4, 4-6, and 6-9 education majors. MAT 101 offered Fall, Spring, and Summer; MAT 102 offered Spring and Summer. Credit, 3 semester hours each.

104. Fundamentals of Mathematics

Development of basic skills in mathematics, emphasizing computational measurement and problem-solving skills. (Will not count toward graduation requirements). Fall, Spring, Summer. Credit, 3 semester hours.

105. Introduction to College Mathematics

Prerequisites: MAT 104 or appropriate score on the Mathematics Placement Examination.

A study of the real number system and its applications. Introduction to sets, functions and algebraic concepts including simple equations, formulas, and graphing. Introduction to probability and statistics. Fall, Spring, Summer. Credit, 3 semester hours.

107. College Algebra

A study of the real numbers, algebraic expressions and sets. First and second order equations, and first order inequalities and their graphs. Functions, exponents and logarithms. Fall, Spring, Summer. Credit, 3 semester hours.

108. Plane Trigonometry

Prerequisite: MAT 107.

Angular measure, solution of right triangles, trigonometric function values of any angle, fundamental trigonometric relations, graphs of the trigonometric functions, solution of oblique triangles, logarithmic solution of triangles. Fall, Spring, Summer. Credit, 3 semester hours.

109. College Algebra and Trigonometry

Real and complex numbers, sets, inequalities, functions and their graphs; polynomials, rational functions, and algebraic functions; exponential, logarithmic, and trigonometric functions. Analytic geometry. Fall. Credit, 4 semester hours.

118. Finite Mathematics

Prerequisite: MAT 107 or equivalent.

Set theory, symbolic logic, permutations and combinations, probability, conditional probability, matrices and systems of equations. Some applications to stochastic processes, Markov chains, linear programming, statistics. Fall, Spring, Summer. Credit, 3 semester hours.

201. Geometry for Elementary School Teachers

Prerequisites: MAT 101, MAT 102

Designed to provide the prospective elementary teacher with a foundation in the geometric topics appropriate to the elementary school curriculum in mathematics. Topics include perimeter, area and volume of plane and solid figures, congruence and similarity, symmetry and transformations. Fall. Credit, 3 semester hours.

210. Introduction to Statistics (CSC 210)

Recommended prerequisite: MAT 107.

Elementary statistical analysis using a computer-based statistics package and data. Measures of central tendency and variability; properties of the binomial, normal, and Poisson distributions; hypothesis testing and sampling; and regression analysis. A required one hour per week laboratory. Fall. Credit, 4 semester hours.

ANALYSIS (MAT)

215. Calculus with Applications

Prerequisites: MAT 107 or MAT 109 or equivalent

Required For: Biology Majors. Not open to Mathematics Majors.

A study of functions of one variable; derivatives, integrals and their applications to Biological Sciences and Business. Special attention will be given to exponential functions with respect to growth and decay applications. Topics of multivariant Calculus will also be included. Fall, Spring. Credit, 4 semester hours.

221. Calculus I

Prerequisite: MAT 107 and MAT 108, or MAT 109, or equivalent.

Study of functions of one variable, topics from analytic geometry, limits and continuity; differentiation of algebraic functions; curve sketching; various applications chosen from physics, economics, and optimization. Fall, Spring, Summer. Credit, 4 semester hours.

222. Calculus II

Prerequisite: MAT 221.

A study of integrals, the definite integral, the fundamental theorem of the calculus, applications of the definite integral. The derivative and integral of exponential, logarithmic, trigonometric and inverse trigonometric functions; and techniques of integration. Fall, Spring, Summer. Credit, 4 semester hours.

316. Intermediate Calculus

Prerequisite: MAT 222.

Selected topics from Calculus I and II from an advanced viewpoint. L'Hospital's rule, improper integrals, Taylor's theorem, infinite series. Multivariable calculus: limits, continuity, partial derivatives, extrema, iterated integrals, and applications. Fall, Spring. Credit, 4 semester hours.

322. Differential Equations

Prerequisite: MAT 316.

An introduction to ordinary differential equations including classification of solutions to differential equations, existence and uniqueness of solutions, power series methods, initial value problems, and applications. Spring. Credit, 3 semester hours.

431. Advanced Calculus I

Prerequisites: MAT 316, and MAT 220.

An introduction to modern mathematical analysis with careful attention to topics of elementary and intermediate calculus of one or more variables. Topics include convergence of sequences and series, mean value theorems, the Cauchy criterion, integrability. Fall. Credit, 3 semester hours.

432. Advanced Calculus II

Prerequisite: MAT 431.

A continuation of Advanced Calculus I including such topics as the total derivative of multivariable functions, transformations of \mathbb{R}^n , representations of functions by series and integrals, and uniform convergence. Spring. Credit, 3 semester hours.

444. Complex Analysis

Prerequisite: MAT 316.

The complex numbers, analytic functions, conformal mappings, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, residues, analytic continuation. Liouville's theorem. As announced. Credit, 3 semester hours.

ALGEBRA AND NUMBER THEORY (MAT)**315. Linear Algebra I**

Prerequisite: MAT 222

An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, inverses, rank, determinants, inner products. Applications of matrices to problems involving systems of equations. Fall, Spring. Credit, 3 semester hours.

325. Algebra I

Prerequisite: MAT 315.

Introduction to groups, integral domains, rings and fields, with further study of subgroups, cyclic groups, groups of permutations, isomorphisms and homomorphisms of groups, direct products, and factor groups. Spring. Credit, 3 semester hours.

326. Algebra II

Prerequisite: MAT 325.

Further topics in group theory; rings, integral domains, fields, ideals, quotient rings, homomorphisms, direct sums, polynomial rings, extension fields. Fall. Credit, 3 semester hours.

415. Theory of Numbers

Prerequisite: MAT 222.

An introduction to the properties of integers, prime and composite numbers, Fermat's Theorem, arithmetic functions, quadratic residues, diophantine equations, continued fractions and congruences. As announced. Credit, 3 semester hours.

APPLIED MATHEMATICS (MAT)

327. Numerical Analysis

Prerequisite: MAT 315, 316; CSC 200 or 250.

An introduction to the solution of mathematical problems by computational techniques, including both finite and iterative methods and error analysis. Spring. Credit, 3 semester hours.

328. Probability and Statistics I

Prerequisite: MAT 222.

Probability, sample spaces, counting techniques, random variables, discrete and continuous distribution functions, characteristic functions. Binomial, Poisson, and normal distributions. Central limit theorems. Fall. Credit, 3 semester hours.

329. Applied Mathematics

Prerequisite: MAT 315.

Introduction to mathematical modeling. Techniques and properties of discrete and continuous models. Case studies. Fall. Credit, 3 semester hours.

330. Probability and Statistics II

Prerequisites: MAT 316, 328.

An introduction to common theoretical distributions, central limit theorems, two dimensional random variables, sampling distributions, estimation, confidence intervals, hypothesis testing, regression theory and applications. Spring. Credit, 3 semester hours.

OTHER PURE MATHEMATICS (MAT)

220. Point Set Theory

Prerequisite: MAT 107 or MAT 109 or equivalent.

Introduction to set theory, elementary concepts of the topology of the real line and the plane, elementary logic, and techniques of proof. Mathematics majors should take this course concurrently with Calculus I or Calculus II. Spring. Credit, 3 semester hours.

411. College Geometry

Prerequisite or corequisite: MAT 315.

A study of the development of Euclidean geometry from the metric and synthetic approach and an introduction to non-Euclidean geometry. Fall. Credit, 3 semester hours.

499. Independent Study

Offered for mathematics majors on approval of the Department Chairman. Credit, 1-3 semester hours.

MATHEMATICS EDUCATION (MAT)**250. Introduction to Teaching Mathematics in the Secondary Schools**

Prerequisites: EDN 227, MAT 221.

Designed to provide an overview of mathematics in the secondary school and early experiences for prospective mathematics teachers. These experiences include a planned program of observational and participatory experience in the mathematics classroom. Spring. Credit, 2 semester hours.

300. The Teaching of Mathematics in the Middle Grades (6-9)

Prerequisites: Junior Standing.

Required for: Mathematics concentration in The Middle Grades (6-9).

Presents modern techniques and methods of teaching mathematics in the middle grades (6-9). Laboratory work provides deeper understanding of mathematical concepts and experience with materials and methods appropriate for classroom use. As announced. Credit, 3 semester hours.

400. Methods of Teaching Mathematics in Secondary Schools

Purposes, methods, materials, and evaluation procedures in teaching mathematics. Directed observation in public school mathematics classes. Preparation of teaching plans and materials Accelerated. Spring. Credit, 3 semester hours.

COMPUTER SCIENCE (CSC)**100. Introduction to Computer Science**

Overview of the computer, local computing environment, and use of "canned" programs. History of data processing and computers. Introduction to computer systems. Introduction to computer programming using the BASIC language. Does not count for Basic Studies. Fall, Spring, Summer. Credit, 3 semester hours.

155. Foundations of Computing

Overview of the local computing environment. History of digital computers. Introduction to computer organization, data representation, and programming. Fall, Spring, Summer. Credit, 3 semester hours.

200. Introduction to Computer Programming—FORTRAN

Prerequisites: CSC 100, MAT 107, or permission of instructor.

A first course in programming using concepts of structural programming and algorithmic analysis with emphasis on scientific applications. Details of structured FORTRAN. Fall, Summer. Credit, 3 semester hours.

201. Introduction to Computer Programming—COBOL

Prerequisite: CSC 100 or permission of instructor.

A first course in programming using concepts of structured programming and algorithmic analysis with emphasis on data processing applications. Details of the COBOL language. Spring. Credit, 3 semester hours.

210. Introduction to Statistics (MAT 210)

Recommended prerequisite: MAT 107.

Elementary statistical analysis using a computer-based statistics package and data. Measures of central tendency and variability; properties of the binomial, normal and Poisson distributions; hypothesis testing and sampling; and regression analysis. A required one hour per week laboratory. Fall. Credit, 4 semester hours.

215. Discrete Structures

Prerequisite: MAT 109 or equivalent.

Discrete structures with applications to Computer Science. Boolean algebra. Sets. Functions and relations. Propositional logic. Induction. Permutations and combinations. Finite state machines. Trees and graphs. Vectors and matrices. Fall, Spring. Credit, 3 semester hours.

250. Computer Programming and Algorithms

Prerequisite: CSC 200 or 201.

A second programming course using advanced structured programming techniques with emphasis on readable and well-designed programs and algorithms. Comparative uses of some high level languages. Fall. Credit, 3 semester hours.

255. Programming and Algorithms I

Prerequisite: CSC 155.

Introduction to programming. Pascal language. Representation of data, constants, and variables. Arithmetic and logical expressions. Simple I/O. Arrays. Subprograms. Searching, sorting, and merging. Techniques of problem solving. Stepwise refinement. Principles of documentation. Fall, Spring, Summer. Credit, 3 semester hours.

270. Introduction to File Processing

Prerequisite: CSC 250.

Introduction to the hardware and software concepts necessary for file processing. Topics include input/output, sequential and random access, data structures, operating systems, and assembly language. Applications to data processing. Spring. Credit, 3 semester hours.

275. Programming and Algorithms II

Prerequisites: CSC 255 and MAT 109.

Principles of good programming style. Control flow. Debugging and testing. String processing. Further methods of searching and sorting. Recursion. Stacks and linked lists. Records and built-up data types. Fall, Spring, Credit, 3 semester hours.

305. Software Project

Prerequisites: CSC 215 and CSC 275.

Assigned individual software project of moderate size requiring the use of principles of structured programming design, documentation, and testing. Oral and written reports required. Project assignment and final grade determined by a Computer Science faculty committee. A grade of 'B' or better required for the major and admission to 400 level CSC courses. Courses should be taken concurrently with CSC 325 or CSC 355. Fall, Spring. Credit, 1 semester hour.

325. Fundamentals of Computer Systems

Prerequisites: CSC 215 and CSC 275.

Computer structure and machine language. Assembly language. Addressing

modes. Basic logic design. Study of a simple processor and control unit. Interrupts. Microprogramming. Two's complement representation. Fall, Spring. Credit, 3 semester hours.

350. Software Design I

Prerequisites: Permission of instructor; CSC 270

A project and team oriented approach to computer programming. Techniques used in large programming projects. Application to a "real-life" project under supervision. Fall. Credit, 3 semester hours.

355. Data Structures

Prerequisites: CSC 215 and CSC 275

Design of algorithms. Graphs, paths, and trees. Analysis of algorithms for internal and external sorting, searching, and merging. Hashing. Algorithms for dynamic storage allocation. Fall, Spring. Credit, 3 semester hours.

370. Introduction to Systems Analysis

Corequisite: CSC 270; Recommended: CSC 210

Introduction to the theory of design for computer-based systems. Skills and techniques of systems analysis. Emphasis on data processing and business applications. Spring. Credit, 3 semester hours.

400. Software Design II

Prerequisites: CSC 350, 370, and permission of instructor

Applications of systems design in a "real-life" project. Under supervision, students will conduct a term project with full responsibility for design, management, and completion of a practical software package. A required written and oral report. Fall. Credit, 3 semester hours.

405. Current Topics in Computers in Education

Prerequisite: Permission of instructor

Use of computers in Education. Discussion, use, and evaluation of computer software and hardware for the classroom. Applications to curriculum development. The course is designed as a service course for teachers and can be used only as a guided elective. It is not to be counted for the mathematics concentration at the graduate level. The course will include a required lab. As announced. Credit, 3 semester hours.

410. Software Project

Prerequisite: CSC 350 or 370, and permission of instructor

Systems design and developmental responsibility by the student under independent status. An oral and written report required for completion. As announced. Credit, 3 semester hours.

420. Introduction to Computer Organization

Prerequisites: CSC 270, MAT 315

Introduction to the logical and physical organization of computer systems. Topics include logical design, data representation and coding, machine and assembly language, and computer architecture. Spring. Credit, 3 semester hours.

450. Introduction to Data Structures

Prerequisites: CSC 270, MAT 315, 316

Introduction to various data structures used in computer science. Topics include trees, queues, lists, and graphs. Design and analysis of algorithms pertaining to these structures with application to data base management. Spring. Credit, 3 semester hours.

499. Independent Study

Open to seniors in Computer Science with a quality point average of 3.0 in the major and with approval of the Department Chairman. Required written and oral reports. As announced. Credit, 1-3 semester hours.

In addition to courses of study listed in this section, the Department of Mathematics and Computer Science offers a Master of Arts in Mathematics Education Degree. See the graduate section of this catalog for a description of this program.

MUSIC

Chairman: ROBERT L. ROMINE

ROBERT M. DAWLEY
WILLIAM F. FRITZ
DORIS B. JOHNSON*
CHARLES MERCAVICH

ELMA L. RANSOM*
HAROLD C. SLAGLE
GEORGE R. WALTER

*Professor Emeritus

The Department of Music is a full member of the National Association of Schools of Music. The requirements set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

The purposes of the Department of Music are: to provide comprehensive training for teachers of vocal and instrumental music; to provide a well-rounded course of study for those students pursuing a professional career in music or continuing in graduate work; to provide experience which the music student and the general university student will find rewarding in developing their cultural sensitivity; and to provide public programs and concerts to enrich the cultural life of the University and the community.

The Department of Music offers degree programs in music education and performance. In addition, minors exist in Music, Sacred Music, and Jazz Studies.

Requirements for a Bachelor of Arts in Music

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| MUS 100 or 141, 101 or 142, 113, 114, 115, 159**, 160, 193, 200, or 241, 201 or 242, 214, 215, 259, 260, 300 or 341, 295, 296, 301 or 342, 329, 332, 359, 360, 395, 401 or 441, 404, 432, 459 and 460 | 65 |
| Electives | 12 |
| Total | 128 |

*Students who plan a major in music or music education should consult with the Department Chairman prior to registering for Basic Studies courses.

**Candidates for the Arts degree in music are required to complete 8 semesters study in both a major and minor instrument.

Requirements for a Bachelor of Science Degree in Music Education with a Vocal Concentration and with Certification by the State to Teach Music in the Public Schools

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements: | |
| MUS 100, 101, 113, 114, 115, 159, 160, 171, 172, 181 or 159 182 or 160, 191, 193, 200, 201, 205, 214, 215, 259, or 260, 281 or 259, 282 or 260, 271, 295, 296, 300, 301, 329, 334, 395, 359, 360, 401, 404, 405, and 459 | 56-57 |
| Professional Education Requirements: | |
| EDN 202, 227, 308, 419, 437, 445, 448; and MUS 400 | 25 |
| Electives | <u>1</u> |
| Total | 133-134 |

Requirements for a Bachelor of Science Degree in Music Education with an Instrumental Concentration and with Certification by the State to Teach Music in the Public Schools

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| MUS 113, 114, 115, 141, 142, 159, 160, 171, 172, 181 or 159, 182 or 160, 191, 193, 205, 214, 215, 241, 242, 259, 260, 271, 281 or 259, 282 or 260, 295, 296, 329, 334, 395, 341, 342, 359, 360, 404, 420, 441 and 459 | 57-58 |
| Professional Education Requirements | |
| EDN 202, 227, 308, 419, 437, 445, 448; and MUS 400 | 25 |
| Electives | <u>0</u> |
| Total | 133-134 |

* Students who plan a major in music or music education should consult with the Department Chairman prior to registering for Basic Studies courses. Teacher certification requirements of 6 hours of literature and 6 hours of history would each be satisfied in part by Music 296 and Music 395.

Requirements for a Bachelor of Science Degree in Music Education with a Keyboard Concentration and with Certification by the State to Teach Music in the Public Schools (Vocal Orientation).

| | |
|---|-------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements: | |
| MUS 100, 101, 113, 114, 115, 159 (20 or 21), 160 (20 or 21), 171, 172, 191, 193, 200, 201, 205, 214, 215, 259 (20 or 21), 260 (20 or 21), 271, 295, 296, 329, 334, 335, 336, 359 (20 or 21), 360 (20 or 21), 395, 404, 405, 425, 435, 459 (20 or 21) | 61-62 |

| | |
|--|----------|
| Professional Education Requirements: | |
| EDN 202, 227, 308, 419, 437, 445, 448; and MUS 400 | 25 |
| Electives | <u>0</u> |
| Total | 137-138 |

Requirements for a Bachelor of Science Degree in Music Education with a Keyboard Concentration and with Certification by the State to Teach Music in the Public Schools (Instrumental Orientation).

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements: | |
| MUS 113, 114, 115, 141, 142, 159 (20 or 21), 160, (20 or 21), 171, 172, 191; 193, 205, 214, 215, 241, 242, 259 (20 or 21), 260 (20 or 21), 271, 195, 296, 329, 334, 335, 336, 359 (20 or 21), 360 (20 or 21), 395, 404, 420, 425, 435, 459 (20 or 21) | 61-62 |
| Professional Education Requirements: | |
| EDN 202, 227, 308, 419; 437, 445, 448; and MUS 400 | 25 |
| Electives | <u>0</u> |
| Total | 137-138 |

* Students who plan a major in music or music education should consult with the Department Chairman prior to registering for Basic Studies courses. Teacher certification requirements of 6 hours of literature and 6 hours of history would each be satisfied in part by Music 296 and Music 395.

Minor in Music

The Minor in Music is designed to provide opportunities for any student to develop an understanding and appreciation of music as part of a liberal arts education.

Students who plan a Minor in Music should consult with the Department Chairman in order to acquire a music advisor in addition to their major advisor.

Required Courses

| | | |
|-------------|------------------------------------|-----------|
| | | Sem. Hrs. |
| MUS 113 | Fundamentals of Music Theory | 3 hrs. |
| MUS 181-182 | Class Piano I & II | 2 hrs. |
| MUS 230 | Introduction to Music Appreciation | 3 hrs. |
| MUS 100-201 | Concert Choir | |
| or | or | |
| MUS 141-241 | University Band | 3 hrs. |

Electives

[A minimum of seven hours to be chosen under the supervision of a Music Department advisor from courses with a music (MUS) prefix.]

MINOR IN SACRED MUSIC

Designed for those students who would find it beneficial, both financially and aesthetically, in their future careers. The student will develop skills that will enable him or her to work successfully in the area of sacred music.

The minor in sacred music requires a minimum of 18 semester hours:

| | | Sem. Hrs. |
|-------------|---------------|-----------|
| MUS 100-201 | Concert Choir | 4 hrs. |
| MUS 329 | Conducting | 3 hrs. |
| MUS 390 | Church Music | 3 hrs. |

Electives

[A minimum of 8 semester hours to be chosen under the supervision of a Music Department advisor from the following:]

| | |
|------------------------|---|
| MUS 159-260 (Sect. 01) | Private Voice |
| MUS 159-260 (Sect. 03) | Private Organ |
| MUS 159-160 (Sect. 02) | Private Piano |
| MUS 191 | Class Voice |
| MUS 230 | Introduction to Music Appreciation |
| MUS 295-296-395 | Music History and Literature I, II, & III |
| MUS 490 | Service Playing |

MINOR IN JAZZ STUDIES

A program of study designed to equip music majors to perform and teach music in the jazz idiom.

Required Courses

| | | Sem. Hrs. |
|-------------|--------------------------|-----------|
| MUS 235 | A Study in Jazz | 3 hrs. |
| MUS 236-237 | Inprovisation I & II | 4 hrs. |
| MUS 346 | Jazz Composition | 2 hrs. |
| MUS 406 | Jazz Pedagogy | 3 hrs. |
| MUS 162-363 | University Jazz Ensemble | |
| | or | |
| MUS 156-357 | University Jazz Choir | 6 hrs. |
| Total | | 18 hrs |

COURSES (MUS)

THEORY AND GENERAL MUSIC

113. Fundamentals of Music Theory
- A comprehensive study of notation, key structure, chord construction, ear training, terminology, and aesthetic principles. Fall. Credit, 3 semester hours. (Students who are excused from MUS 113 by advanced placement must select electives from the theory-composition area upon completion of prerequisites.)

114. Theory I

Prerequisite: MUS 113 or equivalent as determined by instructor.

A study of the basic elements of harmonic analysis emphasizing chord structure, functions, and relationships. Melodic and part-writing skills will be developed. Course includes a related survey of music history and form. Spring. Credit, 3 semester hours.

115. Theory II

Prerequisite: MUS 114.

A continuation of MUS 114. Fall. Credit, 3 semester hours.

193. Introduction to Ear Training

Prerequisite: MUS 115.

A beginning course in ear training techniques dealing with dictation from tapes and the use of other electronic media to improve listening skills. Spring. Credit, 1 semester hour.

209. Basic Musicianship

Restriction: Not open to music majors.

A course in the fundamentals of music. Fall, Spring. Credit, 3 semester hours.

214. Theory III

Prerequisite: MUS 115.

A study of advanced music theory using harmonic techniques of the late nineteenth and early twentieth centuries. Compositional skills will be developed. Course includes a related survey of music history and form. Spring. Credit, 3 semester hours.

215. Theory IV

Prerequisite: MUS 214.

A continuation of MUS 214 emphasizing later twentieth century techniques. Fall. Credit, 3 semester hours.

230. Introduction to Music Appreciation

Restriction: Not open to music majors.

The development of knowledge and understanding of music. Emphasis given to the forms of music found in different periods and the relationship of music to general cultural development. Fall, Spring. Credit, 3 semester hours.

235. A Study of Jazz

Open to music and non-music majors.

An introduction to jazz through a study of its origins, development, styles, and major innovative figures. Consideration is made of the idiom's historical and sociological contexts. Spring. Credit, 3 semester hours.

236. Improvisation I

Prerequisite: MUS 115 or permission of instructor.

A course in the development of improvisational skills through the study and application of theoretical and stylistic principles common to the jazz idiom. Spring. Credit, 2 semester hours.

237. Improvisation II

Prerequisite: MUS 236.

A continuation of MUS 236. Spring. Credit, 2 semester hours.

295. Music History and Literature I

A study of the development of music in non-Western cultures and in Western Civilization from Antiquity through the Renaissance. Such development will be viewed in light of its political, social, and general cultural setting. Fall. Credit, 3 semester hours.

296. Music History and Literature II

Prerequisite: MUS 295.

A study of the development of music in Western Civilization from the Baroque through Classical periods. Such development will be viewed in light of its political, social, and general cultural setting. Spring. Credit, 3 semester hours.

329. Conducting

A laboratory course which includes the study of choral and instrumental conducting techniques, choral and instrumental scores; with supervised conducting experience. Fall. Credit, 3 semester hours.

332. Form and Analysis

Prerequisite: MUS 215.

A study of various forms including large and small choral and instrumental works. Spring. Credit, 2 semester hours.

334. Orchestration and Arranging

Prerequisite: MUS 215.

A practical study of the fundamentals of scoring for individual instruments and ensembles. Spring. Credit, 2 semester hours.

346. Jazz Composition

Prerequisite: MUS 115 or equivalent as determined by Instructor.

A study of basic compositional techniques as applied to the jazz idiom. Original compositions will be written and orchestrated for various-sized jazz ensembles. Fall 1986 and Alternate years. Credit, 2 semester hours.

390. Church Music

A study of liturgy, music, materials, and methods appropriate for a church music director. Spring 1987 and Alternate years. Credit, 3 semester hours.

395. Music History and Literature III

Prerequisite: MUS 296.

A study of the development of music in Western Civilization from the Romantic period through the twentieth century. Such development will be viewed in light of its political, social, and general cultural setting. Fall. Credit, 3 semester hours.

404. Senior Recital

Offered to senior music majors participating in a half or full public recital. Credit is given by permission of the instructor and Department Chairman. Fall, Spring. Credit, 0-2 semester hours.

406. Jazz Pedagogy

Prerequisite: MUS 235.

A study of the administration, methods, and directing techniques pertinent to the teaching of Jazz and Commercial Music. Fall 1987 and Alternate years. Credit, 3 semester hours.

425. Piano Pedagogy

A course designed primarily for the keyboard specialist who is planning to teach

piano. The course includes methods of teaching, appropriate materials, and techniques for all grade levels. Spring 1988 and Alternate years. Credit, 2 semester hours.

426. Practicum in Piano Teaching

Prerequisite: MUS 425 or permission of the instructor.

Beginning piano lessons offered to area public school students at a nominal fee, and taught by upper level college students. The course provides teaching experiences under the supervision of college instructors. Fall, Spring. Credit, 1-4 semester hours.

430. Music Literature

Prerequisite: MUS 295, 296, 395.

A study of music literature for large and small performing groups of all periods from a stylistic and development viewpoint. Fall. Credit, 3 semester hours.

432. Counterpoint

Prerequisite: MUS 215.

A study primarily of eighteenth-century contrapuntal techniques with written work in two and three part writing. Fall. Credit, 2 semester hours.

445. Music Composition I

Prerequisite: MUS 215 or permission of instructor.

A course designed to implement the student's study of theory. Original compositions will be written for instrumental and choral ensembles in the important music forms utilizing homophonic and polyphonic techniques. Fall. Credit, 2 semester hours.

490. Service Playing

Prerequisite: MUS 259 or the equivalent.

A study of the musical liturgy of the Catholic, Jewish, and Protestant services. Students should be free for Sunday morning church visitations. Spring. Credit, 1 semester hour.

491. Electronic Music

Prerequisite: MUS 114 or MUS 230 with permission of instructor.

A survey of new, experimental, and electronic music of the twentieth century with emphasis on listening, aesthetic and philosophical concerns, necessary terminology, and use of selected equipment. Students will have the opportunity to produce creative compositions. Spring, alternate years. Credit, 3 semester hours.

499. Independent Study in Music

Prerequisites: Music major, senior standing, and approval of Department Chairman.

Directed study and research in the student's major field of interest. Fall, Spring. Credit, 1-3 semester hours.

APPLIED MUSIC

Private study is offered in piano, organ, voice and instruments of the band and orchestra. In each of these fields the work will be adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music.

- 1. Applied music lessons require a minimum of five practice hours weekly.
- 2. Freshman, sophomore, and junior music majors must participate in student music recitals. Senior music majors must be in preparation for their senior recital. Jury examinations may be waived by successfully performing in recital for that semester.

159, 160; 259, 260; 359, 360; 459, 460. Applied Music (Courses must follow in sequence).

Private lessons are designed to build technical proficiency, repertoire, and awareness of vocal and instrumental problems. Fall, Spring. One half-hour lesson and one fifty-minute seminar bi-weekly. Credit, 1 semester hour. Two half-hour lessons and one fifty-minute seminar bi-weekly. Credit, 2 semester hours.

1 hour each semester

- 01. Private Voice
- 02. Private Piano
- 03. Private Organ
- 04. Private Flute
- 05. Private Oboe
- 06. Private Clarinet
- 07. Private Bassoon
- 08. Private Saxophone
- 09. Private Trumpet
- 10. Private French Horn
- 11. Private Trombone
- 12. Private Baritone Horn
- 13. Private Tuba
- 14. Private Percussion
- 15. Private Violin
- 16. Private Viola
- 17. Private Violoncello
- 18. Private Bass Viol
- 37. Private Guitar

2 hours each semester

- 19. Private Voice
- 20. Private Piano
- 21. Private Organ
- 22. Private Flute
- 23. Private Oboe
- 24. Private Clarinet
- 25. Private Bassoon
- 26. Private Saxophone
- 27. Private Trumpet
- 28. Private French Horn
- 29. Private Trombone
- 30. Private Baritone Horn
- 31. Private Tuba
- 32. Private Percussion
- 33. Private Violin
- 34. Private Viola
- 35. Private Violoncello
- 36. Private Bass Viol
- 38. Private Guitar

Non-keyboard music education majors will fulfill their course requirements in piano by enrolling in MUS 181, 182, 281, and 282 (Class Piano I-IV).

Inasmuch as a proficiency examination is not given to students prior to enrollment at Pembroke State University, each student is evaluated at the conclusion of the sophomore year in conjunction with the completion of MUS 260 (Applied Music). This evaluation will be based on the student's performing ability and overall progress in both music and academic courses.

A proficiency examination is also required by the Piano Division at the conclusion of the student's fourth semester of piano instruction. This examination consist of the following:

1. A prepared piano composition of sufficient difficulty,
2. All major and harmonic minor scales, two octaves, hands together,
3. Chord progressions involving primary and secondary triads, dominant-seventh chords, and secondary dominant-seventh chords,
4. Harmonization of melodies with chords cited in point 3 above, and
5. Transposition of simple melodies.

Students must pass these proficiency tests before proceeding to junior-level applied music courses.

All music majors are required to attend all recitals, concerts, and Performing Arts Season Programs which pertain to music.

Graduating seniors must present an individual or joint recital as a partial requirement for graduation. Approval of recital must be given by the music faculty at least three weeks prior to presentation. Students who complete their applied music studies should continue to take lessons for no credit until they have completed their senior recital requirements.

COURSES (MUS)

171. Class Woodwind

A concentrated study in fundamentals and playing techniques for Flute, Oboe, Clarinet, Saxophone, and Bassoon. Spring. Credit, 1 semester hour.

172. Class Brass

A concentrated study in fundamentals and playing techniques for Trumpet, Cornet, French Horn, Trombone, Baritone Horn, and Tuba. Fall. Credit, 1 semester hour.

181. Class Piano I

A concentrated group study of keyboard harmony and playing techniques, designed for the music major. Spring. Credit, 1 semester hour.

182. Class Piano II

Prerequisite: MUS 181.

A continuation of MUS 181 (Class Piano I). Fall. Credit, 1 semester hour.

191. Class Voice

A concentrated group study of singing techniques and vocal development including sightsinging. Fall. Credit, 1 semester hour.

205. Class Strings

A concentrated study of fundamentals and playing techniques of the orchestral stringed instruments. Spring. Credit, 1 semester hour.

271. Class Percussion

A concentrated study in fundamentals and playing techniques of percussion instruments. Fall. Credit, 1 semester hour.

281. Class Piano III

Prerequisite: MUS 182.

A continuation of the non-keyboard major's pianistic development with emphasis on the practical aspects of reading, harmonization, and transposition. Spring. Credit, 1 semester hour.

282. Class Piano IV

Prerequisite: MUS 281.

A continuation of MUS 281 (Class Piano III). Fall. Credit, 1 semester hour.

Performing Organizations**100, 101; 200, 201; 300, 301; 401, 402. Concert Choir**

The Concert Choir is open to all persons regardless of planned major with permission of the director. The Choir appears in public concerts throughout the year. Fall, Spring. Credit, 1 semester hour each.

107, 108; 207, 208; 307, 308; 407, 408. University Pep Band

The University Pep Band is open to all persons regardless of planned major with permission of the director. Public performances will be made at athletic events and whenever support of scheduled University activities is needed. Fall, Spring. Credit, 1 semester hour each.

110, 111; 210, 211; 310, 311; 410, 411. Music for Male Voices

Music for Male Voices is open to all persons regardless of planned major with permission of the director. Public appearances are made throughout the year. Fall, Spring. Credit, 1 semester hour each.

141, 142; 241, 242; 341, 342; 441, 442. University Band

The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. Fall, Spring. Credit, 1 semester hour each.

165, 166; 265, 266; 365, 366; 465, 466. Percussion Ensemble

Membership in the University Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and public performance. Fall, Spring. Credit, 1 semester hour each.

156, 157; 256, 257; 356, 357; 456, 457. University Jazz Choir

Membership in the University Jazz Choir is open to all students by audition. A study of vocal music trends, through the rehearsals and performance of pop, rock, progressive jazz, and other modern forms of music. Fall, Spring. Credit, 1 semester hour each.

162, 163; 262, 263; 362, 363; 462, 463. University Jazz Ensemble

Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic and aesthetic elements of jazz literature through rehearsals and public performance. Fall, Spring. Credit, 1 semester hour each.

335, 336; 435. Accompanying

Prerequisite: MUS 159-160 (02 or 20; 03 or 21) Private Piano/Organ and instructor's approval.

A course designed to acquaint the keyboard major with the art and techniques of accompanying vocal and instrumental solo and ensemble literature. Fall, Spring. Credit, 1 semester hour each.

373. Chamber Ensemble

The student will become familiar with representative literature for various small instrumental combination through rehearsal and performance. Fall, Spring. Credit, 1 semester hour.

MUSIC EDUCATION (MUS)**224. Musical Experiences for Young Children**

Restriction: Not open to music majors.

Prerequisite: MUS 209 or by advanced placement.

A course designed to present methods and media of teaching classroom music. Fall, Spring. Credit, 3 semester hours.

299. Music in the Classroom, Grades 4-9

Restriction: Not open to music majors.

A course designed to present various methods and media of teaching classroom music, grades 4-6; and grades 6-9. It is assumed that students enrolling in this course have a knowledge of the fundamentals of music. Fall, Spring. Credit, 3 semester hours.

400. Music Education in the Secondary School

A study of organization and procedures in general music classes and of vocal and instrumental performing groups in senior high school. Fall, Spring. Credit, 3 semester hours.

405. Music Education, Grades K-9

A study of organization and procedures used in general music classes for the elementary and junior high schools. Fall. Credit, 3 semester hours.

420. Public School Instrumental Music

A study of materials and methods used in building instrumental programs beginning in the elementary school and continuing through high school. Fall. Credit, 3 semester hours.

PHILOSOPHY AND RELIGION

Chairman: ROBERT K. GUSTAFSON

OTIS G. CARNES*
JEFFERY L. GELLER
G. LEA HARPER, JR.

I. RUTH MARTIN*
P. ALBERT STUDDARD
RAY K. SUTHERLAND

*Professor Emeritus

Philosophy and religion have long been considered integral parts of the Liberal Arts Program. The courses presented here are planned to give the inquiring student an introduction to these broadening disciplines, the means whereby the significance of various disciplines can be interpreted, and a way of viewing, understanding and resolving some of the conflicts and issues in modern culture. These courses prepare the student to take an active part in community activities or in planning for graduate study.

A combined major in philosophy and religion of thirty-six hours is offered. There are two alternate concentrations. A minor of eighteen hours is also offered.

Students interested in majoring in philosophy and religion should discuss their interests with a faculty member in the Department. In order to help fulfill the aims of the individual student, courses are to be selected in conference with the student's departmental advisor.

Requirements for a Bachelor of Arts Degree in Philosophy and Religion

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| A major in Philosophy and Religion requires 36 credit hours taken in the department, of which 18 hours must be taken from the Philosophy and Religion core. | |
| A. The Student is offered a choice of a concentration in either: | |
| 1. Philosophy or | |
| 2. Religion | |
| Hours in the areas of concentration can range from 24-30 in the area of the primary emphasis, and from 6-12 hours in the secondary emphasis. The number of credit hours must total 36. | |

Consultation with your advisor will help determine the proper ratio.

Examples:

Philosophy Emphasis

| | | | |
|------------|-------|-------|-------|
| Philosophy | 24 | 27 | 30 |
| Religion | 12 | 9 | 6 |
| | <hr/> | <hr/> | <hr/> |
| | 36 | 36 | 36 |

Religious Emphasis

| | | | |
|------------|-------|-------|-------|
| Religion | 24 | 27 | 30 |
| Philosophy | 12 | 9 | 6 |
| | <hr/> | <hr/> | <hr/> |
| | 36 | 36 | 36 |

B. Philosophy and Religion core

Religion Emphasis

Required Philosophy

General

| | |
|-------------------|---------|
| 1. Philosophy 100 | 3 hours |
| 2. Philosophy* | 3 hours |
| | <hr/> |

Total 6 hours

Required Religion

General

| | |
|----------------------------------|---------|
| 1. Religion 105 or 106 or 130 | 3 hours |
|----------------------------------|---------|

Biblical

| | |
|------------------------|---------|
| 2. Religion 222 or 336 | 3 hours |
|------------------------|---------|

Comparative

| | |
|---|---------|
| 3. Religion 213 or 216 or 218 or 315 | 3 hours |
|---|---------|

Religious Thought

| | |
|--|---------|
| 4. Religion 209 or 319 Rel/Phi 202 or Rel 405 (Two out of 4) | 6 hours |
|--|---------|

Religion and Values

| | |
|----------------------------------|---------|
| 5. Religion 214 or 324 or 417 | 3 hours |
| | <hr/> |

Total 18 hours

Total hours: 24

Philosophy Emphasis

Required Religion

General

| | |
|-----------------|---------|
| 1. Religion 130 | 3 hours |
| 2. Religion* | 3 hours |
| | <hr/> |

Total 6 hours

Required Philosophy
General

| | |
|---------------------------------|---------|
| 1. Philosophy 100 | 3 hours |
| 2. Philosophy 101 | 3 hours |
| <i>Philosophy & Culture</i> | |
| 3. Philosophy 204 or 205 | 3 hours |
| <i>History of Philosophy</i> | |
| 4. Philosophy 308 or 309 or 400 | 3 hours |

Total 12 hours

Total hours: 18
41

Elective

Total 128

* With advisor select a 100 or 200 level course.

CERTIFICATION IN BIBLE

Teacher certification in Bible is obtainable. See the Chairman of the Department.

MINORS IN PHILOSOPHY AND RELIGION 18 Semester Hours

The Department of Philosophy and Religion offers minors for students in other majors. Students majoring in Philosophy and Religion may also pursue a minor in the department under certain circumstances. There are a number of courses in the department which may be used in developing a minor. Students are encouraged to consult with a member of the department in planning a minor. Some of the possibilities would be in Biblical Studies, Non-Western Religions, Ethics, Church History, Religious Thought, and Philosophy.

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

| | |
|----------------------------|---|
| 1. Philosophy Minor | Philosophy 100, Introduction to Philosophy, required, plus 15 elective hours. |
| 2. Religion Minor | Religion 130, Introduction to Religion, required, plus 15 elective hours. |
| 3. Philosophy and Religion | Philosophy 100 and Religion 130 required, plus 12 elective hours. |

COURSES**PHILOSOPHY (PHI)****GENERAL****100. Introduction to Philosophy**

A survey of the major issues and philosophers in the history of western philosophy. Fall, Spring. Credit, 3 semester hours.

102. Perspectives on Man (REL 102)

A study of the dominant understandings of man. Philosophical, religious, scientific, and literary sources are read and discussed. Fall, Spring. Credit, 3 semester hours.

HISTORY**211. American Philosophy**

Prerequisite: PHI 100 or consent of instructor.

A study of the major figures in American philosophy, including Peirce, Royce, James, and Dewey. Alternate Spring. Credit, 3 semester hours.

308. The Great Philosophers: Ancient and Medieval

Prerequisite: PHI 100 or consent of instructor.

Studies in Plato, Aristotle, Augustine, and Aquinas. Alternate Fall. Credit, 3 semester hours.

309. The Great Philosophers: Modern and Contemporary

Prerequisite: PHI 100 or consent of instructor.

Studies in Descartes, Locke, Kant, Hegel, Nietzsche, and Wittgenstein. Alternate Spring. Credit, 3 semester hours.

400. Contemporary Analytic Philosophy

Prerequisite: PHI 100 or consent of instructor.

A study of logical positivism, ordinary language philosophy, conceptual and categorical analysis. Alternate Fall. Credit, 3 semester hours.

LOGIC**101. Introduction to Logic**

The methods and principles of correct thinking. Emphasis on informal logic, the syllogism, and the fallacies. Informal debates on contemporary issues. Fall, Spring. Credit, 3 semester hours.

201. Methods of Formal Logic

Prerequisite: PHI 101 or consent of instructor.

A study of modern symbolic logic. Emphasis on deductive proofs, quantification theory. Analysis of contemporary issues. Alternate Spring. Credit, 3 semester hours.

PHILOSOPHY AND CULTURE**202. Philosophy of Religion (REL 202)**

An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

204. Introduction to Ethics

A study of the criteria by which moral decisions are made and their applications to selected contemporary ethical issues. Spring. Credit, 3 semester hours.

205. Social and Political Philosophy

Studies of opposing philosophical views about man and the foundation of political and social life. Alternate Fall. Credit, 3 semester hours.

321. Philosophy of Science

Prerequisite: PHI 100 or consent of instructor.

A study of the problems and human implications of the mathematical, physical, biological, and social sciences leading to philosophical synthesis of the relation of the sciences to man's life. Alternate Spring. Credit, 3 semester hours.

322. Religion and Science (REL 322)

Prerequisite: PHI 100 or consent of instructor.

An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Alternate Fall. Credit, 3 semester hours.

376. Medical Ethics (SOC 376)

An examination of the major ethical issues raised by recent medical developments, such as: abortion, psychosurgery, organ transplants, euthanasia, human experimentation and the health care. Alternate Fall. Credit, 3 semester hours.

377. Philosophy of Law

Prerequisite: PHI 100 or consent of instructor.

An examination of major ethical and philosophical issues concerning law and justice arising out of contemporary legal process, seeking and answer to the questions of the rights of the individual vis-a-vis the state. Alternate Spring. Credit, 3 semester hours.

423. Philosophy of Art and Beauty

A study of aesthetic values in nature, art literature, music, and drama. Alternate Spring. Credit, 3 semester hours.

443. Business Ethics

Business ethics will involve: a consideration of some of the fundamental ethical concepts often used to analyze cases in business ethics (Analysis of Harm/Avoidance, Equity, Obligation, Justice, Fidelity, Dignity, Self-Respect); an analysis of some of the most widely held ethical theories and their application to problems in business; a philosophical analysis of specific cases. Fall, Spring. Credit, 3 semester hours.

METAPHYSICS AND EPISTEMOLOGY**311. Theories of Knowledge and Reality**

Prerequisite: PHI 100 or consent of instructor.

A study of the major attempts to answer the fundamental questions about the self, the nature of reality, God, perception, and belief. Alternate Fall. Credit, 3 semester hours.

SPECIAL STUDIES IN PHILOSOPHY**409. Philosophy and Society Practicum**

Prerequisite: Consent of instructor.

An opportunity to observe the work of community agencies and institutions in order to discover, examine and analyze their basic philosophical assumptions. Courts of law, hospitals, and prisons would be examples of such institutions. Fall, Spring. Credit, 1-3 semester hours.

420. Seminar in Philosophy

Prerequisite: Junior standing or consent of instructor.

An examination of selected philosophers, movements, problems, or major ideas to be presented each term the course is presented. The objectives of the course may be met by directed research. The course may be repeated for credit up to and including 9 semester hours as long as there is no duplication of subject matter. Fall, Spring. Credit, 1-3 semester hours.

499. Independent Study in Philosophy

A student who wishes to enroll in 499, Independent Study, must: 1. be classified as a senior, 2. have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office of Academic Affairs. The form can be obtained from the Department Head responsible for the student's major area of study. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Head, 3. the Dean of Admissions and Registration, and 4. the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a type-written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring, Summer. Credit, 1-3 semester hours.

RELIGION (REL)**GENERAL****102. Perspectives on Man (PHI 102)**

Prerequisite: PHI 100 or REL 130.

A study of the dominant understandings of man. Philosophical, religious, scientific, and literary sources are read and discussed. Fall or Spring. Credit, 3 semester hours.

130. Introduction to Religion

This course seeks to define what religion is and outline different approaches to the study of religion. The following questions are discussed: What are the roots of religious faith? What might a mature religious faith look like? Readings relating religion to the new generation are part of this study. Fall, Spring. Credit, 3 semester hours.

BIBLICAL**105. Survey of the Old Testament**

A study of the Covenants in Israel, of the rise and fall of the Hebrew nations under the judges and kings, of the religious development of the people as written in the literature of these periods. Fall, Spring. Credit, 3 semester hours.

106. Survey of the New Testament

A study of the origins and development of Christianity from Jesus Christ through the first century with emphasis on the writings of that age in correlation with the history of the Roman Empire. Fall, Spring. Credit, 3 semester hours.

203. The Pentateuch

Prerequisites: REL 130 or consent of instructor.

A study of the composition and structure of the Pentateuchal literature (the first five books of the Bible) and how these narratives and laws were perceived and applied throughout Israel's history. Alternate Fall. Credit, 3 semester hours.

222. Life and Letters of Paul

Prerequisites: REL 106 or REL 130 or consent of instructor.

A study of the life and world of Paul with special consideration of his preparation and mission, his style and subject matter. Spring. Credit, 3 semester hours.

227. Biblical Archaeology

A study of Old and New Testament world as based on the findings of archaeology. Emphasis upon modes of daily living and on location of ancient cities and urban areas. Alternate Spring. Credit, 3 semester hours.

313. Literature of Man's Origins

A study of man's early religious literature found in the Bible and other sources. Alternate Spring. Credit, 3 semester hours.

317. Biblical Poetry

A study of poetic literature found in the Old Testament, the Apocrypha, and the New Testament. Alternate Fall. Credit, 3 semester hours.

318. Apocalyptic Literature

A study of apocalyptic literature of the Old and New Testaments with emphasis on the historical, religious and psychological backgrounds. Alternate Spring. Credit, 3 semester hours.

336. Life of Jesus

Prerequisites: REL 106 or REL 130 or consent of instructor.

A study of the life and teachings of Jesus as they are presented in the four gospels with emphasis upon world conditions in his day and the significance of teachings on Jesus' death and understanding of the resurrection. Fall. Credit, 3 semester hours.

337. Prophetic Literature of the Bible

Prerequisite: REL 130 or 105 or consent of instructor.

A review of the call, purpose, and work of the prophet. A study of the writings of Amos, Hosea, Jeremiah, Isaiah, etc. Alternate Fall. Credit, 3 semester hours.

400. Ancient Near East Texts

Prerequisite: REL 105 or 106 or consent of instructor.

A study of the ancient manuscripts from Egypt, Babylon, Greece, and Rome. A survey of such materials as legal codes, calendars, rituals, hymns, wisdom literature, and letters from contemporary Biblical materials. Alternate Spring. Credit, 3 semester hours.

RELIGIOUS THOUGHT AND CULTURAL EXPRESSION**202. Philosophy of Religion (PHI 202)**

An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, and the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

209. Religion in America

A study of distinctive themes and characteristics of religion in America. Topics such as Civil Religion, Religious Liberty and the Free Church, Revivalism, American Religious Movements, Missions, Black Religion, Indian traditions, and American religion in ferment will be considered. Fall. Credit, 3 semester hours.

214. Introduction to Religious Ethics

This course investigates how questions about morality can be approached within the Judeo-Christian tradition. The Old and New Testament teachings about ethics are examined along with the perspectives of Christian ethicists. Several ways of developing a basic framework for ethical decision-making are considered. Alternate Fall. Credit, 3 semester hours.

305. The Religious Dimensions of Modern Literature

Prerequisite: REL 130.

A study of the spiritual, moral, and psychological dimensions of selections from modern American and European literature. Works to be considered will be chosen from such writers as the following: Albert Camus, Herman Hesse, Kurt Vonnegut, Ken Kesey, C. S. Lewis, and Graham Greene. Fall. Credit, 3 semester hours.

310. Sects, Cults, and Religious Movements in America

A study of the origins, growth, beliefs, and practices of sects, cults, and religious movements in America. Alternate Fall. Credit, 3 semester hours.

319. Modern Religious Thought

Prerequisite: REL 130 or consent of instructor.

A study of selected trends and figures in modern religious thought. Alternate Fall or Spring. Credit, 3 semester hours.

322. Religion and Science (PHI 322)

Prerequisite: PHI 100 or consent of instructor.

An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Alternate Fall. Credit, 3 semester hours.

324. Religious Ethics and Social Living

Prerequisite: REL 214 or consent of instructor.

An in-depth examination of ethical issues involved in contemporary social life (in business, education, law, medicine, military service) and of possible religious responses. The role of faith in decision-making about social issues will be analyzed. Films and guest speakers will provide material for discussion. Alternate Spring. Credit, 3 semester hours.

338. History of Christianity (HST 338)

A survey of the history of Christianity after Paul to the 20th century. Alternate Fall or Spring. Credit, 3 semester hours.

405. Modern Interpretations of Jesus

Prerequisite: REL 113 or 211 or consent of instructor.

A variety of recent, fresh interpretations are examined, including such different viewpoints as Hugh Schonfield's *The Passover Plot*, William Barclay's *The Life of Jesus for Everyman*, and Albert Cleage's *The Black Messiah*. Significant film portraits of Jesus (*The Parable*, *Jesus Christ Superstar*, and *Godspell*, for example) may also be viewed and analyzed. Alternate Spring. Credit, 3 semester hours.

417. Sociology of Religion (SOC 417)

Prerequisite: Consent of instructor.

Religious institutions and relationships in modern society. Alternate Fall. Credit, 3 semester hours.

COMPARATIVE RELIGIONS**213. American Indian Traditions (AIS 213)**

A study of the development of the religious beliefs and practices of American Indians. Alternate Spring. Credit, 3 semester hours.

216. Religions of the Far East

A study of the historical development and teachings of Hinduism, Buddhism, Confucianism and Shintoism. Offered in alternate years in sequence with REL 218 and 315. Credit, 3 semester hours.

218. Religions of the Near East

A study of the historical development and teachings of the religions of the Near East with emphasis on Islam, Zoroastrianism, and Baha'ism and including current Near Eastern Christians. Offered in alternate years in sequence with REL 216 and 315. Credit, 3 semester hours.

315. Judaism

An examination of the history, literature, and faith of Post-Exilic Judaism. Offered in alternate years in sequence with REL 216 and 218. Credit, 3 semester hours.

SPECIAL STUDIES IN RELIGION**309. Experiential Learning I**

Applied Religion-Philosophy and Society Practicum. An opportunity to observe and to participate in the work of community agencies relevant to the major. An example of an agency would be the Robeson County Church and Community Center. Fall, Spring. Credit, 3 semester hours.

409. Experiential Learning II

Applied Religion-Philosophy and Society Practicum.

Prerequisite: REL 309.

The description of REL 409 is essentially the same as for REL 309. The nature of the practicum usually will be different from that of REL 309. (Majors may use not more than three semester hours of credit earned in Experiential Learning I and II in meeting the major requirement.) Fall, Spring. Credit, 1-3 semester hours.

420. Special Studies in Religion

Prerequisite: Major or consent of instructor.

A study of selected religious problems, themes, issues or topics to be selected each term the course is presented. The objectives of the course can be satisfied

by means of Directed Research. Possible topics are: Religion and Human Life, Myth, Symbol and Metaphor, Religion and Art, Hermeneutics, Contemporary Issues in Religion, Religious Dimensions in Education, and Counseling. Fall, Spring. Credit, 3 semester hours. This course may be repeated for credit up to and including 9 hours as long as there is no duplication of subject matter.

499. Independent Study

A student who wishes to enroll in REL 499, Independent Study, must: 1. be classified as a senior, 2. have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office for Academic Affairs. The form can be obtained from the Department Chairman responsible for the student's major area of study. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Chairman, 3. the Dean of Admissions and Registration, and 4. The Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a typewritten report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring. Credit, 1-3 semester hours.

PHYSICAL SCIENCE

Chairman: JOSE J. D'ARRUDA

JOHN E. REISSNER
HAROLD J. TEAGUE
TODD THORNTON

JOHN S. WALLINGFORD
PETER WISH

The physical sciences embody an impressive amount of knowledge.

Much more impressive, however, is the fact that all of this knowledge is (believed to be) reducible to a very few underlying principles. Study leading to understanding of these principles can be tremendously rewarding because opportunities to relate them to everyday observations (demonstrate their relevance) are abundant.

Additionally, by learning of the agony and the ecstasy encountered during discovery of the principles, students are introduced to some of the techniques of establishing and testing laws and theories.

The department currently offers a major program in Chemistry, including a Biomedical Concentration and a Concentration in Medical Technology.

The Physical Science Department also offers a pre-engineering program. This program has been approved by the Subcommittee on Engineering programs at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

Requirements for a Bachelor of Science Degree in Chemistry

| | Sem. Hrs. |
|--|--------------|
| Orientation Requirements (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| CHM 100, 101; 200, 201; 300, 301; 410; 498 | 28 |
| Elective in Chemistry (above 299) | 3 |
| PHY 150, 151 or 200, 201 | 6 |
| MAT 107, 108 or equivalent; 221, 222 | 8-14 |
| Electives | <u>26-32</u> |
| Total | 128 |

*Students who plan a major in Chemistry should request an advisor in the Physical Science Department and consult with that advisor before registering for Basic Studies courses.

Requirements for a Bachelor of Science Degree in Chemistry with a Biomedical Concentration

First Year

| Fall | | | Spring | | |
|---------------|------------------------|---|---------------|--------------------|---|
| CHM 100, | General Chemistry | 4 | CHM 101, | General Chemistry | 4 |
| CMA 105, | Composition I | 3 | CMA 106, | Composition II | 3 |
| MAT 107, | College Algebra | 3 | MAT 108, | Plane Trigonometry | 3 |
| BIO 100, | Principles of Biology | 4 | BIO 102, | General Zoology | 4 |
| Basic Studies | (Physical Edn) | 1 | Basic Studies | (Physical Edn) | 1 |
| ORI 100, | University Orientation | 1 | | | |
| <hr/> | | | <hr/> | | |
| 16 | | | 15 | | |

Second Year

| Fall | | | Spring | | |
|----------|----------------------|---|---------------|-----------------------|---|
| CHM 200, | Qualitative Analysis | 4 | CHM 201, | Quantitative Analysis | 4 |
| PHY 150, | Introductory Physics | 3 | PHY 151, | Introductory Physics | 3 |
| PHY 206, | Physics Laboratory | 1 | PHY 207, | Physics Laboratory | 1 |
| BIO 211, | Human Anat. Physiol. | 4 | BIO 212, | Human Anat. Physiol. | 4 |
| MAT 210, | Intro. to Statistics | 4 | Basic Studies | (Humanities) | 3 |
| | | | Basic Studies | (Social Science) | 3 |
| <hr/> | | | <hr/> | | |
| 16 | | | 18 | | |

Third Year

| Fall | | | Spring | | |
|---------------|---------------------|---|-------------------|--------------------|---|
| CHM 300, | Organic Chemistry | 4 | CHM 301, | Organic Chemistry | 4 |
| BIO 221, | Comparative Anatomy | 4 | CHM 498, | Literature Seminar | 1 |
| BIO 371, | Cell Biology | 4 | BIO 315, | Microbiology | 4 |
| Basic Studies | (Humanities) | 6 | Basic Studies | (Humanities) | 6 |
| | | | Advised Electives | | 3 |
| <hr/> | | | <hr/> | | |
| 18 | | | 18 | | |

Fourth Year

| Fall | | | Spring | | |
|-------------------|------------------------|---|-------------------|-----------------------|---|
| CHM 311, | Biochemistry | 3 | CHM 327, | Instrumental Analysis | 3 |
| BIO 427, | Principles of Genetics | 4 | Basic Studies | (Social Science) | 6 |
| Basic Studies | (Social Science) | 3 | Advised Electives | | 4 |
| Basic Studies | (Humanities) | 3 | | | |
| Advised Electives | | 1 | | | |
| <hr/> | | | <hr/> | | |
| 14 | | | 13 | | |

Requirements for a Bachelor of Science Degree in Chemistry with a Concentration in Medical Technology

First Year

| Fall | | | Spring | | |
|---------------|------------------------|---|---------------|-------------------|---|
| CHM 100, | General Chemistry | 4 | CHM 101, | General Chemistry | 4 |
| BIO 100, | Principles of Biology | 4 | BIO 102, | General Zoology | 4 |
| MAT 107, | College Algebra | 3 | Basic Studies | (Humanities) | 3 |
| Basic Studies | (Humanities) | 3 | Basic Studies | (Social Science) | 3 |
| CHM 105, | Composition I | 3 | CMA 106, | Composition II | 3 |
| ORI 100, | University Orientation | 1 | | | |
| <hr/> | | | <hr/> | | |
| 18 | | | 17 | | |

Second Year

| Fall | | | Spring | | |
|----------|----------------------|---|---------------|-----------------------|---|
| CHM 200, | Qualitative Analysis | 4 | CHM 201, | Quantitative Analysis | 4 |
| CHM 300, | Organic Chemistry | 4 | CHM 301, | Organic Chemistry | 4 |
| PHY 150, | College Physics | 3 | PHY 151, | College Physics | 3 |
| PHY 206, | Physics Laboratory | 1 | PHY 207, | Physics Laboratory | 1 |
| MAT 210, | Intro. to Statistics | 4 | EDN 227, | Foundations of Edn. | 3 |
| | | | Basic Studies | (Humanities) | 3 |
| <hr/> | | | <hr/> | | |
| 16 | | | 18 | | |

Third Year

| Fall | | | Spring | | |
|---------------|------------------|---|---------------|--------------------|---|
| CHM 311, | Biochemistry | 3 | BIO 315, | Microbiology | 4 |
| BIO 371, | Cell Biology | 4 | EDN 202, | Educational Psych. | 3 |
| Basic Studies | (Humanities) | 6 | Basic Studies | (Humanities) | 3 |
| Basic Studies | (Social Science) | 3 | Basic Studies | (Social Science) | 6 |
| Basic Studies | (Physical Edn) | 1 | Basic Studies | (Physical Edn) | 1 |
| <hr/> | | | <hr/> | | |
| 17 | | | 17 | | |

Fourth Year

Clinical Training in Approved Hospital Program - 30 Semester Hours (See p. 73)

Requirements for the Pre-Engineering Program

First Year

| Fall | | | Spring | | |
|---------------------------|-------------------|---|---------------------------|----------------------|---|
| CMA 105 | Compositions I | 3 | CMA 106 | Composition II | 3 |
| MAT 221 | Calculus I | 4 | MAT 222 | Calculus II | 4 |
| CHM 100 | General Chemistry | 4 | CHM 101 | General Chemistry | 4 |
| Humanities/Social Science | | 6 | EGR 205 | Engineering Graphics | 2 |
| | | | Humanities/Social Science | | 3 |
| <hr/> | | | <hr/> | | |
| 17 | | | 16 | | |

Second Year

| Fall | | | Spring | | |
|---------------------------|----------------------|-------|---------------------------|-----------------------|-------|
| MAT 316 | Intermediate | | MAT 322 | Differential | |
| | Calculus | 4 | | Equations | 3 |
| PHY 200 | University Physics I | 4 | PHY 201 | University Physics II | 4 |
| CSC 200 | Intro. to Computer | | ECN 201 | Prin. of Economics I | 3 |
| | Prog.-FORTRAN | 3 | EGR 201 | Engineering Dynamics | 3 |
| or | | | Humanities/Social Science | | |
| CSC 250 | Comp. Prog. & Algo- | | | | |
| | rithms (PASCAL) | | | | |
| EGR 200 | Engineering Statics | 3 | | | |
| Humanities/Social Science | | 3 | | | |
| | | <hr/> | | | <hr/> |
| | | 17 | | | 16 |

COURSE

PHYSICAL SCIENCE (PHS)

108. **Physical Science Laboratory I**
Prerequisite: Enrollment in or completion of PHS 110 or equivalent.
Laboratory activities designed to parallel and reinforce the concepts presented in PHS 110. Fall/Spring. Credit, 1 semester hours.
109. **Physical Science Laboratory II**
Prerequisite: Enrollment in or completion of PHS 111 or equivalent.
Laboratory activities designed to parallel and reinforce the concepts presented in PHS 111. Fall/Spring. Credit, 1 semester hours.
110. **Physical Science I**
Prerequisite: None
A general study of concepts in physical science, such as measurement, motion, force, work, mechanical energy, temperature and heat, atomic structure, the periodic table, elements, compounds, and mixtures. Fall/Spring. Credit, 3 semester hours.
111. **Physical Science II**
Prerequisite: PHS 110 or equivalent.
A general study of concepts in physical science such as: electricity, magnetism, electromagnetics, radiation, nuclear energy, the universe, the solar system, the earth's crust, minerals, rocks, and plate tectonics. Fall/Spring. 3 semester hour.
116. **Exploring Man's Energy Choices**
A survey of the evolution of the energy crisis. The various energy alternatives are considered with regard to the technological, environmental, and economic problems associated with each. Fall. Credit, 3 semester hours.
156. **Astronomy**
A study of all matter and energy in the universe, emphasizing the concentration of this matter and energy in evolving bodies such as planets, stars, and galaxies. Topics include the sun, solar systems, stars, black holes, pulsars, supernova and quasars. Fall, Spring. Credit, 3 semester hours.

CHEMISTRY (CHM)**100, 101. General Chemistry**

Prerequisite: CHM 100 for 101.

A study of elements, molecules, and atoms, their relationships to the environment and society. A laboratory is included. Fall, Spring. Credit, 4 semester hours each.

109. Chemistry, the Modern World, and Man

A survey course in chemistry designed for the non-science major. Study of the relationship of chemistry to man and the world which surrounds him. Special emphasis will be given to contemporary problems of energy, environment, health, and nutrition. Fall, Spring. Credit, 3 semester hours.

200. Qualitative Analysis

Prerequisite: CHM 101.

The principles and techniques in qualitative separation and identification of inorganic cations and anions. A laboratory is included. Fall. Credit, 4 semester hours.

201. Quantitative Analysis

Prerequisite: CHM 200

The principles of gravimetric and volumetric analysis. Correct laboratory procedures are stressed. A laboratory is included. Spring. Credit, 4 semester hours.

210, 211. Organic and Biological Chemistry

Prerequisite: CHM 101.

Molecular structure, including stereochemistry, reactivity, and the theoretical basis for correlation between the two. Different types of reaction mechanisms are presented using as examples Molecules of biological importance. A laboratory is included. Fall. Credit, 4 semester hours.

300, 301. Organic Chemistry

Prerequisite: CHM 101.

The aliphatic and aromatic carbon compounds with special emphasis on structure, major reactions, and reaction mechanisms. A laboratory is included. Fall. Credit, 4 semester hours.

310. Biochemical Structure and Mechanism

Prerequisite: CHM 101.

Atomic and molecular structure, as applied to organic and biological molecules. The concept of resonance and modern concepts of reaction mechanisms are introduced and are applied to biological reactions. As announced. Credit, 3 semester hours.

311. Biochemistry

Prerequisite: CHM 301 or 310.

A study of the chemical constitution of living matter and the biochemical build-up and breakdown of molecules in living organisms. As announced. Credit, 3 semester hours.

311L. Experimental Methods in Biochemistry

Prerequisite: Enrollment in, or completion of CHM 311.

A student laboratory which deals with the experimental methods used in biochemistry. As announced. Credit, 1 semester hour.

327. Instrumental Analysis

Prerequisite: CHM 201, PHY 151 or equivalent.

Study of methods for the analysis and separation of mixtures, with emphasis on techniques in modern industrial usage. Laboratory projects are included. Spring. Credit, 3 semester hours.

370. Science Communications and Research Methods

Prerequisite: Junior or Senior standing in Biology or Chemistry, and consent of instructor.

A review of the current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. As announced. Credit, 1 semester hour.

410, 411. Physical Chemistry

Prerequisite: 16 hrs. of college chemistry, mathematics through calculus, and consent of instructor.

A theoretical and mathematical treatment of the fundamental laws and theories underlying the science of chemistry. As announced. Credit, 3 semester hours each.

410L, 411L. Experimental Methods in Physical Chemistry

Prerequisite: Enrollment in, or completion of, CHM 410 for 410L, and 411 for 411L.

A student laboratory which deals with experimental methods used in physical chemistry. As announced. Credit, 1 semester hour each.

495. Seminar

Prerequisite: Junior or Senior standing in Biology or Chemistry and consent of instructor.

A seminar series in which current biomedical research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. MARC trainees will be required to present a seminar in their senior year. Fall/Spring, 1-4 semester hours.

498. Literature Seminar

Prerequisite: Junior or Senior chemistry major.

Introduction to methodology of researching topics in the chemical literature. Spring, 1 semester hour.

499. Independent Study in Chemistry

Prerequisite: Consent of Department Chairman.

Individual research in advanced areas of chemistry. Offered for chemistry majors only. Fall, Spring. Credit, 1 to 3 semester hours.

PHYSICS (PHY)**100. Elementary Physics I**

In an essentially descriptive fashion this course describes the nature of: motion and its causes, energy, momentum, theory of relativity, heat and temperature, pressure, sound, and others. Fall. Credit, 3 semester hours.

101. Elementary Physics II

Prerequisite: It is helpful (but not required) to have taken PHY 100 as background for this course.

In the fashion of PHY 101, this course describes the nature of electricity and magnetism, light and optical devices, and the atom (what we now know and what we believe we can't know). Spring. Credit, 3 semester hours.

115. Electronics (A Survey)

The limitations of electronics are not known. We live in an "electronic age." This course is a survey of the entire field of electricity and electronics from why rubbing a balloon can cause it to stick to the ceiling (apparently defying gravity), through how radio and TV work, to the modern electronics of the calculator and computer. As announced. Credit, 3 semester hours.

150, 151. College Physics I, II

Prerequisite: MAT 107 or equivalent for 150; 150 for 151.

A treatment of the subject matter of general physics (listed, in part, under 100, 101) at a level of thoroughness expected in such curricula as pre-med, biochemistry, etc. (for pre-engineering or physics curricula see 200, 201). Fall, Spring. Credit, 4 semester hours each with laboratory (206, 207).

200, 201. University Physics I, II

Prerequisite: MAT 221 or equivalent (may be taken concurrently) for 200; 200 for 201.

The most thorough treatment of the subject matter of general physics (listed, in part, under 100, 101). A beginning course expected in such curricula as pre-engineering, physics, etc. As announced. Credit, 3 semester hours.

206, 207. Physics Laboratory

Prerequisite: For 206, enrollment in, or completion of PHY 100, 150, or 200. For 207, enrollment in or completion of PHY 101, 151, or 201.

A student laboratory to complement and reinforce the physical relationships discussed in the lecture classes. Fall, Spring. Credit, 1 semester hour each.

218. Optics

Prerequisite: PHY 101, 151, or 201.

Optical instruments such as cameras, telescopes, and many more are discussed. Their uses, limitations, and how they work are all included. Experimentation comprises half of the course. As announced. Credit, 3 semester hours.

256. Modern Physics

Prerequisite: PHY 101, 151, or 201.

A survey of the physics of the 20th century. The fundamental ideas of the theory of relativity and quantum mechanics via the anomalies that led to their formulation. As announced. Credit, 3 semester hours.

320, 321. Electricity and Magnetism

Prerequisite: PHY 101, 151, or 201 and working knowledge of calculus for 320; 320 for 321.

Electrostatics, magnetic and electric fields, capacitance, inductance, electric machinery and meters. As announced. Credit, 3 semester hours.

326. Heat and Temperature

Prerequisite: PHY 100, 150, or 200 and a working knowledge of calculus.

Heat and its effects. Heat engines and their limitations. The concepts of entropy and other facets of thermodynamics. As announced. Credit, 3 semester hours.

336. Mathematical Physics

Prerequisite: A working knowledge of calculus.

Three dimensional vector and tensor calculus. Green's and Stoke's theorems. Vector spaces, linear independence, orthogonality, Hermitian and unitary operators. Eigenvalues and eigenvectors of operators, function spaces as vector spaces, and elements of the theory of distributions. As announced. Credit, 3 semester hours.

448. Special Topics

Prerequisite: PHY 101, 151, or 201; MAT 222.

Individual study either of subject matter in existing courses (in more depth) or of subjects for which there is no present formal course. As announced. Credit, 1-3 semester hours.

ENGINEERING (EGR)**200. Engineering Statics**

Prerequisites: PHY 200, MAT 221.

The study of engineering statics using vector calculus. Basic concepts, forces, and equilibrium analysis, distributed forces, centroids, moments of inertia, virtual work, applications to machines, structures, and systems. Fall. Credit, 3 semester hours.

201. Engineering Dynamics

Prerequisite: EGR 100.

The study of engineering dynamics using vector calculus. Equations of motion, kinematics, kinetics of mass points and systems of mass points, kinetics, and kinematics of rigid bodies. Spring. Credit, 3 semester hours.

205. Engineering Graphics

Introduction to graphical representation and engineering drawing. Instrument and freehand drawing of structures and machine parts, including isometric, oblique, and perspective drawings, sectional and auxiliary views, and orthographic projections. (Laboratory) Spring. Credit, 2 semester hours.

POLITICAL SCIENCE

Chairman: GIBSON GRAY

H. MONTE HILL
MIN-CHUAN KU*

ROBERT O. SCHNEIDER
ROBERT THIELE

*Professor Emeritus

Political Science is the systematic study of politics. In its broadest sense politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science students with an educational background which will prepare them for a wide range of career opportunities and which will be desired by prospective employers from the fields of Law, Foreign Service, Public Administration, Journalism, "Practical Politics," and Teaching.

Requirements for a Bachelor of Arts Degree in Political Science

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirements (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| PLS 100, Introduction to Political Science | 3 |
| PLS 101, Introduction to American National Government | 3 |
| At least one course from each of the following areas: | |
| Theory, Philosophy and Methodology 213, 303, 333, or 418 | |
| American Government and Politics 201, 202, 215, 301, 304, 305, 306, 310, 312, 317, or 402 | 3 |
| Public Administration 210, 302, 319, 320, or 331 | 3 |
| Comparative Government and Politics 200, 275, 321, 370 or 420 | 3 |
| International Politics 251, 354, 380, 430, or 452 | 3 |
| And fifteen additional hours of Political Science Electives | 15 |
| | <u>41</u> |
| Total | 128 |

Requirements for a Bachelor of Arts Degree in Political Science:

| | |
|---|-----------|
| Pre-Law Major | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | 21 |
| PLS 100, 101, 303, 310, 312, 317, 333 | |
| One course from among: | |
| Comparative Government and Politics | 3 |
| 200, 275, 321, 370, or 420 | |
| and | |
| International Politics | 3 |
| 251, 354, 380, 430, or 452 | |
| and | |
| Three additional courses in Political Science | 9 |
| Electives** | 41 |
| Suggested: | |
| CMA 101, 225, 302; PHI 100, 101 | |
| Total | 128 |

Requirements for a Bachelor of Arts Degree in Political Science:

| | |
|---|-----------|
| Public Administration Major | Sem. Hrs. |
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | 30 |
| PLS 100, 101, 201 or 202, 210, 302, 319, 320, 333, 360, 361 | |
| One course from among: | |
| International Politics | 3 |
| 251, 354, 380, 430, or 452 | |
| and | |
| One additional course in Political Science | 3 |
| Electives | 41 |
| Strongly Recommended: | |
| ECN 201, 202; PLS 331 | |
| Suggested: | |
| BUS 227, 228; | |
| Total | 128 |

*Students who plan a major in Political Science should consult with the Department Chairman prior to registering for Basic Studies courses.

**Chosen in consultation with the pre-law advisor.

Requirements for a Minor in Public Administration:

| | |
|--|-----------|
| Required Courses | Sem. Hrs. |
| PLS 100 Introduction to Political Science | |
| or | |
| PLS 101 Introduction to American National Government | 3 |
| PLS 201 American State Government | |
| or | |
| PLS 202 Local Government in the United States | 3 |
| PLS 210 Introduction to Public Administration | 3 |

| | |
|--|----------|
| PLS 302 Administration of Municipal Government | 3 |
| PLS 319 Public Policy and Analysis | 3 |
| PLS 320 Comparative Public Administration | 3 |
| Three Additional hours of Political Science | <u>3</u> |
| Total | 21 |

The department believes that there are many students majoring in Business Administration and Economics, Education, Sociology, and other disciplines who may someday seek employment in some administrative position in the public sector. While not wishing to major in political science, these students would benefit from a structured set of courses outlining the operations and problems of the administrator of a public agency. Even if the student never seeks employment as public administrator, the department believes that exposure to these courses within the public administration minor will help the student to perform their private sector administrative roles more capably, especially since the growth of government has created numerous points of contact between public sector and private sector administrators.

Requirements for a Minor in Legal Studies:

| Required Courses | Sem. Hrs. |
|--|-----------|
| PLS 100 Introduction to Political Science | |
| or | |
| PLS 101 Introduction to American National Government | 3 |
| PLS 303 Political Thought | 3 |
| PLS 310 Constitutional Law | 3 |
| PLS 312 Law of Criminal Procedure | 3 |
| PLS 317 Judicial Process and Behavior | 3 |
| Three additional hours of Political Science | <u>3</u> |
| Total | 18 |

The minor in legal studies is designed to accommodate the student who is majoring in some other discipline and also quite interested in going to law school and pursuing a legal career. This allows the student to concentrate in a particular area of expertise within which he or she plans to specialize once the student begins to practice law. Rather than require the student to major in political science, the minor in Legal Studies gives the student more flexibility to pursue other interests while receiving a sound preparation for law school study.

Requirements for a Minor in Political Science:

| Required Courses | Sem. Hrs. |
|--|-----------|
| PLS 100 Introduction to Political Science | |
| or | |
| PLS 101 Introduction to American National Government | 3 |
| PLS 303 Political Thought | 3 |
| Twelve additional hours of Political Science | <u>12</u> |
| Total | 18 |

This third minor is less structured than the other minors because the department wishes to accommodate the student who enjoys political science, but who does not wish to pursue a major because of other career or vocational goals. With the exception of a required course in Political Thought the department wishes to encourage the student to take an “eclectic” approach and enroll in courses that discuss topics of interest to the student so that the individual needs of the student will be better met.

The Department of Political Science participates in the interdepartmental minor in the World Studies Program. For further details on this minor see p. 289.

The Department of Political Science participates in the interdepartmental minor in the program in Personnel and Organizational Leadership. For further details on this minor see p. 286.

COURSES (PLS)

INTRODUCTION

100. Introduction to Political Science

A study of general political science concepts, definitions, and approaches within the framework of discussions of how individuals and groups may be able to utilize more effectively the political, social, and economic systems with which they come into contact. Fall, Spring. Credit, 3 semester hours.

101. Introduction to American National Government

An introductory study of: (1) the basic concepts of political science, (2) the brief history of the basic principles of the Constitution, (3) the structure, functions of and the relations between the legislative, executive and judicial branches of the national government, and (4) the relations between the national and state governments. Fall, Spring. Credit, 3 semester hours.

THEORY, PHILOSOPHY, AND METHODOLOGY

213. Contemporary Political Ideologies

A study of twentieth century ideologies, including liberalism, conservatism, nazism, fascism, communism, democratic socialism, and more recent doctrines such as third world nationalism, minority liberation, women’s liberation, and the new left. As announced. Credit, 3 semester hours.

303. Political Thought

Prerequisite: PLS 100 or 101

A study of the historic and conceptual background of political thought from the classical through contemporary political thinkers. Emphasis is placed on the application of ideas and concepts learned to current political and personal situations so as to enable the student to function better and more thoughtfully as an individual and as a member of various social and political systems. Fall, Spring. Credit, 3 semester hours.

333. Introduction to Theory and Methodology

Prerequisite: PLS 100 or 101.

This course concerns basic concepts of political science and teaches the student

how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Fall or Spring. Credit, 3 semester hours.

393. Census Data for Social Sciences and Business (GGY 393, SOC 393)

Prerequisite: MAT 105 or 107 or permission of instructor.

An introduction to accessing, analyzing, and interpreting census data. Emphasis is placed on using census data for research in social science, marketing, and related fields. As announced. Credit, 1 semester hour.

418. Special Topics in Theory, Philosophy and Methodology

Prerequisite: PLS 100 or 101.

An in-depth study of a selected topic from the field of political philosophy or methodology. As announced. Credit, 3 semester hours.

DIRECTED RESEARCH AND INDEPENDENT STUDY

398. Directed Research in Political Science I

Prerequisite: PLS 100 or 101.

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chairman prior to registration. Fall or Spring. Credit, 1-3 semester hours.

399. Directed Research in Political Science II

Prerequisite: PLS 100 or 101.

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chairman prior to registration. Fall or Spring. Credit, 1-3 semester hours.

499. Independent Study in Political Science

Directed reading and research under the guidance of the instructor in a specific area or problem in political science. Scheduled only for senior political science majors with the approval of the Chairman of the Department. Fall or Spring. Credit, 1-3 semester hours.

AMERICAN GOVERNMENT AND POLITICS

201. American State Government

Prerequisite: PLS 100 or 101.

An examination of the setting, institutions, politics, and policies of state governments in the United States. Fall or Spring. Credit, 3 semester hours.

202. Local Government in the United States

Prerequisite: PLS 100 or 101.

An examination of the setting, institutions, politics, and policies of local government in the United States. Fall or Spring. Credit, 3 semester hours.

215. North Carolina Politics and Government

Prerequisite: PLS 100 or 101.

A study of the North Carolina political system: its environment, the forces and elements making up the system, the policies of that system, and the impact of the policies. Fall or Spring. Credit, 3 semester hours.

301. Political Parties and Interest Groups in the United States

Prerequisite: PLS 100 or 101.

The history, development, organization, functions and purposes of the major parties and interest groups, and the role played by them in the policy-making and election of the government. Fall or Spring. Credit, 3 semester hours.

304. Legislative Process in the United States

Prerequisite: PLS 100 or 101.

A study of: (1) the distribution of the legislative power in the three branches of the government, (2) the structure and functions of the legislature, (3) the actual process of legislation both in the national and state governments, its defects and remedies, and (4) the attainment of responsible and responsive government. Important legislative problems will be selected and will serve as a basis for analyzing the legislative process. Fall or Spring. Credit, 3 semester hours.

305. Public Opinion and Elections in the American Political System

Prerequisite: PLS 100 or 101.

A study of the nature of public opinion, campaigns, and elections and their functions in the American political system. Fall or Spring. Credit, 3 semester hours.

306. The American Presidency

Prerequisite: PLS 100 or 101.

The central role of the American presidency in the political process and the relationship among the presidency and the other branches of government. Fall or Spring. Credit, 3 semester hours.

310. Constitutional Law

Prerequisite: PLS 100 or 101.

A study of: (1) the federal system, especially the relations between the national government and the States, (2) the jurisdiction of the federal courts and (3) individual rights. Fall or Spring. Credit, 3 semester hours.

312. Law of Criminal Procedure

Prerequisite: PLS 100.

Constitutional limitations on police activity. Due process; right to counsel; arrest, search and seizure; electronic eavesdropping; confessions; and the scope of exclusionary rules. Fall or Spring. Credit, 3 semester hours.

317. Judicial Process and Behavior

Prerequisite: PLS 100 or 101.

An examination of the role of judges, lawyers, and jurors in the decision-making process as influenced by their recruitment and socialization of the political framework in which they operate, and the various factors, ideology, attitudes, and values that influence their decisions. Fall or Spring. Credit, 3 semester hours.

402. Selected Topics in American Government

Prerequisite: PLS 100 or 101.

A study of selected problems, either in theory or in practice, in American government, with readings, discussions and papers on these problems. Fall or Spring. Credit, 3 semester hours.

405. Washington Legislative Internship

Prerequisite: PLS 304.

This internship presents an opportunity for a student to get a deeper understand-

ing of the legislative process by participating in the activities of a U.S. Congressman's office. The intern will spend a semester in Washington, D.C. working in the office of a Congressman and will be responsible for performing assigned research on legislative issues as well as working on constituency problems. Students will be assigned reading material on the legislative process and will be required to submit various papers in order to fulfill the internship requirements. The internship is limited to Political Science majors. No more than six credit hours may be applied to fulfill the thirty-six hour requirement for a major in political science nor is the student eligible to enroll in any other departmental internship program (PLS 360, 361, or 364). Scheduled for political science majors with the approval of the Chairman of the Department. Credit, 6-12 semester hours.

PUBLIC ADMINISTRATION

210. Introduction to Public Administration

Prerequisite: PLS 100 or 101.

An introductory study of general principles and problems of administrative organization in government: federal, state, and local. The role, relationships, processes, and control of governmental institutions, in the political context, with special emphasis on the American experience, will be surveyed. Fall or Spring. Credit, 3 semester hours.

302. Administration of Municipal Government in the United States

Prerequisite: PLS 100 or 101.

A study of American municipal government in its setting and development, power and politics, management process, administration of services, social and economic problems, planning, fiscal problems and practices, intergovernmental relations, and emerging trends. Fall or Spring. Credit, 3 semester hours.

319. Public Policy and Analysis

Prerequisite: PLS 100 or 101.

This course seeks to explore both the causes and consequence of public policy, i.e., both policy determination and policy impacts. The former is concerned with political, economic, social, environmental or other factors which are hypothesized to be political determinants. The latter is concerned with social, economic, political, or other conditions which are hypothesized to be policy impacts. Fall or Spring. Credit, 3 semester hours.

320. Comparative Public Administration

Prerequisite: PLS 100 or 101.

Examination and analysis are made of the administrative systems of foreign governments of selected Western and non-Western countries; attention is given to practices applicable to administration in the United States. Fall or Spring. Credit, 3 semester hours.

331. Public Finance (ECN 330)

Prerequisite: ECN 201, 202.

A study of revenue and expenditure on all government levels in the United States. As announced. Credit, 3 semester hours.

360. Introductory Internship in Public Administration

Prerequisite: PLS 100 or 101.

The acquisition of public management experience through an arranged intern-

ship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours.

361. Advanced Internship in Public Administration

Prerequisite: PLS 360.

This is a continuation of the internship of PLS 360. It continues the acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours.

364. Practicum in Public Administration

Restriction: Open to majors in Political Science only.

Prerequisite: PLS 100 or 101, and consent of instructor and departmental chairman.

This course provides students with management experience of at least 80 working days with regular wages provided by a government or community agency. Working under the supervision of a professor and a designated official of the agency, students produce an extended report exploring a concern of the agency. As announced. Credit, 6 semester hours.

COMPARATIVE GOVERNMENT AND POLITICS

200. Introduction to Comparative Politics

Prerequisite: PLS 100 or 101.

This course introduces the subject matter of comparative politics by examining different types of political systems such as a West European parliamentary democracy, a third world authoritarian state, and a totalitarian communist system. As announced. Credit, 3 semester hours.

275. Politics in the Developing World

Prerequisite: PLS 100 or 101.

This course introduces the student to the politics of underdeveloped countries. Special emphasis is placed on the study of nationalism, revolution, economic development, and political modernization. Fall or Spring. Credit, 3 semester hours.

321. Soviet Government

Prerequisite: PLS 100 or 101.

A study of the government that emerged after the Revolution of 1917, emphasizing the subsequent power struggle and gradual development of the U.S.S.R. Fall or Spring. Credit, 3 semester hours.

370. Comparative Political Area Studies

Prerequisite: PLS 100 or 101.

An examination of the cultural and political ideas, institutions and forms of government in a specific geographic region. Far Eastern, Middle Eastern, African, Latin American, West European, and East European governments are possible areas for examination in this course. The area of study and specific focus will rotate. As announced. Credit, 3 semester hours.

420. Special Topics in Comparative Politics

Prerequisite: PLS 100 or 101.

An in-depth study of a selected topic from the field of comparative politics. As announced. Credit, 3 semester hours.

INTERNATIONAL ORGANIZATION, RELATIONS, AND LAW**251. Introduction to World Politics (WLS 251)**

Prerequisite: PLS 100 or 101.

An analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall or Spring. Credit, 3 semester hours.

355. International Relations Area Studies

Prerequisite: PLS 100 or 101.

An analysis of the foreign policies of a specific geographic region involved presently or potentially in global conflicts, with special attention to the role of the United States in the area. Possible areas for examination in this course include Africa, Latin America, the Middle East, the Far East, Western Europe, or the Soviet Union and Eastern Europe. As announced. Credit, 3 semester hours.

380. The Politics of World Order

Prerequisite: PLS 100 or 101.

A study of the general approaches to world order with special attention given to the management of that order through the workings of international law and organizations. Fall or Spring. Credit, 3 semester hours.

430. Special Topics in International Politics

Prerequisite: PLS 100 or 101.

An in-depth study of a selected topic in the field of international politics. As announced. Credit, 3 semester hours.

452. Problems in American Foreign Policy (HST 452)

Prerequisite: PLS 100 or 101.

A study of major issues and problems in American foreign policy, including tradition and other constant factors of policy making, and with major emphasis on the post-World War II period. Fall or Spring. Credit, 3 semester hours.

PSYCHOLOGY

Chairman: MICHAEL STRATIL

ROBIN POWERS
KATHRYN K. RILEIGH

M. ROSCOE THORNTHWAITE

People throughout history have been intrigued by the question, “What is human nature?” Psychology’s approach to this topic is aimed at understanding basic patterns of thought, emotion, and behavior. It uses a variety of scientific methods, including interviews, case studies, field observations, neurophysiological recordings, and controlled experimentation. Psychology’s fund of knowledge has grown very rapidly over the past century. We now have a much clearer understanding of how people learn, how childhood experiences affect adult personality, how people influence one another during normal social relations, how to treat emotional and behavioral problems, how the brain’s biochemistry influences behavior, and many other significant topics.

The Department’s courses strive to blend general conclusions with practical application. Many topics are presented through role playing, discussions promoting personal involvement, and other experiential techniques. In addition to teaching established knowledge, the Department attempts to convey the excitement, controversy, and spirit of exploration that pervade the field of psychology today.

The Department offers a bachelor of science degree in psychology. This program is organized in a way that allows students to focus on one of three broad themes: general psychology, mental health, and industrial/organizational psychology. The Department also offers minors in General Psychology, Mental Health, and Personnel and Organizational Leadership.

These avenues of study prepare students for a variety of occupational paths. Many graduates build careers in human services, administration, entrepreneurship, and other fields of practical endeavor. Others enter graduate school and pursue careers as professional psychologists.

MAJOR PROGRAMS

Requirements for a Bachelor of Science Degree in Psychology:

| | Sem. Hrs. |
|-------------------------------------|--------------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | 40-46 |
| Electives | <u>31-37</u> |
| Total | 128 |

**Students who plan a major in psychology should consult with the department Chairman prior to registering for Basic Studies courses.*

A. General Psychology Option

This option offers a traditional approach to psychology, with an emphasis on experimental research. It is recommended for students intending to pursue graduate training or those desiring a broad liberal arts education with a minimum of specialization. Requires 40 hours of coursework.

Psychological Foundations (7 courses, for 22 hours)

- 101 Introductory Psychology
- 205 Developmental Psychology
- 210 Psychological Research (4 hours)
- 215 Psychology of Learning
- 216 Introduction to Social Psychology
- 304 History and Systems of Psychology
- 360 Abnormal Psychology

Theory (select 1 course; 3 hours)

- 375 Theories of Personality
- 415 Seminar in Human Motivation

Specialty Courses (select 3 courses; 9 hours)

- 312 Cognitive Processes
- 340 Issues in Personality
- 401 Physiological Psychology
- 417 Introduction to Clinical Psychology or 418 Introduction to Counseling Psychology
- 422 Seminar on Psycholinguistics: Psychology of Language

Additional Methodology (select 1 course; 3 hours)

- 208 Psychological Statistics (strongly recommended for students planning to attend graduate school)
- 380 Supervised Research in Social Psychology
- 399 Directed Study
- 403 Introduction to Psychological Testing

Elective (select 1 course; 3 hours)

Any psychology course except those completed above

B. Mental Health Option

This option focuses on the nature of psychological health and disorder, current intervention procedures, and the research techniques for studying these phenomena. It is recommended for students planning careers that directly or indirectly involve the mental health system and for students intending to pursue graduate training in clinical psychology, counseling psychology, and various fields of social service. It does not provide any type of professional certification. Requires 40 hours of coursework.

Psychological Foundations (13 hours)

| | |
|---------|-----------------------------------|
| PSY 101 | Introductory Psychology |
| PSY 210 | Psychological Research (4 hours) |
| PSY 215 | Psychology of Learning |
| PSY 304 | History and Systems of Psychology |

Mental Health Core (15 hours)

| | |
|---------|---------------------------------------|
| PSY 360 | Abnormal Psychology |
| PSY 375 | Personality Theories |
| PSY 403 | Introduction to Psychological Testing |
| PSY 417 | Introduction to Clinical Psychology |
| PSY 418 | Introduction to Counseling Psychology |

Specialty Courses (select 2 courses, for 6 hours)

| | |
|---------|--|
| PSY 220 | Behavior Modification |
| PSY 225 | Psychology of Stress |
| PSY 340 | Issues in Personality |
| PSY 414 | Practicum: Mental Health Services Experience |

Electives (6 hours)

Any psychology courses except those completed above. Students are strongly encouraged to complete PSY 208 (Psychological Statistics).

C. Industrial/Organizational Psychology Option

This option focuses on the application of psychological principles to the industrial/organizational setting. It combines a core psychology curriculum with a number of carefully selected courses from related disciplines. It is recommended for the student desiring a liberal arts approach to human relations. Requires 46 hours of coursework, with at least 15 hours in 300- or 400-level psychology courses.

Psychological Foundations (11 courses, for 34 hours)

| | |
|---------|--------------------------------------|
| PSY 101 | Introduction to Psychology |
| PSY 210 | Psychological Research (4 hours) |
| PSY 216 | Introduction to Social Psychology |
| PSY 225 | Psychology of Stress |
| PSY 270 | Industrial/Organizational Psychology |
| PSY 316 | Psychology of Leadership |

- PSY 317 Psychology of Social Communication
- PSY 215 Psychology of Learning, or PSY 312 Cognitive Processes
- PSY 125 Human Potential, PSY 340 Issues in Personality, or PSY 360 Abnormal Psychology
- PSY 304 History and Systems of Psychology, PSY 375 Personality Theories, or PSY 415 Seminar in Human Motivation
- PSY 220 Behavior Modification, PSY 417 Clinical Psychology, or PSY 418 Counseling Psychology

Management/Administration (select 2 courses, for 6 hours)

- PLS 210 Introduction to Public Administration
- BUS 307 Principles of Management
- BUS 308 Organizational Theory and Behavior (prerequisite: BUS 307)

Communication Skills (select 2 courses, for 6 hours)

- CMA303 Business Communication
- CMA350 Organizational Communications
- CMA358 Discussion and Debate
- CMA370 Advanced Composition

Note: Students selecting this option are strongly encouraged to use their university electives to complete PSY 208 (Psychological Statistics). Other suggested electives are:

- BUS 408 Personnel Management
- CMA210 Introduction to Mass Communications
- CSC 100 Introduction to Computer Science
- ECN 201 Principles of Economics I
- PHI 443 Business Ethics
- PLS 302 Administration of Municipal Government in the United States
- PLS 319 Public Policy and Analysis
- PLS 320 Comparative Public Administration
- PLS 333 Introduction to Theory and Methodology
- PLS 360 Introduction to Internship in Public Administration
- PSY 380 Supervised Research in Social Psychology
- PSY 399 Directed Study
- PSY 403 Introduction to Psychological Testing
- PSY 470 Practicum in Organizational Psychology
- SOC 309 Social Problems in Modern Society
- SOC 328 Inequality and Change
- SOC 337 Military Sociology
- SWK 403 Supervision in Human Services Organizations

MINOR PROGRAMS**Requirements for a Minor in Psychology**

The minor in psychology consists of 18 unduplicated semester hours (of which at least 6 hours must be taken at the 300-level or above) as follows:

1 course from:

- PSY 103 Psychology of Parenthood
- PSY 205 Developmental Psychology

1 course from:

- PSY 215 Psychology of Learning

1 course from:

- PSY 216 Introduction to Social Psychology
- PSY 316 Psychology of Leadership
- PSY 317 Psychology of Social Communication

1 course from:

- PSY 125 Human Potential
- PSY 340 Issues in Personality
- PSY 375 Personality Theories
- PSY 417 Introduction to Clinical Psychology
- PSY 418 Introduction to Counseling Psychology

2 elective courses (6 hours) in the department.

Requirements for a Minor in Mental Health

This program is designed to provide academic background and practical experience in mental health work. It should be useful to persons expecting to interact with the mental health system as an administrator or paraprofessional. Additionally, persons planning to attend graduate programs in the human services or sciences may find that the minor provides a useful foundation. The minor does not provide any type of professional certification.

The minor in mental health consists of 18 semester hours as follows:

Required Core:

- PSY 360 Abnormal Psychology
- PSY 403 Introduction to Psychological Testing
- PSY 414 Practicum: Mental Health Service Experience

2 elective course chosen from:

- PSY 220 Behavior Modification
- PSY 225 Psychology of Stress
- PSY 417 Introduction to Clinical Psychology
- PSY 418 Introduction to Counseling Psychology

1 elective course chosen from:

- PSY 215 Psychology of Learning
- PSY 340 Issues in Personality
- PSY 375 Personality Theories
- PSY 415 Seminar in Human Motivation

Requirements for a Minor in Personnel and Organizational Leadership

The Department participates in the interdisciplinary minor in Personnel and Organizational Leadership. For further details on this minor, see p. 286.

COURSES (PSY)**101. Introductory Psychology**

A survey of major areas of psychology, with emphasis on issues, concepts and terminology needed for more advanced courses. Fall, Spring and Summer. Credit, 3 semester hours.

103. Psychology of Parenthood

The application of psychological concepts by parents to the understanding and modification of child behavior at all stages of development. Spring. Credit, 3 semester hours.

125. Human Potential

A survey of current knowledge about the potential for optimal human development. Classroom activities include lecture, discussion, and participation in growth exercises. Fall. Credit, 3 semester hours.

205. Developmental Psychology

The study of the stages and processes involved in all areas of development of the human organism from conception through adolescence. Fall. Credit, 3 semester hours.

208. Psychological Statistics

An introduction to simple descriptive and inferential statistics which are frequently used by psychologists. The selection and application of procedures appropriate to specific types of psychological research and the standardization of psychological tests will be emphasized. Fall. Credit, 3 semester hours.

210. Psychological Research

Prerequisite: Any psychology course.

An introduction to research methods used in psychology. Experimental research will be emphasized, but survey and correlational research will also be included. Three lectures and a two-hour lab weekly. Spring. Credit, 4 semester hours.

215. Psychology of Learning

Prerequisite: PSY 101.

An introductory survey of the major areas in the psychology of learning. Classical conditioning, operant conditioning, verbal learning, and memory will be included. Fall. Credit, 3 semester hours.

216. Introduction to Social Psychology

Prerequisite: PSY 101 or SOC 201.

An introduction to the concepts, principles, theories, and research of social psychology. Social psychology is the study of social influence processes. Topics such as attitude change, perception of other people, interpersonal attraction, aggression, altruism, prejudice, and group dynamics will be covered. Fall. Credit, 3 semester hours.

220. Behavior Modification

Prerequisite: PSY 215 or EDN 202.

Introduction to the principles and practice of behavior modification. Application in institutional and clinical settings will be discussed, exploring such topics as classroom behavioral problems, the control of smoking, weight loss, phobias, hypertension, and headaches. Alternate Spring. Credit, 3 semester hours.

225. Psychology of Stress

The course will cover the psychological and physiological dynamics of stress and techniques of managing stress: nutrition, exercise, meditation, biofeedback conditioning, hypnosis, and psychotherapy. Spring. Credit, 3 semester hours.

250. Psychology of Sex Differences

An evaluation of research and attitudes about male/female differences from a social psychological perspective. Topics include sex differences in: intellectual and physical abilities, personality traits, biological/genetic factors, sexual/reproductive behaviors, achievement, psychological disorders, interpersonal power, and communication styles. As announced. Credit, 3 semester hours.

270. Industrial/Organizational Psychology

Applies psychological principles to the study of industrial and organizational effectiveness. Covers theory, research, and practical applications related to such topics as work motivation, the communicative process, and the selection, testing, and training of employees. Spring. Credit, 3 semester hours.

304. History and Systems of Psychology

Prerequisite: PSY 101.

A study of the development of psychology as a discipline from ancient Greece to modern times. Present issues in psychology are traced to their origins. Spring. Credit, 3 semester hours.

312. Cognitive Processes

Prerequisite: PSY 101.

An examination of human memory and thinking within the context of the human information processing model. Alternate Spring. Credit, 3 semester hours.

316. Psychology of Leadership

Examination of the psychological processes in small group leadership. Topics will include self-assertion, decision-making, persuasion, and compliance. Emphasis on theory, research, and acquisition of practical leadership skills. Spring. Credit, 3 semester hours.

317. Psychology of Social Communication

Study of the psychological processes in everyday social communication. Examination of the relationship between misunderstanding, hostility, egocentricity, psychological defenses, and the frequent conflict between verbal and nonverbal cues. Emphasis on applying psychological theory to the solution of specific communication problems in the student's own life. Spring. Credit, 3 semester hours.

340. Issues in Personality

An introduction to the psychological study of personality. Emphasis on research findings and their interpretation. Alternate years. Credit, 3 semester hours.

355. Sensation and Perception

Prerequisite: PSY 101.

An examination of the structures and processes involved in perception. Visual and auditory perception will be emphasized. As announced. Credit, 3 semester hours.

360. Abnormal Psychology

A study of the history, theories, and causes of mental disorders. Various types of disorders are examined along with their typical symptoms. Uses of psychological testing and clinical interviews are studied. Spring. Credit, 3 semester hours.

375. Personality Theories

Various theoretical approaches to the study of personality. Spring. Credit, 3 semester hours.

380. Supervised Research in Social Psychology

Direct experience in the collection, statistical analysis, and technical reporting of data of social behavior. Close collaboration between student and instructor. As announced. Credit, 3 semester hours.

397. Current Topics Seminar

Comprehensive treatment of selected topics in psychology. Content will vary, depending on interests of participants. Offered on demand (see Department Chairman). Credit, 3-9 semester hours in multiples of 3.

399. Directed Study

Prerequisite: A written plan of the project should be approved by the Department Chairman no later than two weeks prior to registration.

Directed readings and/or research, leading to the preparation of a paper or research report. Exclusively for psychology majors. Amount of credit given will be agreed upon prior to registration and will depend upon the magnitude of the project chosen. Fall, Spring. Credit, 1-6 semester hours.

401. Physiological Psychology

Prerequisite: 15 hours of psychology or biology

Study of psychological processes from a biological perspective. Covers both normal and abnormal functioning, with emphasis on basic neuroanatomy, basic biochemistry, psychoactive drugs, behavior genetics, and research methods. Spring, alternate years. Credit, 3 semester hours.

403. Introduction to Psychological Testing

An intensive introduction to basic psychometric concepts including types of test scores, score transformation techniques, validity, reliability, and norms. Practical application of psychometric concepts will be experienced through the administration, evaluation, and interpretation of psychological tests. Fall. Credit, 3 semester hours.

414. Practicum: Mental Health Service Experience

Prerequisite: Permission of Departmental Chairman.

Interested students should have written a plan of work approved by the Chairman no later than two weeks prior to registration. Supervised experience in one of the five major areas of a comprehensive mental health center (inpatient, outpatient, consultation/education, partial hospitalization, and emergency service). Fall, Spring. Credit, 3 semester hours.

415. Seminar in Human Motivation

Prerequisite: PSY 101.

Integration of diverse theoretical perspectives into a coherent framework for analyzing human motivation, with a selective survey of contemporary research. Some practice in assessing adult motivation through interviews. Active oral participation is required.

417. Introduction to Clinical Psychology

Prerequisite: PSY 101.

A survey of the clinical field with special emphasis on people-helping skills and institutions. Includes trips to institutions and practicum work with individuals. Fall. Credit, 3 semester hours.

418. Introduction to Counseling Psychology

An introductory survey of counseling with emphasis on basic skills and knowledge of techniques. The course is both didactic (theories of counseling) and experiential (role-playing in class). Opportunities for classroom discussion, professional feedback about skills and potential, and video-taping. Spring. Credit, 3 semester hours.

422. Seminar on Psycholinguistics: Psychology of Language

A study of theories and research on the learning and usage of language. Includes speech perception, child language development, word meanings, deafness, and other related topics. Alternate Fall. Credit, 3 semester hours.

470. Practicum in Organizational Psychology

Prerequisite: Permission of Departmental Chairman.

Interested students should have a written plan of work approved by the Chairman no later than two weeks prior to registration. Supervised experience in one of the following areas: personnel psychology, job design/analysis, employee health/safety, work motivation and organizational communication. Fall, Spring. Credit, 3 semester hours.

SOCIOLOGY AND SOCIAL WORK

Chairman: FRANK SCHMALLEGER

JOHN BOWMAN
NORMAN LAYNE
STEPHEN MARSON

BARNEY K. PAUZE
JOHN RIMBERG
CHERYL WAITES

The purpose of the Sociology and Social Work Department is to provide students with classroom and real-life experiences designed to stimulate critical thought about man’s social environment and to prepare students for meaningful participation in society.

The department offers both a major and minor in Sociology, a major in Social Work, and a major in Criminal Justice. In addition, minors are available in Criminology, Medical Sociology and Social Work.

The department places emphasis on applied Sociology and Social Work. Many courses within the department allow students to test classroom learning through real-life experience (field-work placement) in the community. Such experiences enhance students’ employment opportunities following graduation.

The Sociology and Social Work Department strongly recommends that prospective majors, minors and those developing a specialty concentration consult the Department chairman.

Requirements for a Bachelor of Arts Degree in Sociology

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| Major Requirements | |
| SOC 201, 209, 280, 459, 490 | 15 |
| Twelve Hours from A or B | 12 |
| A. Social Institutions | |
| SOC 105, 303, 312, 368, 413, 417, 445 | |
| B. Medical | |
| SOC 270, 372, 373, 375, 376, 377 | |
| Selected Topics: A total of 12 unduplicated hours from any of the above and/or: SOC 210, 240, 304, 328, 329, 331, 337, 341, 358, 367, 390, 396, 397, 398, 399, 497, 499, or | |
| SWK 345, 391 | 12 |
| Electives | 38 |
| Total | 128 |

*Sociology majors who elect to study a second course in mathematics are advised to select Introduction to Statistics. Although a course in statistics is recommended, it is not required.

SOCIAL WORK

The primary objective of the Social Work Program is preparation for beginning professional social work practice. Courses are offered in social work practice, social welfare policies and services, human behavior and the social environment, and understanding social work research. An integral and required part of the program is successful completion of a minimum of 400 clock hours of supervised field work. Although new students may declare social work as a major, CMA 105 and CMA 106 and a substantial number of basic studies courses must be successfully completed prior to enrolling in any social work course.

In order to declare a social work major, students are required: 1) to be interviewed by the Director of the Social Work Program; and 2) demonstrate a minimum GPA of 2.0 within the Basic Studies requirements. In order to maintain one's status as a social work major, students are required to adhere to the moral and ethical standards outlined in the *PSU Student Handbook*. They are also required to maintain a minimum GPA of 2.0 within the Social Work Major. All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend major's meetings, and meet regularly with their advisors.

In order to gain employment in the North Carolina School system, the NCDPI requires three electives: EDN 202, 227 and SWK 354. School Social Work is NOT defined as an area of specialization but rather as a field of social work practice.

Requirements for a Bachelor of Science Degree in Social Work

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement (p. 000) | 1 |
| Basic Studies Requirements (p. 00)* | 50 |
| Major Requirements | |
| a. SWK 250, 345, 348, 380, 385, 391, 445, 448 459, 470, 471 | 35 |
| b. Select 12 hours from: PSY 208 or SOC 210; SOC 303, 341, 375, 377; SWK 354, 383, 384, 403, 445, 448 | 12 |
| Electives | 31 |
| Total | <hr/> 128 |

Program of Study: Social Work Major**Freshman Year****Fall**

CMA 105
 BIO 100
 MAT 105
 PSY 101
 Fine Arts
 ORI 100 (1 hr.)

Total hours: 16**Spring**

CMA 106
 GGY 206
 HST 126, or 127, or 201
 CMA 203, or 205, or 206
 BIO 103
 PE (1 hr.)

Total hours: 16**Sophomore Year****Fall**

SOC 201
 CMA 100
 PHI 101
 PHS 110
 Humanities elective
 PE (1 hr.)

Total hours: 16**Spring**

PLS 100
 AIS 210
 SOC 209
 SWK 250
 Elective

Total hours: 15**Junior Year****Fall**

SWK 345
 SWK 380
 SWK 383
 SOC 375**
 SWK 354

Total hours: 16**Spring**

SWK 348
 SWK 385
 SWK 391
 SWK 459
 Elective

Total hours: 16**Senior Year****Fall**

SWK 470***
 SWK 403
 SOC 303
 SWK 445
 Elective

Total hours: 17**Spring**

SWK 471***
 SWK 384
 SWK 448*
 Elective
 Elective

Total hours: 17**Grand total hours: 128**

(*denotes a 2 hour course)

(**denotes a 4 hour course)

(***denotes a 5 hour course)

It is recommended that Social Work Majors declare a Minor.

CRIMINAL JUSTICE

The purpose of the Criminal Justice Program is to provide students with a thorough understanding of the social organization and administration of the criminal justice system. Courses are offered in theories of crime and delinquency, the police, the courts, corrections, and administration. Students also can explore the field of deviant behavior in American society.

Requirements for a Bachelor of Arts Degree in Sociology with a Major in Criminal Justice

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement (p. 108) | 1 |
| Basic Studies Requirements (p. 66)* | 50 |
| (Including three Prerequisite courses of SOC 201, PHI 100, and PLS 100 or 101) | |
| Major Requirements | |
| a. Sociology | |
| SOC 226, 240, 342, 343, 344, 441, 480 | 22 |
| b. Interdisciplinary | |
| PLS 310, 312; PSY 317; PHI 377 | 12 |
| c. Criminal Justice Issues | |
| Six hours from the following: | |
| SOC 341, 364, 367, 368 | 6 |
| d. Special Topics | |
| Six hours from the following: | |
| SOC 309, 377; SWK 345, 459 | 6 |
| Electives | 31 |
| | <hr/> |
| Total | 128 |

MEDICAL SOCIOLOGY

Medical Sociologists study the nature of health and illness, the role of the sick person, the various healing roles, and the organization of health services. The Sociology and Social Work Department does not offer a special degree or program in Medical Sociology, but Sociology majors whose primary interest is in the health institution can select Medical Sociology courses as they work on completing the major. Courses are offered on health status issues such as drug use, preventive health practices, and medical ethics, and on health system issues.

Each student interested in Medical Sociology should see his advisor regularly in order to plan an individualized program of study. Any students interested in pursuing graduate studies in Public Health Administration, Hospital Administration, or Health Education should see the Medical Sociology faculty advisor for a suggested program of study.

MINORS

All departmental minors require at least 18 semester hours. Six of these hours may be used to satisfy other major and minor requirements, as well as Basic Studies requirements.

Requirements for a Minor in Sociology

| Course Title | Course Number | Sem. Hrs. |
|--|---------------|-----------|
| Sociological Concepts | SOC 201 | 3 |
| Social Problems | SOC 209 | 3 |
| Departmental electives (300-400 level) | | 12 |
| | Total | 18 |

Requirements for a Minor in Criminology

| | | |
|---|---------|----------|
| Course Title | | |
| <i>Required Courses</i> | | 6 |
| Introduction to Criminal Justice | SOC 226 | 3 |
| Introduction to Criminology | SOC 240 | 3 |
| Electives (Selected from the following courses) | | 12 |
| Juvenile Delinquency | SOC 341 | 3 |
| Punishment & Corrections | SOC 342 | 3 |
| Law Enforcement | SOC 343 | 3 |
| The Courts | SOC 344 | 3 |
| Crimes Without Victims | SOC 362 | 3 |
| Probation, Parole and Community Corrections | SOC 364 | 3 |
| Social Deviance | SOC 367 | 3 |
| Senior Seminar on Criminal Justice | SOC 441 | 3 |
| | | Total 18 |

Requirements for a Minor in Medical Sociology

Health and Society (SOC 280)
 Medical Terminology (SOC 270)
 (Prerequisites For the Minor)

And a minimum of 18 hours as follows: Fifteen hours from Concentration A or Concentration B, and three hours from Directed Research or Fieldwork.

Concentration A: Health Status

SOC 373, 375, 377 and six hours from the following:
 SOC 372, 376, HED 311, CMA 209, ART 250

Concentration B: Health System

SOC 210, 372, SWK 391, and six hours from the following:
 SOC 331, ECN 201, BUS 307, CSC 100, PLS 210

Directed Research or Fieldwork

SOC 398, 399, 499, 397 or SOC 497

Requirements for a Minor in Social Work

Select 18 semester hours following the unduplicated rule from the courses listed below:

| Course Title | Course Number | Sem. Hrs. |
|--|---------------|-----------|
| Introduction to Social Work | SWK 250 | 3 |
| Human Behavior & Social Environment I | SWK 345 | 3 |
| Social Welfare Policies and Programs I | SWK 348 | 3 |
| School Social Work | SWK 354 | 3 |
| Social Work Practice I | SWK 380 | 3 |
| Child Welfare Services | SWK 383 | 3 |
| Social Gerontology | SWK 384 | 3 |
| Social Work Practice II | SWK 385 | 3 |
| Understanding Social Research | SWK 391 | 3 |
| Supervision in Human Services Organization | SWK 403 | 3 |
| Minority Groups | SWK 459 | 3 |

COURSES (SOC)

I. BASIC STUDIES

- 101. Introduction to Modern Sociology**
Recent developments in sociology, anthropology and social psychology. Social science and public issues. Fall, Spring. Credit, 3 semester hours.
- 105. Introduction to Cultural Anthropology (AIS 105)**
A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.
- 201. Sociological Concepts**
Human society. Relationships of society to personality and culture. Development of group life and social environments. Required of sociology majors. Fall. Credit, 3 semester hours.

II. GENERAL SOCIOLOGY

RESTRICTION: SOC 210, 309 and 490 cannot be used to meet General Sociology major requirements.

Modern Society

- 209. Social Problems in Modern Society**
Social costs of organized social life. Problems in families, work groups, local communities, and modern nations. Sociology of mental disorders, suicide, drug abuse, alcoholism, etc. Poverty and violence. Fall, Spring. Credit, 3 semester hours.

304. Social Aspects of Human Sexuality

Human sexuality is analyzed as a social, psychological, and biological process. Included is a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

312. Sports in Contemporary Society (PED 312)

A study of sports from a sociocultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined. Spring of 1989 and alternate years. Credit, 3 semester hours.

328. Inequality and Change

Differences in social class, status and power will be examined in the U.S. and other societies. Social movements, opportunities, and barriers relevant to social mobility and change will be considered. As announced. Credit, 3 semester hours.

329. Society and the Environment (GGY 329)

A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Credit, 3 semester hours.

331. Population and Urbanization

A study of population size, structure, distribution, and the role of people in community development. Human ecology, rural sociology, and the global trend to urbanization are stressed. Fall 1987-88 and alternate years. Credit, 3 semester hours.

372. Health-Care Delivery Systems

Prerequisite: SOC 370 or permission of instructor.

An analysis of the structure and functioning of medical organizations and programs such as hospitals, private medical practice, health insurance, voluntary associations, professional associations, health maintenance organizations, and health system agencies. Fall of 1987-88 and alternate years. Credit, 3 semester hours.

396. The Sociology of Everyday Life

A study of qualitative approaches to the subject matter of sociology. Symbolic interaction, phenomenology and linguistics are applied to observations of interpersonal interaction. As announced. Credit, 3 semester hours.

459. Minority Groups

Ethnic, religious, racial and other minorities. Types of majority-minority relationships. Social integration, segregation, discrimination, and prejudice. Spring. Credit, 3 semester hours.

Social Institutions**303. The Family**

Structure and functions of kin groups in societies. Types of families. Cooperation and conflict. The family in relation to other social institutions. Mate selection, courtship, and family relationships. Stability and change. Spring. Credit, 3 semester hours.

337. Military Sociology

Civilian-military relations. Military government. Social organization of the armed forces. Leadership and morale. Sociological aspects of military training. Veterans' organizations. As announced. Credit, 3 semester hours.

413. Industrial Sociology

Sociological perspectives on industry, business and commerce. Exchange theory will be included. The case study method will be employed. Students will engage in cross-cultural analysis. Several Saturday field trips to local industries are required. As announced. Credit, 4 semester hours.

417. Sociology of Religion (REL 417)

Prerequisite: SOC 201.

Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours.

445. Cultural Differences and Education

Sociological analysis of the educator's problems of insight and judgment when dealing with students, parents, townspeople, or colleagues who come from different cultural backgrounds; specific focus upon the problems of ethnocentrism as encountered by classroom teachers and administrators; explanation of teaching situations in terms of culture theory and crosscultural communication. Fall. Credit, 3 semester hours.

Social Anthropology (American Indian Studies)**358. American Indians Before Columbus (AIS 358)**

An introduction to the study of ecological adaptations by North America's original inhabitants, with emphasis on nine culture regions: Inuit, Canada, Plateau, Great Basin, California, Pacific Northwest, Mississippi, Calusa, and Eastern Woodlands. Theories of origin, including Goodman's American Genesis hypothesis, will be examined. Scientific methods of artifact dating will be considered. A research project is required. Spring of 1988 and alternate years. Credit, 3 semester hours.

Method and Theory**210. Introduction to Statistics (CSC 210)**

The same course as CSC 210. Credit, 4 semester hours.

390. Junior Seminar on Sociological Concepts

An intermediate-level course in sociological method and theory. As announced. Credit, 3 semester hours.

490. Senior Seminar on Sociology Concepts

An advanced course in sociological method and theory. Research paper required. Spring. Credit, 3 semester hours.

III. SPECIALTY CONCENTRATIONS**Criminology and Criminal Justice****226. Introduction to Criminal Justice**

Prerequisite: SOC 201.

A survey of the history and philosophy of criminal justice, with particular empha-

sis on the organizational structure of police, courts and corrections. Fall, Spring. Credit, 3 semester hours.

240. Introduction to Criminology

Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation of offenders. Fall, Spring. Credit, 3 semester hours.

341. Juvenile Delinquency

Prerequisite: SOC 240.

A study of alienated youth and anti-social conduct, to include the role of social pressures and peer groups in gang behavior. Treatment programs, community counter-measures, and the prevention of delinquency are stressed. Spring. Credit, 3 semester hours.

342. Punishment and Corrections

Prerequisite: SOC 226.

A study of imprisonment and other forms of punishment, to include the social organization of penitentiaries, jails, and reformatories. Probation, parole, and other forms of correctional treatment are stressed. Spring. Credit, 3 semester hours.

343. Law Enforcement

Prerequisite: SOC 226.

A study of police in society, to include the organization of police forces, centralized police power, organized crime, and the recruitment and training of police officers. Fall. Credit, 3 semester hours.

344. The Courts

Prerequisite: SOC 226.

A study of the sociology of law, changing concepts of justice, courts and other legal organizations. The activities of lawyers, judges, and related occupations and professions are stressed. Fall. Credit, 3 semester hours.

364. Probation, Parole, and Community Corrections

Prerequisite: SOC 226.

Origins, development, and contemporary practices in probation, parole, and community corrections. Includes the impact of these services on other elements of criminal justice. Fall of 1988-89 and alternate years. Credit, 3 semester hours.

367. Social Deviance

Prerequisite: SOC 240.

Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Fall of 1988-89 and alternate years.

368. Law and Society

An introduction to the development of law and legal systems, the social organization of law, and the function and role of law in society. Of particular concern will be the relationship between the values and culture of a society and the laws which it adopts. As announced. Credit, 3 semester hours.

441. Senior Seminar on Criminal Justice

Prerequisite: Senior standing in criminal justice or consent of instructor.

Selected topics will be examined, including ethics in criminal justice, professionalism, evaluation programs, current trends, and job possibilities. Fall. Credit, 3 semester hours.

480. Internship in Criminal Justice

Prerequisites: Senior standing and consent of instructor.

Through placement in a criminal justice agency, students will develop some competence in the organization, administration, and practices of that agency. Course requirements include at least 150 clock hours of supervision in the host agency, as well as classroom contact. Prior to field placement students will be instructed in operating policies and procedures of the host agency. NOTE: Pass/Fail Basis. Spring. Credit, 4 semester hours.

Medical Sociology**270. Medical Terminology**

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations. Fall. Credit, 2 semester hours.

280. Health and Society

A sociological analysis of health and illness. Topics covered include how persons respond to illness, health-care selection, social factors in therapy, and the social consequences of illness. Fall. Credit, 3 semester hours.

372. Health-Care Delivery Systems

Prerequisite: SOC 280 or permission of instructor.

An analysis of the structure and functioning of medical organizations and programs such as hospitals, private medical practice, health insurance, voluntary associations, professional associations, health maintenance organizations, and health system agencies. Fall of 1988-89 and alternate years. Credit, 3 semester hours.

373. Preventive Health Practices

Prerequisite: SOC 280 or permission of instructor.

A study of community problems and opportunities for health care and the social factors that mold health habits. Project development and implementation required. Spring. Credit, 3 semester hours.

375. Death, Dying, and Chronic Illness

Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed. Field work is required. Fall. Credit, 4 semester hours.

376. Medical Ethics (PHI 376)

Prerequisite: SOC 280.

The same course as PHI 376. Credit, 3 semester hours.

377. Drug Use and Abuse

Prerequisite: SOC 280 or permission of instructor.

A study of the types and function of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Spring. Credit, 3 semester hours.

Social Work (SWK)**250. Introduction to Social Work**

Prerequisites: CMA 105, 106.

Required for: Social Work Major.

Historical and current overview of the social welfare system and the field of social work. Basic social work concepts. Social welfare structure and services. Social work interventive methods. Field experience required. Fall, Spring. Credit, 3 semester hours.

345. Human Behavior and Social Environment I

Prerequisites (Recommended): BIO 100; PSY 101; SOC 201

Behavior in the socio-cultural psychological and biological contexts which determine life-cycle development and behavior. Human functioning in the social environment. Fall. Credit, 3 semester hours.

348. Social Welfare Policies and Programs I

Prerequisite: SWK 250.

Process of policy-making, programming and planning. Social, cultural, economic, and political influences on the social welfare system. Spring. Credit, 3 semester hours.

354. School Social Work

Prerequisite: SWK 250 or permission of instructor.

An overview of school social work as a specialized area of social work practice. Emphasis will be placed upon historical development, legislation affecting school social work practice, problems of school age children, and the role of the school social worker in dealing with these problems. As announced. Credit, 3 semester hours.

380. Social Work Practice I

Prerequisite: SWK 250.

Social work methods for serving individuals, groups, and communities. Fall. Credit, 3 semester hours.

383. Child Welfare Services

Prerequisite: SWK 250 is recommended.

Historical perspective on the development of our society's perception of children's needs. Current situation in social services for children. Fall. Credit, 3 semester hours.

384. Social Gerontology

Prerequisite: SWK 250 is recommended.

Problems and needs of the aged. Role of the social worker in planning and providing services. Analysis of existing programs. Students will be involved in the delivery of care to aged individuals. Spring. Credit, 3 semester hours.

385. Social Work Practice II

Prerequisite: SWK 380.

A continuation of SWK 380. Spring. Credit, 3 semester hours.

391. Understanding Social Research

Prerequisite: SOC 201. Recommended: SOC 240, 280; SWK 250.

The ethics, standards, and methods of scientific inquiry in social research and the helping services. Particular emphasis is given to standards, and methods to

improve helping skills. The course is directed to the professional research needs of those preparing for careers in such areas as criminology, medical sociology, and social work. Spring. Credit, 3 semester hours.

403. Supervision in Human Service Organizations

Prerequisite: SWK 348.

A survey of administrative considerations such as manpower utilization, supervisor/worker interaction, and roles and functions of supervisors and workers. This course is suggested for students who presently are supervisors or expect to be in a supervisory position. As announced. Credit, 3 semester hours.

459. Minority Groups

Ethnic, religious, racial, and other minorities. Types of majority-minority relationships. Social integration, segregation, discrimination and prejudice. Spring. Credit, 3 semester hours.

445. Human Behavior and Social Environment II

Prerequisite: SWK 345.

This course is a continuation of SWK 345. Special focus is placed on issues of human development that are the concerns of generic entry level social work practitioners. Fall. Credit, 2 semester hours.

448. Social Welfare Policies and Programs II

Prerequisite: SWK 348.

This course is a continuation of SWK 348. Theories of organization and their implication for social work are explored. Emphasis is placed on the underlying assumptions, goals, and possible consequences of professional policy positions. Spring. Credit, 2 semester hours.

470. Field Work I

Prerequisite: SWK 348 and 380 and permission of instructor for social work placement.

Learning experience in a social work agency. Students will develop some competence in the skills and processes used in practice, and will relate theory to experience in the field. SWK 470 requires that the student receive at least 200 clock hours of supervised field work. NOTE: Pass/Fail basis. Fall. Credit, 5 semester hours.

471. Field Work II

Prerequisite: SWK 470.

A continuation of SWK 470. SWK 471 requires that the student receive at least 200 clock hours of supervised field work. NOTE: Pass/Fail basis. Spring. Credit, 5 semester hours.

NOTE: Courses designated as "Social Work" can count toward Departmental Electives for both the major and minor in Sociology.

IV. STUDENT-ORIGINATED STUDIES (SOC)

397. Experiential Learning I

See Department Chairman. Fall, Spring, Summer. Credit, 3 semester hours.

398. Directed Research I

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together with the faculty member's acceptance, is submitted for approval to the department chairman prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

399. Directed Research II

Same as above. Credit, 2 semester hours.

497. Experiential Learning II

See Department Chairman. Fall, Spring, and Summer. Credit, 3 semester hours.

499. Independent Study in Sociology

Prerequisite: Acceptance by the Department Member who will supervise, and approval by the Department Chairman. See p. 55.

Restriction: Limited to seniors majoring in sociology whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours.

Special Programs and Interdisciplinary Minors

DEPARTMENT OF AEROSPACE STUDIES

Director: CAPT. KERVIN L. MARK

OBJECTIVES

The objectives of the Aerospace Studies program are as follows:

1. To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
2. To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.
3. To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
4. To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers' Course.
5. To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
6. To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.

PROGRAM REQUIREMENTS

To be eligible for the General Military Course (GMC) each individual must:

1. Be a full-time student.
2. Be a 14 years of age or older.
3. Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
4. Be of good moral character.
5. Meet University medical standards for admission to the institution.
6. Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

1. Be a full-time student and schedule to receive a baccalaureate degree.
2. Be a U.S. citizen.
3. Be of good moral character.
4. Be certified Medically Qualified by appropriate Air Force medical authorities.
5. Be at least 17 years of age.

6. Successfully complete either GMC or equivalent training and a four-week Field Training Course.
7. Attain a minimum qualifying score on the Air Force Officers Qualification Test.
8. Have two academic years remaining when entering the POC.
9. Be in good academic standing

PROGRAM

The General Military Course (GMC) is an introductory level course dealing with mission, organization and function of the U.S. Air Force, and with development of air power into a prime element of national security. The GMC is developmental in nature and is designed to motivate and prepare cadets for entry into the Professional Officers Course (POC). The standard GMC is a two-year course in Aerospace Studies (ARS). The first year is designated ARS 111 and 112 and the second year ARS 211 and 212. The GMC totals approximately 120 clock hours consisting of a suggested 60 hours of academics and 60 hours of Leadership Laboratory.

The POC subject matter includes a study of the United States armed forces' role in contemporary society, and the role of the professional officer as a member of society along with theoretical and applied leadership management and communicative skills. The POC is designed to prepare cadets for active duty as Air Force Officers. It is a two-year course of instruction in Aerospace Studies (ARS) and is normally designated ARS 311 and 312 for juniors and ARS 411 and 412 for seniors. The POC totals approximately 240 clock hours, i.e., 120 hours per year consisting of 90 hours of academic and 30 hours of Leadership Laboratory.

Leadership laboratory provides cadets with practical command and staff leadership experiences through performing various tasks within the framework of the organized Cadet Corps. Leadership Laboratory accounts for 120 hours of the 360 hours normally allocated to Aerospace Studies.

Field Training is an off-campus training program held at selected Air Force bases during the summer. A six-week camp is conducted for all students entering the Air Force ROTC two-year program. All other cadets attend a four-week encampment. The Flight Instruction Program is an integral part of the Air Force ROTC program. The course is offered to a limited number of highly qualified ROTC cadets who are within 24 months of established commissioning date.

Under the two-year program selected students may be enrolled in the POC provided they have two full years of college remaining. If contemplating enrollment in this program, a student should do so prior to completion of the sophomore year, to enter Field Training during the summer preceding the Fall semester of his or her junior year.

Uniforms and textbooks for Air Force ROTC are provided by the Federal Government. All students enrolled in the final two years of Air Force ROTC are under contract and receive a subsistence allowance of \$100.00 per month.

A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay \$100.00 per month, fees, tuition, and an annual textbook allowance.

During the four or six weeks of Field Training Program, all students receive pay and travel allowance.

Students may transfer credits received in other ROTC units established under the provisions of the National Defense Act. ROTC credits may be used as free electives. Prior to commissioning, a student must complete requirements for and receive a baccalaureate degree (or higher degree.) Each student must satisfactorily complete a course in mathematical reasoning prior to receipt of a commission; a list of these courses is available in the Aerospace Studies office.

Students enrolled in the program under a four-year AFROTC Scholarship must satisfactorily complete a 3-credit hour course in English composition prior to the end of the GMC tenure to maintain scholarship entitlements. GMC cadets receiving scholarships of less than four years duration will have two academic years from scholarship activation to complete the English composition requirement; English composition courses satisfying this requirement are listed in the Aerospace Studies office.

COURSES (ARS)

111. The Air Force Today: Air Force Organization & Mission

This is the initial course of study in the four-year Air Force ROTC curriculum. This course is designed to familiarize the student with the mission, organization, and doctrine of the U.S. Air Force and U.S. Strategic Offensive Forces. Corps Training provides the cadet with experience in executing drill movements, as well as, knowledge of customs and courtesies expected of an Air Force member, career opportunities in the Air Force, and the life of an Air Force Junior Officer. Alternate Fall. Credit, 1 semester hour.

112. The Air Force Today: Strategic Defensive Forces

Study of U.S. Strategic Defensive Forces, U.S. General Purposes and Aerospace Support Forces including those of the Army, Navy, and Marines. Corps Training continues to stress basic fundamentals needed for the cadet to be capable of assuming and discharging his responsibilities in Air Force ROTC functions and as a professional officer. Alternate Spring. Credit, 1 semester hour.

211. U.S. Air Power: The Ascension to Prominence

Study of the history of manned flight to the time that an independent Air Force was formed. The development of concepts and doctrine governing the employment of air power is emphasized. Corps Training places the student in leadership and teaching roles as a cadet non-commissioned officer, and includes further study of the junior officer environment. Alternate Fall. Credit, 1 semester hour.

212. U.S. Air Power: Key to Deterrence

Study of the major events involving air power from the Berlin airlift to the present. Emphasis on understanding the effects of technology on air power and

how the nation's objectives are supported by air power. Preparation for Field Training is the objective of this course's Corps Training. Alternate Spring. Credit, 1 semester hour.

311. Air Force Leadership & Management

An integrated management and leadership course emphasizing the individual as a manager in an Air Force milieu. Communication and group dynamics are covered to provide a foundation for development of the Junior Officer's professional skills as an Air Force Officer. Basic managerial processes involving decision-making, utilization of analytical aids in planning, organizing, communicating, and controlling in a changing environment are emphasized as necessary professional concepts. Alternate Fall. Credit, 3 semester hours.

312. Air Force Leadership & Management

An integrated management and leadership course emphasizing the individual as a leader in an Air Force milieu. This course presents multidimensional approaches to the leadership process. Organizational power, politics, managerial strategy and tactics, military justice, and administrative law are discussed within the context of the military organization. Actual Air Force cases are used to enhance the learning and communication processes. Alternate Spring. Credit, 3 semester hours.

411. National Security in a Contemporary Society

This course is composed of academic and military training. The academic portion includes an examination of military professionalism, civil-military interaction, and the international and domestic environment affecting U.S. Defense Strategy. Within this structure, continuing attention is given to developing the communication skills required by Junior Officers. Leadership in military drill and command is practiced. Alternate Fall. Credit, 3 semester hours.

412. National Security in a Contemporary Society

This course studies Air Force Officer classification and assignments, strategy, and the management of conflicts, which include deterrence, arms limitation, limited wars and insurgency, the formulation and implementation of U.S. defense policy, organizational policymaking, and case studies in policymaking. Continued military leadership opportunities are provided in the laboratory period. Alternate Spring. Credit, 3 semester hours.

MILITARY SCIENCE

Director: CAPT. DOUGLAS THOMPSON

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as Second Lieutenants.

COURSES (MSC)

BASIC COURSES

101. Military Organization

An orientation to the U.S. Army concentrating on the historical development of ROTC and related customs, courtesies, and traditions of uniformed service. Fall. Credit, 1 semester hour.

102. Basic Leadership and Management

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision making process. Spring. Credit, 1 semester hour.

201. Studies in Decision Making

A study in progressive leadership concentrating on leadership models, personality, and perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Fall. Credit, 3 semester hours.

202. Land Navigation and Tactics

An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Spring. Credit, 3 semester hours.

ADVANCED COURSES**301. Leadership Development**

Prerequisite: Completion of ROTC Basic Course, Basic Camp or equivalent. Instruction is presented in the psychology and principles of leadership and management, emphasizing a behavioral science approach. Cadets learn the fundamentals and techniques of military instruction/briefings (including effective writing), and receive instruction in advanced land navigation, tactical communications systems, artillery, drill and ceremonies, and physical conditioning. Fall. Credit, 3 semester hours.

302. Unit Level Command Responsibilities

Prerequisite: Completion of MSC 301 or equivalent.

A study in leadership from the perspective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Spring. Credit, 3 semester hours.

401. Basic Officer Course Preparation (3)

Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small Unit Administration, Human Self-development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and decorations, and Fundamentals of Management. Three (3) lecture hours and one (1) laboratory hour per week. Fall. Credit, 3 semester hours.

402. Advanced Leadership and Management

Prerequisite: Completion of MSC 401.

Studies in Military Staff organization and procedure. Topics essential to newly commissioned officers including an in-depth survey of the Military Justice System and courts-martial procedures. Practical application of leadership skills in dealing with supply and maintenance procedures. Students also are required to prepare and present military instruction to military science classes. Spring. Credit, 3 semester hours.

421. The American Military Experience

Prerequisite: Completion of MSC 301 or 302.

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Fall. Credit, 3 semester hours.

PERSONNEL AND ORGANIZATIONAL LEADERSHIP

Coordinators: LEON BOLICH

GIBSON GRAY

MICHAEL STRATIL

The Departments of Psychology, Business Administration, and Political Science offer an interdepartmental minor in Personnel and Organizational Leadership. This program is designed to provide the following competencies: 1) a theoretical understanding of the basic psychological processes that operate in work settings; 2) skill in establishing rapport with co-workers; 3) skill in assessing the qualifications and performance of others; 4) skill in managing and training others; and 5) a theoretical understanding of organizational structure and the forces that influence it.

COURSES**A. Psychology (9 hours)**

| | |
|---------|---------------------------------------|
| PSY 216 | Introduction to Social Psychology |
| PSY 316 | Psychology of Leadership |
| PSY 317 | Psychology of Social Communication |
| PSY 403 | Introduction to Psychological Testing |
| PSY 415 | Human Motivation |

B. Management/Administration (9 hours)

| | |
|---------|--|
| BUS 307 | Principles of Management |
| BUS 308 | Organizational Theory and Behavior |
| BUS 408 | Personnel Management |
| BUS 466 | Business Policy |
| ECN 407 | Economics of Labor |
| PLS 210 | Introduction to Public Administration |
| PLS 319 | Public Policy Analysis |
| PLS 360 | Introduction Internship in Public Administration |

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

Students majoring in any subject are eligible to participate in the Personnel and Organizational Leadership minor. Those who are interested should consult with the department chairman from Psychology, Business Administration, or Political Science. Since many courses in the minor have prerequisites that can be taken to meet Basic Studies requirements, early planning will be to the student's advantage.

CHANCELLOR'S SCHOLARS PROGRAM

Director: CHARLES R. JENKINS

CHANCELLOR'S SCHOLARS COUNCIL

ROBERT W. BROWN*
JOSE J. D'ARRUDA
JOHN E. REISSNER

*Faculty Coordinator

KATHRYN K. RILEIGH
ROBERT O. SCHNEIDER
KATHRYN M. SULLIVAN
PATRICIA D. VALENTI
RUDY D. WILLIAMS*

Chancellor's Scholars are selected on the basis of exceptionally high grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and/or extra-curricular achievements. Tuition scholarships are awarded to as many of the Chancellor's Scholars as possible. Chancellor's Scholars are appointed by the Chancellor upon the recommendation of the Chancellor's Scholars Council. After receiving the recommendation from the Council, the Chancellor sends a personal letter to the student inviting him or her to participate in the program.

The Chancellor's Scholars Program promotes the scholarly growth of the outstanding students selected for the program by providing an enriching series of interdisciplinary seminars. Participation in the Chancellor's Scholars Program also allows the student to obtain a broad and solid general education and to select an existing major at the University that best meets individual career goals. The Chancellor's Scholars Program seminars emphasize both the open exchange of ideas in on-going discussions and the varied perspectives of guest speakers. They are intended to develop and employ the skills of students bringing exceptional experience, talent, and motivation to the program; as such, they demand the active contribution of all participants. Frequent reaction papers and, in the higher level seminars, increasing responsibilities for independent study are expected within the program. The course offerings for the Chancellor's Scholars Program total 22 semester hours, and Chancellor's Scholars are expected to enroll in one Chancellor's Scholars Program course each semester. To graduate with the Chancellor's Scholars designation, the student must have completed the individualized Chancellor's Scholars Program designed for the student by the Chancellor's Scholars Council, including three semester hours devoted to the CSP Thesis/Project. The course offerings for the Chancellor's Scholars Program are:

COURSES (CSP)**100. Current World Problems**

Analysis of selected contemporary events from the points of view of history, political science, psychology, geography, economics, philosophy, religion, and sociology, in the light of weekly world developments. Emphasis upon the appreciation and development of logic and style in critical thought in considering international and domestic conflicts, human rights and institutional effectiveness, freedom and responsibility, and resources, technology, and the environment. Fall. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in Basic Studies for a course in Social Science.

200. Great Cultural Epochs I

Interdisciplinary examinations of cultures in selected epochs from prehistory to the Baroque Era. Illustrative works and ideas from literature, art, music, religion, and philosophy, studied to characterize each period and its contribution to humanity's self-understanding. Spring. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in Basic Studies for a course in Section (5) of Humanities.

201. Great Cultural Epochs II

Continuation of CSP 200, examining cultures in selected epochs from the Baroque to the present. Antecedents and consequences of some focal cultural themes chosen for the semester, e.g. naturalism in European literature, the experience of the American frontier, the philosophy of the Age of Enlightenment, and political and social upheaval in the French Revolution. Fall. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in Basic Studies for a course in Section (5) of Humanities.

240. Practices and Trends in Computer Applications

Prerequisite: MAT 107 or equivalent preparation.

The description of selected systems in terms appropriate to computation, and consideration of the limitations of such descriptions. Current and projected application of computers to research and planning, with programming techniques and strategies. Discussion, in seminar, of projects, case-studies, and social issues pertinent to the use of computers. Practice in the use of available computational resources, including "packaged" programs, microcomputers, and mainframe facilities. Spring. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in Basic Studies for a course in Section (4) of Natural Sciences and Mathematics.

250. Structures of the Universe

Aspects of human understanding of the physical and mathematical universe, with focus on some specific aspects or themes each year. Historical and present-day theories, observation, and experiments, and the persons behind them. Ideas and philosophical aspects of evolving structures, and the concepts of time, distance, matter, energy, and light in these contexts. Ideas and uses of mathematics, through differential calculus. Fall. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in Basic Studies for a course in Section (2) of Natural Science and Mathematics.

275. Individual and Collective Man

Human behavior, individually and collectively, as studied in the social and political sciences, and exemplified within some specific areas of consideration each year, e.g. war and peace research, social cooperation and conflict, the possibility of psychological manipulation, and the meaning of individual freedom. Spring. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in Basic Studies for a course in Social Science.

400. Research Methods and Prospectus

Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Fall. Credit, 1 semester hour.

450. Scholars Thesis/Project

Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. Spring. Credit, 3 semester hours.

WORLD STUDIES

Coordinator: JOHN CHAY

Eighteen semester hours are required for the satisfactory completion of the minor in World Studies. Courses that fulfill the requirements of a student's major area of study cannot be applied toward this minor. The minor is divided into specified and elective courses.

COURSES (WLS)**Specified Courses (Select two)****200. World Cultural Geography (GGY 200)**

Concept of culture applied to the human environment. Geographical variations and evolution resulting from interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

251. Introduction to World Politics (PLS 251)

Prerequisite: PLS 100 or 101.

Analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall, Spring. Credit, 3 semester hours.

450. Seminar in International and Intercultural Relations

Prerequisite: Approval of the Coordinator, World Studies Minor.

Research seminar to gain experience in formulating, designing, and implementing meaningful research projects in international and intercultural relations. A substantial paper will be prepared by the student and presented to the Seminar and World Studies faculty. Fall, Spring. Credit, 3 semester hours.

Elective Courses (Select four)

Courses must be selected by the student, approved by the Coordinator, and noted in the minor advisement file of the student. A minimum of 12 unduplicated semester hours will be chosen. Participating departments include:

Biology
Communicative Arts
Business Administration
and Economics
Geography

History
Political Science
Philosophy and Religion
Sociology

100, 101, 102, 103. University Convocation Program

This World Studies Committee offers four one-hour courses to encourage student attendance at campus lectures and cultural events. Each course is given on a Pass/Fail basis. To receive credit, students must attend ten events which have been approved by the World Studies Committee. Fall, Spring. Credit, 1 semester hour each.

Graduate Program

THE GRADUATE PROGRAM

Director: W. HOWARD DEAN

Pembroke State University offers a program of graduate studies leading to the Master of Arts in Education degree and graduate-level certification for Early Childhood Education Teachers, Intermediate Education Teachers, Middle Grades Education Teachers, Mathematics Education Teachers, English Education Teachers, Reading Teachers, and Supervisors and School Administrators. The graduate program was established in response to the needs of public school educators in this region of the state. The graduate program is planned as an outgrowth of its strong undergraduate programs in teacher education, which are fully accredited by the National Council for the Accreditation of Teacher Education, the North Carolina State Department of Public Instruction, the Southern Association of Colleges and Schools, and the American Association of Colleges of Teacher Education.

ADMISSIONS

General Admission Requirements

For admission to a graduate program at Pembroke State University, the applicant must meet the following requirements:

1. each applicant must have a baccalaureate degree from a college or university of recognized standing;
2. the application for admission, official copies of transcripts of previous study, and other supporting documents should be submitted at least four weeks *prior* to the semester or summer session in which the applicant proposes to begin graduate study;
3. applicants must have a satisfactory undergraduate academic record and must meet at least one of the following minimum GPA (4.0 scale) requirements: have an overall GPA of 2.5 on all undergraduate work, or have a GPA of 3.0 in the undergraduate major, or have a GPA of 3.0 on all undergraduate work taken in the senior year;
4. applicants must submit an official report of satisfactory scores on the Miller Analogies Test or the Graduate Record Examination;
5. applicants must hold or be eligible to hold a North Carolina Class A teaching certificate appropriate for graduate study in the proposed field or a comparable certificate in another state;
6. three letters of recommendation from school officials, professors, or others qualified to evaluate the applicant's potential for graduate study

(At least one of the letters of recommendation must come from the applicant's undergraduate major department);

7. other information such as a personal interview may be required.

UNDERGRADUATE ENROLLMENT FOR GRADUATE LEVEL COURSES

Provided they are otherwise qualified for admission on graduate study, Seniors at Pembroke State University who are within 9 semester hours of graduation may apply to the Director of Graduate Studies for permission to carry up to six semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, be applied toward a Master's Degree.

Seniors who qualify and wish to enroll in a graduate course for undergraduate credit may apply to the Chairperson of their department and the Director of Graduate Studies to do so. However, any graduate course approved for this purpose may not later be applied toward a Master's Degree.

Each student admitted to the Graduate Study Program is immediately assigned an advisor by the Director of the Graduate Program. Members of the Graduate Faculty serve as graduate advisors, and advisors are assigned according to the graduate academic major. Graduate students are expected to meet with their advisor prior to enrollment to plan their program and to meet with their advisor periodically for further advisement.

SCHEDULE OF EXPENSES PER SEMESTER GRADUATE PROGRAM - Regular Session (Includes Tuition and General Fees)

| Semester Hrs. | In-State | Out-of-State |
|----------------------|-----------------|---------------------|
| 3 | \$ 92 | \$ 861 |
| 6 | 156 | 1,310 |
| 9 | 353 | 1,891 |

If a student lives on campus, add \$840 for room and board per semester.

Class attendance is contingent upon completion of financial obligations, and charges are subject to change without notice.

SCHEDULE OF EXPENSES — GRADUATE PROGRAM Summer Session, 1988

(Each five-week summer term)

| Semester Hrs. | (Tentative) In-State | Out-of-State |
|----------------------|---------------------------------|---------------------|
| 3 | \$ 95 | \$ 608 |
| 6 | 158 | 1,184 |

If a student lives on campus, add \$270 for room and board each term.

(A returned check charge of \$10 will be levied on each returned check.)

STUDENT ACTIVITY FEE

The above charges for students taking 6 or 9 semester hours during regular sessions and for all students during summer sessions include a mandatory fee for activities; such as, Student Government and Chavis University Center.

Students taking 7 hrs. or more (whether graduate, undergraduate, or a combination) will pay the full activity fee.

RESIDENCE STATUS FOR TUITION PAYMENT

It is a long-standing practice of the State to require students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. During this twelve-month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly. Copies of the applicable North Carolina law and institutional regulations which govern such classification determinations are available in the Office of Admissions for inspection upon request. The student requesting in-state residence is responsible for being familiar with the contents of these two documents. See p. 00 in the Admissions section for more detailed information regarding residency status.

REQUIREMENTS FOR THE MASTER'S DEGREE**Degree Requirements**

1. Candidates for the Master of Arts in Education degree will be required to successfully complete a minimum of thirty semester hours of course work in accordance with the prescribed course of study.
 - a. A minimum of twenty-four semester hours of graduate credit must be earned in courses designed for graduate students (500 level courses).
 - b. If necessary, the remainder of a student's program of graduate studies may be composed of courses designated as senior-graduate courses (prescribed 400 level courses).
 - c. No more than three semester hours of graduate credit earned in workshops courses may be applied toward a Master's degree.
 - d. Courses numbered 500 and above are graduate courses with the following number system: EDN 500-510, courses in educational administration and supervision; EDN 511-540, courses in curriculum and instruction; EDN 550-555, courses in educational psychology; and EDN 560-570, courses in foundations and research (EDN 599, Independent Study). Additional graduate courses by departments for concentration development and related areas are also numbered 500 and above.
2. Residence credit

Candidates must have completed one semester of graduate residence

at Pembroke State University. Graduate students may satisfy the residency requirement by being continuously enrolled and completing twelve semester hours of graduate study or by being intermittently enrolled and completing fifteen semester hours of graduate study.

3. Degree time limits

Graduate credit applied toward a Master's degree should have been completed within five years preceding the completion of the requirements for the degree.

4. Credits by transfer, extension or correspondence

The combined total of graduate credit earned in another recognized graduate school and through extension study and allowed by the Graduate Council to apply toward a Master's degree may not total more than six semester hours.

No credit applied toward a graduate degree may be obtained by correspondence study.

No graduate study credit earned at another recognized graduate school and transferred to Pembroke State University or graduate study credit earned through extension will be allowed by the Graduate Council to apply toward meeting the residence requirement for a Master's degree.

5. Comprehensive examination

A candidate for the Master of Arts in Education degree, in addition to the regular examinations in courses taken for graduate credit, must pass a written comprehensive examination.

The comprehensive examination must be administered at least four weeks before the end of the semester in which the candidate expects to receive the degree but may be given earlier with the approval of the candidate, the candidate's advisor, and the Director of the Graduate Program.

If a thesis is written, the candidate must defend it before a committee consisting of the candidate's advisor as chairman, at least one representative from the candidate's major and one other graduate faculty member. The candidate's advisor, with the approval of the Director of the Graduate Program, will assemble the committee and conduct the examination of the candidate on the thesis.

6. Thesis

A thesis may be accepted for the Master of Arts in Education degree.

Three to six semester hours of graduate credit in the student's major may be earned in preparation of the thesis and applied toward the requirements for a Master's degree.

A thesis project must be approved by the graduate student's advisor and by the thesis committee.

The advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the graduate student's thesis committee for approval, direct the student in the preparation of the thesis, assemble

and chair the committee for the oral examination of the student on the thesis, inform the student of the calendar dates when the final copies of the thesis are due in the Graduate Program Office, and inform the student of the graduate studies program and University rules which apply.

A minimum of three copies of the thesis—the original and two copies, carbon or acceptable electrographic (one for student, one for archives, one for circulation)—and an abstract must be in the hands of the Director of the Graduate Program at least two weeks before the Commencement at which the degree is to be conferred. Two of the copies must be bound and will be retained by the University. Binding will be arranged by the library and the student will be charged at actual cost.

Students who choose to write a thesis are exempt in some programs from written comprehensives.

7. Application for graduation

Application for graduation must be filed in the Office of the Director of the Graduate Program not later than four weeks after the beginning of the semester or the summer session in which the candidate expects to receive the degree.

8. Conferring of degrees

Candidates for the degree are required to be present at the commencement exercises in the prescribed dress.

Graduate Grading System

The grading system for the graduate studies program follows:

A—Superior

B—Satisfactory

C—Poor

F—Failure

I—Course work incomplete, must be removed within one year after the end of the course or the I becomes an F.

T—Grade pending, used only for thesis research courses until the sequence of courses is completed.

A graduate student with an accumulation of nine semester hours of less than “B” quality work will be automatically eliminated as a candidate for a Master’s degree.

A graduate student who makes an “F” will be eliminated as a candidate for a Master’s degree except when it is recommended that the student be accepted or continued as a candidate by a committee composed of the student’s advisor and two other graduate faculty members and when the recommendation is approved by the Graduate Council.

PROGRAM OF STUDY

The Master of Arts in Education degree may be conferred upon a candidate for the degree who completes the prescribed program of work for the specialties described by the following curricula. Each program requires the successful completion of at least thirty semester hours of graduate study inclusive of course work and a thesis, if one is written, as planned and approved by the thesis committee.

1. Elementary Education (Early Childhood Education, K-4)**Sem. Hrs.**

- | | |
|---|----|
| A. Required | 15 |
| 1. EDN 541 - Curriculum and Foundations in Early Childhood Education | |
| 2. EDN 553 - The Young Child as a Learner | |
| 3. EDN 566 - Educational Research | |
| 4. EDN 519 - Language Development and Reading in the Elementary School (K-4) | |
| 5. END 510 — Seminar/Internship in Preschool/Early Childhood Education | |
| B. Guided Electives from Education Emphasizing Early Childhood Education | 6 |
| 1. EDN 517 - Mathematics in the Elementary School (K-4) | |
| 2. EDN 520 - Science in the Elementary School (K-4) | |
| 3. EDN 521 - Social Studies in the Elementary School (K-4) | |
| C. Guided Electives from Appropriate 400 and 500 Level Courses in American Indian Studies, Art, Biology, Communicative Arts, Economics, Geology and Geography, Health, Physical Education and Recreation, History, Mathematics, Music, Philosophy and Religion, Physical Science, Political Science and Sociology | 6 |
| 1. American Indian Studies: Appropriate 400 Level Courses | |
| 2. Art: Appropriate 400 Level Courses | |
| 3. Biology | |
| a. Appropriate 400 Level Courses | |
| b. BIO 512 - Environmental Science | |
| 4. Communicative Arts: Appropriate 400 Level Courses | |
| 5. Economics | |
| a. Appropriate 400 Level Courses | |
| b. ECN 551 - Economics Policies | |
| 6. Geology and Geography | |
| a. Appropriate 400 Level Courses | |
| b. GGY 503 - Descriptive Regional Analysis | |
| c. GLY 501 - Earth Science | |
| 7. Health, Physical Education and Recreation | |
| a. Appropriate 400 Level Courses | |
| b. HPE 505 - Principles of Health and Physical Education | |
| 8. History | |
| a. Appropriate 400 Level Courses | |
| b. HST 510 - Advanced North Carolina History | |
| 9. Mathematics and Computer Science | |
| a. Appropriate 400 Level Courses | |
| b. CSC 505— Current Topics in Computers in Education | |
| 10. Music: Appropriate 400 Level Courses | |

| | |
|---|-----|
| 11. Philosophy and Religion: Appropriate 400 Level Courses | |
| 12. Physical Science | |
| a. Appropriate 400 Level Courses | |
| b. PHS 520 - Current Trends in Physical Science | |
| 13. Political Science | |
| a. Appropriate 400 Level Courses | |
| b. PLS 540 - Systems of State and Local Government | |
| c. PLS 545 - American Political Process | |
| 14. Psychology | |
| a. Appropriate 400 Level Courses | |
| b. PSY 525 - Advanced Study of Human Growth and Development | |
| c. PSY 530 - Psychology of Group Dynamics | |
| 15. Sociology | |
| a. Appropriate 400 Level Courses | |
| b. SOC 445 - Cultural Differences and Education | |
| D. Elective | 3 |
| E. Thesis | 0-6 |
| F. Independent Study | 0-3 |
| TOTAL HOURS (Minimum) | 30 |

**Courses transferred from other Universities.

1. _____
2. _____
3. _____

2. Elementary Education (Intermediate Grades Education, 4-6)

| | |
|---|------------------|
| | Sem. Hrs. |
| A. Required | 15 |
| 1. EDN 542 - Curriculum and Foundations of Intermediate Grades Education | |
| 2. EDN 550 - Advanced Educational Psychology | |
| 3. EDN 566 - Educational Research | |
| 4. EDN 519 - Language Development and Reading in the Elementary School (4-6) | |
| 5. EDN 509 — Seminar and Internship in Intermediate Grades Education | |
| B. Guided Electives from Education Emphasizing Intermediate Grades | 6 |
| 1. EDN 517 - Mathematics in the Elementary School (4-6) | |
| 2. EDN 520 - Science in the Elementary School (4-6) | |
| 3. EDN 521 - Social Studies in the Elementary School (4-6) | |
| C. Guided Electives from Appropriate 400 and 500 Level Courses in American Indian Studies, Art, Biology, Communicative Arts, Economics, Geology and Geography, Health, Physical Education and Recreation, History, Mathematics, Music, Philosophy and Religion, Physical Science, Political Science and Sociology | 6 |
| 1. American Indian Studies: Appropriate 400 Level Courses | |
| 2. Art: Appropriate 400 Level Courses | |
| 3. Biology | |
| a. Appropriate 400 Level Courses | |
| b. BIO 512 - Environmental Science | |

| | |
|---|-----|
| 4. Communicative Arts: Appropriate 400 Level Courses | |
| 5. Economics | |
| a. Appropriate 400 Level Courses | |
| b. ECN 551 - Economics Policies | |
| 6. Geology and Geography | |
| a. Appropriate 400 Level Courses | |
| b. GGY 503 - Descriptive Regional Analysis | |
| c. GLY 501 - Earth Science | |
| 7. Health, Physical Education and Recreation | |
| a. Appropriate 400 Level Courses | |
| b. HPE 505 - Principles of Health and Physical Education | |
| 8. History | |
| a. Appropriate 400 Level Courses | |
| b. HST 510 - Advanced North Carolina History | |
| 9. Mathematics: Appropriate 400 Level Courses | |
| a. Appropriate 400 Level Courses | |
| b. CSC 505 — Current Topics in Computers in Education | |
| 10. Music | |
| A. Appropriate 400 Level Courses | |
| 11. Philosophy and Religion | |
| a. Appropriate 400 Level Courses | |
| 12. Physical Science | |
| a. Appropriate 400 Level Courses | |
| b. Phs 520 - Current Trends in Physical Science | |
| 13. Political Science | |
| a. Appropriate 400 Level Courses | |
| b. PLS 540 - Systems of State and Local Government | |
| c. PLS 545 - American Political Process | |
| 14. Psychology | |
| a. Appropriate 400 Level Courses | |
| b. PSY 525 - Advanced Study of Human Growth and Development | |
| c. PSY 530 - Psychology of Group Dynamics | |
| 15. Sociology | |
| a. Appropriate 400 Level Courses | |
| b. SOC 445 - Cultural Differences and Education | |
| D. Elective(s) | 3 |
| E. Thesis | 0-6 |
| F. Independent Study | 0-3 |
| TOTAL HOURS (Minimum) | 30 |

**Courses transferred from other Universities.

1. _____
2. _____
3. _____

3. Middle Grades Certification - (6-9)*

Sem. Hrs.

| | |
|------------------------------------|----|
| A. Required Educational Core | 12 |
|------------------------------------|----|

| | |
|---|-----|
| 1. EDN 552 - Psychology of the Emerging Adolescent (6-9) | |
| 2. EDN 516 - Middle Grades Curriculum (6-9) | |
| 3. EDN 566 - Research in Middle Grades (6-9) | |
| 4. EDN 508 - Seminar and Internship in Teaching Middle Grades (6-9) | |
| B. Guided Electives from the Subject Matter Areas of Language Arts, Mathematics, Reading, Science, and Social Studies | 24 |
| Study in these areas should represent an extension of the undergraduate areas of concentration. Candidates will choose two twelve hour areas of concentration. | |
| 1. Language Arts | |
| a. EED 551 and EED 552 | |
| b. Plus two of the following: CMA 470, 520, 521, 514, 517, 537-540, 562-565, 566, 569, EDN 432, 530; EED 542, 543 | |
| 2. Reading** | |
| a. EDN 528, 530, and 534 | |
| b. EDN 527 or 529 or 531 or 532 or 533 or 535 | |
| 3. Science | |
| a. EDN 520 | |
| b. BIO 512 | |
| c. GLY 501 | |
| d. PHS 520 | |
| e. PHY 448 | |
| 4. Social Studies | |
| a. ECN 521 | |
| b. HST 510 | |
| c. PLS 540 or PLS 545 | |
| d. SOC 445 | |
| e. As an option, a student may select up to two courses for this concentration from appropriate 400-level courses in Economics, History, Political Science, or Sociology. | |
| 5. Mathematics | |
| a. MAT 500 | |
| b. MAT 502 | |
| c. MAT 503 (Required) | |
| d. MAT 504 | |
| e. CSC 505 | |
| f. MAT 511 | |
| g. MAT 521 | |
| h. MAT 522 | |
| C. Thesis | 0-6 |
| D. Independent Study | 0-3 |
| TOTAL (Minimum) | 36 |

*This check sheet includes requirements for graduate certification in Middle Grades Education (6-9). Successful completion of the above program will lead to the Master of Arts Degree.

**Reading and Special Education may be used only as a second area of concentration. Both areas are considered to be non-teaching concentrations.

4. Elementary Education (Reading Education)

| | Sem. Hrs. |
|---|------------------|
| A. Required Education Core | 15 |
| 1. EDN 516 - Curriculum Development | |
| 2. EDN 519 - Language Development and Reading in the Elementary School | |
| 3. EDN 534 - Diagnosis and Correction of Reading Difficulties | |
| 4. EDN 550 - Advanced Educational Psychology | |
| 5. EDN 566 - Educational Research | |
| B. Guided Course Work Emphasizing Reading Education | 15-21* |
| The specific number of semester hours and areas of study required of the student will be determined on the basis of the student's prior background in Reading Education at the time of entry into the Program. Courses will be selected from the following (*May include thesis): | |
| 1. PSY 422 - Psychology of Language | |
| 2. EDN 527 - Practicum in Reading Instruction | |
| 3. EDN 528 - Planning the School's Reading Program | |
| 4. EDN 529 - Problems in the Investigation of Reading Instruction | |
| 5. EDN 530 - Reading in the Content-Areas | |
| 6. EDN 531 - Principles of Testing and Measurement in Reading | |
| 7. EDN 532 - Reading for Diverse Learners | |
| 8. EDN 533 - Leadership for Classroom Reading Instruction | |
| 9. EDN 535 - Psychology of Reading | |
| 10. EDN 536 - Foundations of Reading Instruction, I | |
| 11. EDN 537 - Foundations of Reading Instruction, II | |
| 12. EDN 538 - Advanced Diagnosis of Reading Difficulties | |
| 13. EDN 539 - Reading Clinic | |
| 14. EDN 540 - Preparation and Selection of Materials for Teaching Reading | |
| C. Guided Electives from Appropriate 400 and 500 Level Courses in Reading Education | 0-6 |
| D. Thesis | 0-6 |
| E. Independent Study | <u>0-3</u> |
| TOTAL (Minimum) | 30 |

5. Educational Administration and Supervision (Administration)

| | Sem. Hrs. |
|--|------------------|
| A. Required | 18 |
| 1. EDN 500 — Educational Leadership | |
| 2. EDN 501 — Principles of Supervision | |
| 3. EDN 502 — Legal Structures in Education | |
| 4. EDN 506 — Internship and Seminar in Administration | |
| 5. EDN 516 — Curriculum Development | |
| 6. EDN 566 — Educational Research | |
| B. Guided Elective from Educational Psychology or Psychology | 03 |
| 1. EDN 550 — Advanced Educational Psychology | |
| 2. PSY 530 — Psychology of Group Dynamics | |
| 3. PSY 525 — Advanced Study of Human Growth and Development | |
| C. Guided Electives from Business Administrative, Economics, Geography, History, Political Science, Psychology, Sociology, Computer Science* | 06 |

| | |
|---|-----|
| 1. ECN 551 — Economics Policies | |
| 2. GGY 503 — Descriptive Regional Analysis | |
| 3. PLS 535 — Advanced Public Administration | |
| 4. PLS 540 — Systems of State and Local Government | |
| 5. PLS 545 — American Political Process | |
| 6. *CSC 505 — Current Topics in Computers in Education | |
| D. Guided Electives in Subject Matter or Professional Education | 0-6 |
| 1. EDN 503 — School Finance | |
| 2. BUS 408 — Personnel Management | |
| 3. EDN 505 — School Facilities | |
| 4. END 565 — History and Philosophy of Education | |
| E. Thesis | 0-6 |
| F. Independent Study | 0-3 |
| TOTAL (Minimum) | 33 |

Courses transferred from other universities.

- 1. _____
- 2. _____

***REQUIRED**

6. Educational Administration and Supervision (Supervision)

Sem. Hrs.

| | |
|--|----|
| A. Required | 18 |
| 1. EDN 500 — Educational Leadership | |
| 2. EDN 501 — Principles of Supervision | |
| 3. EDN 502 — Legal Structures in Education | |
| 4. EDN 507 — Internship and Seminar in Supervision | |
| 5. EDN 516 — Curriculum Development | |
| 6. END 566 — Educational Research | |
| B. Guided Electives in Educational Psychology and Psychology | 03 |
| 1. END 550 — Advanced Educational Psychology | |
| 2. PSY 530 — Psychology of Group Dynamics | |
| 3. PSY 525 — Advanced Study of Human Growth and Development | |
| C. Required | 06 |
| 1. EDN 565 — History and Philosophy of education | |
| 2. CSC 505 — Current Topics in Computers in Education | |
| D. Guided Electives in Academic Specialization | 09 |
| E. Thesis | 06 |
| F. Independent Study | 03 |
| TOTAL (Minimum) | 36 |

Courses transferred from other universities.

- 1. _____

2. _____
3. _____

7. English Education

| | Sem. Hrs. |
|--|-----------|
| A. CORE COURSES (18 hours required) | 18 |
| 1. EED 500 — Foundations of Literacy and Literature Education | |
| 2. EED 503 — Seminar and Internship in English Education** | |
| 3. EED 551 — The Teaching of Writing | |
| 4. EED 552 — The Teaching of Literature | |
| 5. EDN 550 — Advanced Educational Psychology | |
| 6. EDN 566 — Educational Research | |
| B. LITERACY EMPHASIS (6 hours required; up to 12 hours accepted) | 6-12 |
| 1. CMA 470 — Advanced Writing and Editing* | |
| 2. CMA 520 — Issues in Contemporary American English | |
| 3. CMA 521 — Mass Media in the Secondary Schools | |
| 4. CMA 522 — Journalism in the Secondary School | |
| 5. EED 542 — Teaching English as a Second Language | |
| 6. EED 544 — Process Writing: Theory | |
| 7. EDN 532 — Teaching Reading to Diverse Learners | |
| C. LITERATURE EMPHASIS (6 hours required; up to 12 hours accepted) | 6-12 |
| 1. CMA 457 — Shakespeare* | |
| 2. CMA 514, 515, 516, 517 — Special Topics Seminar | |
| 3. CMA 537, 538, 539, 540 — Figures Seminar | |
| 4. CMA 562, 563, 564, 565 — Epochs Seminar | |
| 5. CMA 566, 567, 568, 569 — Genre Seminar | |
| D. COGNATE ELECTIVES (0 hours required; up to 3 hours accepted) | 0-3 |
| 1. EED 543 — Teaching Speech Communication and Drama | |
| 2. EDN 545 — Process Writing: Practicum | |
| 3. EDN 529 — Problems in Investigation of Reading Instruction | |
| 4. EDN 530 — Reading in the Content Areas | |
| 5. EDN 565 — History and Philosophy of Education | |
| 6. PHI 423 — Philosophy of Art and Beauty* | |
| 7. PSY 422 — Seminar in Psycholinguistics* | |
| 8. SOC 445 — Cultural Differences and Education | |
| 9. Thesis — 6 hours | |
| TOTAL (Minimum) | 33 |

*No more than six hours of credit in 400-level courses is permitted.
**EED 503 is not included on the comprehensive examination.

8. Mathematics Education

| | Sem. Hrs. |
|--|-------------|
| A. Mathematics; Required | 18 |
| 1. Analysis; Required | 6 Sem. Hrs. |
| a. MAT 521* — Basic Ideas of Analysis I | |
| b. MAT 522* - Basic Ideas of Analysis II | |
| c. MAT 523 — Real Analysis | |

| | |
|---|-------------|
| d. MAT 532 — Advanced Calculus for the Secondary Mathematics Teacher | |
| e. MAT 544 — Complex Analysis for the Secondary Mathematics Teacher | |
| 2. Algebra and Number Theory; Required | 3 Sem. Hrs. |
| a. MAT 512 — Geometric Linear Algebra | |
| b. MAT 515 — Topics in Algebra and Number Theory | |
| c. MAT 526 — Special Topics in Abstract Algebra | |
| 3. Geometry and Topology; Required | 3 Sem. Hrs. |
| a. MAT 510 — Point Set Topology | |
| b. MAT 511 — Advanced Topics in Geometry | |
| 4. Applied Mathematics and Computer Science; Required | 3 Sem. Hrs. |
| a. MAT 503 — Elements of Problem Solving (Required) | |
| b. MAT 506 — Statistics for Secondary Mathematics Teachers | |
| c. MAT 528 — Fundamentals of Probability | |
| d. CSC 505 — Current Topics in Computer Education | |
| 5. Mathematics Electives | 3 Sem. Hrs. |
| B. Mathematics Education; Required | 9 |
| 1. MAT 500 — Curriculum Development and Evaluation in Math Ed. (Required) | |
| 2. MAT 501 — Theoretical Bases of Mathematics Instruction | |
| 3. MAT 502 — History of Mathematics | |
| 4. MAT 504 — Mathematics Problem Solving in Secondary Schools | |
| C. Professional Education; Required | 9 |
| 1. EDN 550 — Advanced Educational Psychology | |
| 2. EDN 565 — History and Philosophy of Education | |
| 3. EDN 566 — Educational Research (Required) | |
| 4. MAT 5-9 — Seminar and Internship in Mathematics (Required) | |
| D. Thesis | 3 |
| TOTAL (Minimum) | 36 |

*If MAT 521 and MAT 522 are taken, then 9 semester hours of Analysis is required.

COURSE DESCRIPTIONS

1. Education Department (EDN)

a. Curriculum and Instruction

Note: Where the symbols (K-4; 4-6; 6-9) appear it will mean that the course emphasis will be on Early Childhood Education, Intermediate Grades Education, or Middle Grades Education in accordance with the certification sought by the student.

508. Seminar and Internship in Teaching Middle Grades (6-9)
Internship supervised under direction of the university in a clinical Middle Grades setting. Innovative curricular programs, practices and research projects given special emphasis. Intern’s individual competencies, needs and goals used to establish a personal plan for professional growth.
509. Seminar and Internship in Intermediate Grades Education
A supervised internship under the direction of the university in a clinical Intermediate grades setting.

510. Seminar and Internship in Early Childhood Education

A supervised internship under the direction of the university in a clinical Early Childhood setting.

512. Advanced Study of Exceptionality in Children

An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored.

513. Individualized Program Development for Exceptional Students

The focus of this course is the development and implementation of individualized educational programs for the total development of exceptional students. Topics include legal requirements, assessing individual performances, placement and related services, developing long-range and short-term objectives, monitoring and evaluating the IEP, and conferencing/communication skill-building.

514. Management of Exceptional Students in the General Classroom

This course is designed to provide the general classroom teacher and administrative supervisory personnel with a study of the instructional and behavioral techniques, materials and resources used in the education of mainstreamed students. Emphasis is disabled, educable mentally handicapped, and emotionally handicapped student.

516. Curriculum Development (K-12); (6-9)

Principles, techniques, trends and innovations which have emerged in the field of curriculum construction and revision. Implications of basic social, philosophical, and psychological factors in curriculum planning and organization; historical background; techniques of curriculum planning and development. The student will acquire competency in the employment of techniques and practices to improve instruction, such as core curriculum, culture epochs, correlation of subject matter, and unit construction.

517. Mathematics in the Elementary School (K-4; 4-6)

A study of the origin and development of the fundamental operations and of the number system of modern mathematics with particular emphasis on the theory of rational integers, divisibility, and the simpler properties of prime numbers. Emphasis will be given to research dealing with problems, methods, and content of modern mathematics instruction.

519. Language Development and Reading in the Elementary School (K-4; 4-6)

Development of a dynamic language arts program tied into the total background and school experience of the child. The program will include the total language arts program in its various interrelationships. Included are the interactions of children of all ages, the child's search for appropriate linguistic construction, and writing and reading developed through growing perceptual skills and tied to the developing vocabularies of individual children. Listening, speaking, discussing, spelling, writing, and reading through choice and involvement.

520. Science in the Elementary School (K-4; 4-6)

A combination of subject matter, materials, and methods for teaching science in the elementary school.

- 521. Social Studies in the Elementary School**
An overview of the total program in social studies education for children in early childhood and intermediate age groups. Emphasis given to content, materials, and methods of teaching the social studies.
- 527. Practicum in Reading Instruction**
Designed for the graduate student with previous teaching experience and who is interested in pursuing research in the area of reading.
- 528. Planning the School's Reading Program**
A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program.
- 529. Problems in the Investigation of Reading Instruction**
Investigations are made of the literature and research dealing with the teaching of reading in the elementary and secondary classrooms. The course includes a critical examination of the scientific studies, the nature of the reading act, and factors that facilitate effective reading instruction.
- 530. Reading in the Content-Areas**
This course is designed to provide teachers with knowledge of established and innovative practices of teaching reading in a variety of content-areas, such as mathematics, social studies, and health.
- 531. Principles of Testing and Measurement in Reading**
Prerequisite: 9 semester hours of previous course work in reading.
This course provides a fundamental development of the features and roles of measurement in reading education with emphasis being given to understanding teacher-made and standardized tests and scales. Consideration will be given to statistical concepts of measurement as they apply in reading education.
- 532. Teaching Reading to Diverse Learners**
This course will explore a variety of theories and techniques for teaching reading to diverse learners, such as preschoolers, adults, culturally disadvantaged, bilingual, and exceptional students.
- 533. Leadership for Classroom Reading Instruction**
Prerequisites: EDN 528, EDN 530, and 6 semester hours of additional graduate level course work in reading.
This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers.
- 534. Diagnosis and Correction of Reading Difficulties**
This course will assist the teacher of reading in locating causes of reading difficulties and prescribing corrective procedures. It is designed to give the classroom teacher practical application of methods in solving reading problems. It will include sample lessons and demonstration of remedial methods.
- 535. Psychology of Reading**
A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the bases for instructional methods and materials in reading.

536. Foundations of Reading Instruction, I

Restriction: May be taken only by those students without any background or current “A” level certification in reading, or permission of the instructor.

This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained.

537. Foundations of Reading Instruction, II

Restriction: May be taken only by those students where seven years have elapsed since their last reading course or those students with an invalid “A” certificate in reading, or permission of the instructor.

This course is designed to update the student’s background in the teaching of reading. Emphasis will be placed upon familiarizing the student with recent changes in materials, methods, and skills related to reading instruction. The course will also serve as a review and extension of previous course work in reading for those students whose background is weak.

538. Advanced Diagnosis of Reading Difficulties

Prerequisite: EDN 534 or the equivalent.

This course is designed to provide the reading teacher with advanced study in the determination and evaluation of reading difficulties. Students will be expected to complete, under supervision, in-depth case studies of children with suspected reading difficulties.

539. Reading Clinic

Prerequisite: EDN 538, or may be taken concurrently with EDN 538.

This course is designed to provide the reading teacher with practical experiences remediating students’ reading difficulties. The reading teacher will work one-on-one and with small groups of children in a supervised laboratory setting.

540. Preparation and Selection of Materials for Teaching Reading

Prerequisites: 15 semester hours of graduate level course work in reading; recommendation of graduate advisor; and consent of instructor.

This advanced level course is designed to enable the reading teacher to evaluate and select materials in terms of specific instructional situations and needs. Additional emphasis will be given to the processes of design, development, and preparation of instructional materials for specific reading instructional needs.

541. Curriculum and Foundations in Early Childhood Education

A study of curriculum and foundations including purposes, content, principles, learner, techniques, trends, and innovations in Early Childhood Education.

542. Curriculum and Foundations in Intermediate Grades Education

A study of curriculum and foundations including purposes, content, principles, learner, techniques, trends, and innovations in Intermediate Grades Education.

b. Educational Administration and Supervision**500. Educational Leadership**

Required of candidates for the Master of Arts in Education degree who are preparing for certification as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership func-

tions, management of school facilities, community-school interaction, and intra-school and interschool coordination.

501. Principles of Supervision

Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, inservice education, and evaluation of teaching and learning.

502. Legal Structures in Education

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics.

503. School Finance

Problems relating to financing public education; theory of taxation, types of taxes; current practices of educational finance; federal, state and local support of education; formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

505. School Facilities

Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes the management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

506, 507. Internship and Seminar in Administration and/or Supervision

The internship is a significant part of the Master's program in Administration and Supervision, involving experiences under the supervision of a selected professional practitioner chosen for the internship. The internship is coordinated by a University faculty member. Plans for the internship must be made in advance with the faculty advisor, after appropriate course work, and in terms of available practicum opportunities in instructive and administrative aspects of an individual school and/or school system and approved by the Office of the Graduate Program.

c. Educational Psychology

550. Advanced Educational Psychology

Prerequisites: Introduction to Educational Psychology and the Psychology of Early Childhood, or Adolescence.

A course designed especially for teachers, supervisors, and administrators reviewing modern principles of educational psychology, with particular attention to theories of learning, individual differences, assessment of behavior, personal and social adjustment, and their application to problems of school learning at any level of responsibility.

552. Psychology of the Emerging Adolescent (6-9)

An analysis of the implications of physical, cognitive, socio-emotional, and moral development as they influence the behavior, learning, and adjustment of emerg-

ing adolescents. The theories of Ericson, Piaget, and Adler will be examined. Practical classroom application of theory and research will be emphasized.

553. The Young Child as a Learner

A foundational course in further studying child growth and development as it relates to the teaching-learning situation.

d. Foundations and Research

560. Sociological Foundations of Education

Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

565. History and Philosophy of Education

Traces the history of educational thought and practice in the western world from ancient times to the present. Included are analysis and interpretation of important elements of modern education derived from leading philosophies throughout history.

566. Educational Research

Required of all candidates for the Master of Arts in Education degree. Emphasis is given to research design and methods in education, the reading of statistical terminology in professional literature, and the interpretation and application of educational research. Use of library resources, evaluation of educational research, and an introduction to elementary statistics are included.

599. Independent Study

An independent study of the problems and issues of education relevant to the student's major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student's major advisor.

600. Thesis in Education

Prerequisites: Completion of 21 semester hours of graduate work; EDN 566; permission of the student's major advisor; and permission of the Director of Graduate Studies.

The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory [Pass (P)], Unsatisfactory [Fail (F)] basis. Credit, 3-6 semester hours.

2. Communicative Arts Department (CMA)

English Education: The Teaching of Literacy and Literature

To enhance the English educator's understanding and knowledge of English language, writing, and literature, the graduate program in English Education seeks to encompass the entire continuum of literacy and literature. Broader than the traditional Master's program in English, the Pembroke State program is multidisciplinary and aims at helping in-service teachers prepare both the linguistically talented for higher education and the linguistically limited for the world of work. Additionally, many courses in the program will be of interest to teachers in related fields and to individuals with particular

interests or needs. M.A.Ed. students in English Education may elect to do a six-semester-hours thesis project.

The courses in the proposed Master of Arts in English Education in the Teaching of Literacy and Literature are grouped into four areas:

CORE COURSES (18 hours required)

EED 500. Foundations of Literacy and Literature Education

Historical foundations for the development of education in English in western cultures; philosophy of secondary education and its relationship to English and communication programs; interpretation of teaching strategies as these relate to English education; recent trends in the theory and practice of literacy and literature education, particularly as these relate to curriculum design.

EED 503. Seminar and Internship in English Education

Prerequisites: EED 500 and completion of at least 15 semester hours of graduate course work in English Education Graduate Program.

This course is designed to provide a supervised internship under the direction of the University through the Department of Communicative Arts. It provides an opportunity for the student (teacher) to synthesize, in a clinical setting, competencies and skills in English Education.

EED 551. The Teaching of Writing

Composition theory; generating effective writing; multiple modes of evaluating writing from remedial, average, and gifted students; successful pedagogical models; relevant learning theory; projects involving field experience.

EED 552. The Teaching of Literature

Topics, trends and techniques; theory and criticism in teaching; trends in adolescent literature, state-adopted texts; testing and evaluation techniques; relevant learning theory; projects involving field experience.

EDN 550. Advanced Educational Psychology

A course designed especially for teachers, supervisors, and administrators reviewing modern principles of educational psychology, with particular attention to theories of learning, individual differences, assessment of behavior, personal and social adjustment, and their application to problems of school learning at any level of responsibility.

EDN 566. Educational Research

Emphasis is given to research design and methods in education, the reading of statistical terminology in professional literature, and the interpretation and application of educational research. Use of library resources, evaluation of educational research, and an introduction to elementary statistics are included.

LITERACY EMPHASIS (6 hours required; up to 12 hours accepted)

CMA 470. Advanced Writing and Editing

Intensive study of English usage and punctuation; practice in diverse modes and tactics of writing; editing publishable material to standards of present-day American English.

CMA 520. Issues in Contemporary American English

Study of the characteristics features of contemporary American English in print

and non-print media, dynamic factors in linguistic change; concerns about the state of American English today.

CMA 521. Mass Media in the Secondary School

Exploration of the function and uses of mass media in the secondary school classroom. Emphasis will be placed on relationships between media use and literacy; use of media as an instructional tool; and effect of media use on the student.

CMA 522. Print Journalism in the Secondary School

The course introduces teachers to the use of print media in teaching reading and composition, and will emphasize teaching news, feature, and editorial writing.

EDN 532. Teaching Reading to Diverse Learners

This course will explore a variety of theories and techniques for teaching reading to diverse learners, such as pre-schoolers, adults, culturally disadvantaged, bilingual, and exceptional students.

EEN 542. Teaching English as a Second Language

Problems in introducing the grammar and idioms of American English to immigrant populations, both school age and adult, with emphasis on the former; materials and methods.

EED 544. Process Writing: Theory

Prerequisites: (1) Acceptance into North Carolina Writing Project at Pembroke State University, (2) To be taken simultaneously with EED 545.

Studies of the theoretical bases of process writing, especially those identified with The National Writing Project and The North Carolina Writing Project. Special attention to sequence in writing, discourse analysis, and rhetoric; and to research related to process writing, grading, and evaluation. Summer Only. Credit: 3 Semester Hours

LITERATURE EMPHASIS (6 hours required; up to 12 hours accepted)

CMA 457. Shakespeare

Prerequisite: CMA 246 recommended.

An introduction to the Elizabethan theatre, a study of Shakespeare's career as a dramatist, and a critical survey of a number of major plays — histories, comedies, and tragedies.

CMA 514, 515, 516, 517. Literature: Special Topics

A seminar approach to the study of a particular literary topic; special emphases such as dynamic changes in literature of specific minorities or cultures, or literature in its relationship to another medium or discipline; extended seminar papers examining individual themes, writers, or works. Course content will vary from term to term. Possible topics include Southern Literature, American Indian Literature, Black Literature, Journalism and the New Journalism, and Literature in Film Adaptation.

CMA 537, 538, 539, 540. Literature: Figures Seminar

A seminar approach to the study of one major literary figure (or perhaps a few major figures); extended seminar papers exploring particular works, themes, characteristics, or problems. Course content will vary from term to term. Possible topics include Chaucer, Faulkner, Mann, Pope & Swift, Milton, and Emerson & Thoreau.

CMA 562, 563, 564, 565. Literature: Epochs Seminar

A seminar approach to the study of a significant period of American, British, or world literature; seminar papers appraising characteristics of the epoch or an individual's shaping influences on the epoch. Course content will vary from term to term. Possible topics include The Romantic Rebellion, Literature of the English Renaissance, American Transcendentalism, and Eighteenth Century Studies.

CMA 566, 567, 568, 569. Literature: Genre Seminar

A seminar approach to the study of a particular literary type seen in its genesis, maturation, and subsequent influence; seminar papers exploring the contributions of a specific figure or major work to the development of the genre. Course content will vary from term to term. Possible topics include Development of the American Short Story, The Victorian Novel, Studies in Modern World Drama, The Epic, and Biography.

COGNATE ELECTIVES (0 hours required; up to 3 hours accepted)**EED 543. Teaching Speech Communication and Drama**

Study of characteristic forms of speech communication and drama as classroom and extracurricular activities; techniques of teaching and evaluating verbal and non-verbal performance.

EED 545. Process Writing: Practicum

Prerequisites: (1) acceptance into the North Carolina Writing Project at Pembroke State University (2) To be taken simultaneously with EED 544. Applications of process writing, especially those identified with the National Writing Project and The North Carolina Writing Project. Special attention to heuristics, conferencing, and sentence-combining and to practices, including those of T.D. Allen, that have proven effective in Southeastern North Carolina. Summer only.

EDN 529. Problems in Investigation of Reading Instruction

Investigations of literature and research dealing with the teaching of reading in the elementary and secondary classroom. The course includes critical examination of the scientific studies, the nature of the reading act, the factors that facilitate effective reading instruction.

EDN 530. Reading in the Content Areas

This course is designed to provide teachers with knowledge of established and innovative practices of teaching reading in a variety of content-areas, such as mathematics, social studies, and health.

EDN 565. History and Philosophy of Education

Traces the history of educational thought and practice in the western world from ancient times to the present. Included are analysis and interpretation of important elements of modern education derived from leading philosophies throughout history.

PHI 423. Philosophy of Art and Beauty

Aesthetic values in nature, art, literature, music, and drama.

PSY 422. Seminar on Psycholinguistics: Psychology of Language

Theories and research on the learning and use of language; includes speech perception, child language development, word meanings, deafness, and other related topics.

SOC 445. Cultural Differences and Education

Sociological analysis of the educator's problems of insight and judgment when dealing with students, parents, townspeople, or colleagues who come from different cultural backgrounds; specific focus upon the problems of ethnocentrism as encountered by classroom teachers and administrators; explanation of teaching situations in terms of culture theory and cross cultural communication.

3. Mathematics Department (MAT)***MAT 500. Curriculum Development and Evaluation in Mathematics Education**

A critical study of current issues, trends, and the design and evaluation of curriculum in mathematics education. Students will develop, use, and evaluate a teaching unit as a major part of the work in this course. Required of all master's candidates in mathematics education.

MAT 501. Theoretical Bases of Mathematics Instruction

An advanced study of the theoretical bases of mathematical instruction, including philosophical and psychological concerns. Instructional theories from the field of mathematics education will be examined, together with the research that supports these theories.

MAT 502. History of Mathematics

A historical development of selected topics in mathematics from ancient to modern times. Systems of numeration, geometrical notions, and the development of algebra and analysis with motivational and pedagogical relevance will be given emphasis.

***MAT 503. Elements of Mathematical Problem Solving**

A course that endeavors to strengthen the student's mathematical problem-solving ability by extensive drill with non-routine problems that can be solved with elementary methods. General strategies for creative problem-solving will also be emphasized. Primarily intended for secondary mathematics teachers. Required of all master's candidates in mathematics education.

MAT 504. Mathematics Problem Solving in Secondary Schools

In this sequel to MAT 503, the student draws upon the problem-solving skills from the earlier course to develop a meaningful way of dealing with the teaching of problem-solving at the secondary school level.

MAT 506. Statistics for Secondary Mathematics Teacher

The emphasis of this course will be on understanding various statistical techniques including measures of central tendency, correlation coefficients, hypothesis testing, analysis of variance, and inferential statistics. The implementation of commercially available computer software for performing statistical functions will constitute a major part of the course. Additionally, each student will be expected to develop simple programs that will enable the computer to perform statistical operations as needed.

MAT 509. Seminar and Internship in Mathematics (Required)

Prerequisites: MAT 500 and completion of at least 15 semester hours of graduate course work in Mathematics Education Graduate Program.

Required for: Graduate Certification.

This course is designed to provide a supervised internship under the direction of

the University through the Department of Mathematics. It provides an opportunity for the student (teacher) to synthesize, in a clinical setting, those learned or extended competencies and skills in Mathematics Education. As announced.

MAT 510. Point Set Topology

Elements of point set topology, separation properties, compactness, connectedness, functions, Tietze extension theorem, fundamental group, and covering spaces.

MAT 511. Advanced Topics in Geometry

Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical geometry. Content variable, but chosen to minimize duplication with recent and current MAT 411 classes.

MAT 512. Geometric Linear Algebra

2 - and 3 - dimensional linear algebra over the real numbers; geometric interpretations; Euclidean, affine and projective space.

MAT 515. Topics in Algebra and Number Theory

Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical algebra. Content variable, but chosen to minimize duplication with recent and current MAT 325, MAT 326, and MAT 415 classes.

MAT 521. Basic Ideas of Analysis I

A brief survey of the principal ideas and techniques of Calculus. Intended as a refresher course for high school teachers who feel the need for an understanding of Calculus in order to prepare their students for college work.

MAT 522. Basic Ideas of Analysis II

A continuation of MAT 521. This course continues developing the principal ideas and techniques of Calculus. Topics considered in 521 and 522 will generally coincide with topics covered in a three-semester Calculus sequence. (Any student taking MAT 521, and MAT 522, will be required to take three additional semester hours of Analysis.)

MAT 523. Real Analysis

Real number system; open and closed sets, covering properties, Borel sets. Measurable sets and measurable functions. Lebesgue measure and integration, LP spaces.

MAT 526. Special Topics in Abstract Algebra

Selected topics from group, ring, and field theory that have implications to the secondary curriculum will be chosen for study.

MAT 528. Fundamental of Probability

The course content will consist of fundamental ideas of Probability, including univariate and multivariate distributions, expectation, conditional distributions, and law of large numbers.

MAT 532. Advanced Calculus for the Secondary Mathematics Teacher

A general overview of the topics generally found in Advanced Calculus I and II. Topics include convergence, mean value theorems, cauchy criterion, integrability, multivariable functions, and the representations of functions by series and integrals.

MAT 544. Complex Analysis for the Secondary Mathematics Teacher

The complex numbers, analytic functions, conformal mapping, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, residues, analytic continuation. Liouville's theorem.

CSC 505. Current Topics in Computers in Education

Prerequisite: Consent of the Instructor.

Use of computers in Education. Discussion, use, and evaluation of computer software and hardware for the classroom. Applications to curriculum development. The course will include a required lab.

ADDITIONAL COURSES BY DEPARTMENTS FOR CONCENTRATION DEVELOPMENT AND RELATED AREAS**a. Biology Department (BIO)****512. Environmental Science**

Studies of air, soil and water pollution, including work being undertaken to remedy these problems; wildlife and soil conservation; and human ecology, particularly as related to the population problems of the world today.

b. Business Administration and Economics Department (ECN)**551. Economic Policies**

This course provides a comprehensive survey of the most significant relationships between the government sector and other parts of the American economy. Topics discussed include the following: Types of government, the nature of the private enterprise system and the role of government therein, the legal background for government action, the effects of politics and pressures, policies for economic growth, the problem of inflation, public and private debt, taxation, farm policy, labor legislation, consumer interests, conservation of natural resources, social security, foreign economic policy, and national defense. Significant current events and developments in economic policy are discussed as they occur.

c. Geology (GLY) and Geography (GGY) Department**501. Earth Science (GLY)**

Advanced study of the processes that control the seasons, the atmosphere, the weather, the wind systems of the world, the oceans, volcanic activity, earthquakes, and the formation of rocks and minerals.

503. Descriptive Regional Analysis (GGY)

Qualitative definition of geographical regions in the light of human interests: Physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

d. Health and Physical Education Department (HPE)**505. Principles of Health and Physical Education**

Designed to acquaint students with the philosophy, the aims, the objectives, the principles, and the practices of an effective health and physical education program in the public schools.

e. History Department (HST)**510. Advanced North Carolina History**

An advanced study of the development of North Carolina from colonial beginnings to the present.

f. Physical Science Department (PHS)**520. Current Trends in Physical Science**

A lecture-discussion presentation of current developments and trends in chemistry and physics.

g. Political Science Department (PLS)**535. Advanced Public Administration**

Emphasis is given to critical examination and analysis of principles, behavior, and problems and issues of public organization, management, and responsibility in the context of the American political system.

540. Systems of State and Local Government

Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision-making process of respective political subdivisions.

545. American Political Process

Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

h. Psychology Department (PSY)**525. Advanced Study of Human Growth and Development**

An exploration in-depth into developmental theory coupled with intensive study through observation and research of the age level most appropriate to the credential sought. There will be a basic text on developmental theory to provide a common core. This will be supplemented by extensive related reading and other appropriate activities.

530. Psychology of Group Dynamics

This course will deal with the dynamics of interpersonal relationships within small groups. Emphasis will be on the person's perception of oneself in relation to the group and the group's perception and reaction to the individual member. Theoretical and practical case studies will be investigated. Role playing will be emphasized.

i. Sociology Department (SOC)**445. Cultural Differences and Education**

Sociological analysis of the educator's problems of insight and judgment when dealing with students, parents, townspeople, or colleagues who come from different cultural backgrounds; specific focus upon the problems of ethnocentrism as encountered by classroom teachers and administrators; explanation of teaching situations in terms of culture theory and crosscultural communication.





The Faculty

THE FACULTY

The listing that follows includes full-time members of the faculty and administrative officers who hold faculty rank and/or who teach. The date indicated is the year of initial appointment.

GEORGE T. AMMONS (1965), *Assistant Professor, Department of Business Administration and Economics*

B.S., UNC-Chapel Hill; CPA, State of North Carolina

RAY VON BEATTY (1972), *Associate Professor, Department of Psychology; Director of Guidance and Testing Center*

B.S., Pembroke State University; M.Ed., Ph.D., UNC-Chapel Hill

PAUL J. BERGHOFF (1975), *Professor, Department of Education*

B.A., M.A., Ph.D., University of Michigan

WILLIAM R. BIDDLE (1986), *Lecturer, Department of Communicative Arts and Technical Director for Givens Performing Arts Center*

B.A., Glassboro State College; M.F.A., University of Michigan

OLLIE G. BISHOP (1979), *Assistant Professor, Department of Business Administration and Economics*

B.S., Pembroke State University; M.B.A., UNC-Chapel Hill; CPA, State of North Carolina

*ELEANOR BLAKELY (1979), *Assistant Professor, Department of Sociology and Social Work*

B.A., Salem College; M.S.S.W., University of Louisville

*GERALD BLAKELY (1981), *Lecturer, Department of Business Administration and Economics*

B.S., Centre College of Kentucky; M.B.A., University of Louisville

LEON M. BOLICH (1982), *Professor and Chairman, Department of Business Administration and Economics*

B.B.A., Niagara University; M.A., Ph.D., Catholic University of America

**GERALD C. BORLAND (1968), *Professor Emeritus, Department of Geology and Geography*

B.A., Pennsylvania State University; M.S., University of Arizona

JOHN R. BOWMAN (1979), *Associate Professor, Department of Sociology and Social Work*

B.A., University of Kentucky; M.S., Florida State University; Ph.D., The Ohio State University

MARY P. BOYLES (1977), *Professor, Department of Communicative Arts; Director of College Opportunity Program*

A.B., UNC-Greensboro; M.A., UNC-Chapel Hill; Ph.D. UNC-Greensboro

ROBERT F. BRITT (1960), *Professor, Department of Biology*

A.B., M.A., Ph.D., UNC-Chapel Hill

MONIKA C. B. BROWN (1982), *Assistant Professor, Department of Communicative Arts*

B.A., University of Georgia; M.A., Ph.D., Duke University

ROBERT W. BROWN (1979), *Assistant Professor, Department of History*

B.A., UNC-Chapel Hill; M.A., Marshall University; M.A., Ph.D., Duke University

ELLEN J. BRYAN (1970), *Professor, Department of Health, Physical Education and Recreation; Director of Intramurals*

B.S., Pembroke State University; M.A.E.d., East Carolina University; D.A., Middle Tennessee State University

- **WILLIAM ROBERT BULLARD, JR.** (1966), *Professor Emeritus, Department of History*
B.A., St. Andrews Presbyterian College; M.A., UNC-Chapel Hill
- ROBERT W. BUSKO** (1984), *Lecturer, Department of Business Administration and Economics*
A.A.S., Robeson Technical College; B.T., M.A., Appalachian State University
- LOREN L. BUTLER II** (1966), *Assistant Professor, Department of History*
B.A., M.A., University of Arkansas
- **OTIS G. CARNES** (1959), *Professor Emeritus, Departments of Philosophy and Religion and Communicative Arts*
B.A., Stephen F. Austin College; B.D., Yale University; Th.D., Boston University
- JAMES B. CHAVIS** (1972), *Professor and Vice Chancellor for Student Affairs*
B.S., Pembroke State University; M.A.Ed., East Carolina University; Ed.D., Duke University
- JOHN CHAY** (1969), *Professor and Chairman, Department of History*
A.B., M.A., M.A.L.S., Ph.D., The University of Michigan
- KENNETH CHELF** (1985), *Professor, Department of Military Science (AROTC)*
M.A., Webster University; B.S., Troy State University
- HUANN-MING CHUNG** (1984), *Assistant Professor, Department of Mathematics and Computer Science*
B.S., M.S., National Tsing Hua University; M.S., Ph.D., Purdue University
- SCOTT H. COLCLOUGH** (1985), *Lecturer, Department of Health, Physical Education and Recreation, Head Men's Tennis Coach and Assistant Basketball Coach*
B.S., Campbell College; M.A.Ed., East Carolina University; D.A., Middle Tennessee State University
- RHODA P. COLLINS** (1967), *Professor, Department of Education*
B.A., M.Ed., UNC-Chapel Hill; Ed.D., Duke University
- EDWIN W. CRAIN** (1965), *Professor and Chairman, Department of Health, Physical Education and Recreation*
B.S., M.A., Appalachian State University; Ed.D., West Virginia University
- JOSE J. D'ARRUDA** (1974), *Professor and Chairman, Department of Physical Science*
B.S., Lowell Technological Institute; M.S., Ph.D., University of Delaware
- DANNY ROSS DAVIS** (1986), *Associate Professor, Department of Health, Physical Education and Recreation, Head Baseball Coach*
B.S., Union University; M.A., Western Kentucky University; D.A., Middle Tennessee State University
- ROBERT M. DAWLEY** (1986), *Assistant Professor, Department of Music*
B.M., Eastman School of Music of The University of Rochester, M.A., Northeast Missouri State University, Ed.D., University of Illinois
- WILLIAM H. DEAN** (1968), *Professor, Department of Education; Director of Graduate Studies*
B.S., M.A., East Carolina University; Ed.D., West Virginia University
- ADOLPH L. DIAL** (1958), *Professor and Chairman, Department of American Indian Studies*
B.A., Pembroke State University; Ed.M., C.A.G.S., Boston University; L.H.D., Greensboro College
- BEN JAY DRYMON** (1977), *Lecturer, Department of Education*
B.S., Davidson College; M.Ed., Ph.D., UNC-Chapel Hill

- ALBERT D. DUNAVAN (1965), *Associate Professor, Department of Communicative Arts*
B.S., M.A., University of Nebraska
- JAMES B. EBERT (1956), *Associate Professor, Department of Biology*
B.S., Louisiana State University and A&M College; A.M., Duke University
- CARLETTA T. EDWARDS (1970), *Assistant Professor, Library Services; Periodicals Librarian*
B.A., M.S.L.S., North Carolina Central University
- DAVID K. ELIADES (1967), *Professor, Department of History*
A.B., UNC-Chapel Hill; M.A., East Carolina University; Ph.D., University of South Carolina
- HAROLD T. ELLEN (1967), *Assistant Professor, Department of Health, Physical Education and Recreation; Training Room Supervisor*
A.B., Elon College; M.A., East Carolina University
- BILLIE F. EVANS (1967), *Assistant Professor, Library Services; Assistant Director for Technical Services*
B.S., East Carolina University; M.S., Appalachian State University
- CARL M. FISHER (1967), *Professor, Department of Education*
B.S., M.S., Ph.D., Florida State University
- WILLIAM F. FRITZ (1974), *Professor, Department of Music*
B.M., California Institute of the Arts; M.A., California State University; D.M.A., University of Miami
- JEFFREY L. GELLER (1983), *Assistant Professor, Department of Philosophy and Religion*
B.A., California State University (Northridge); M.A., Ph.D., Duke University
- PAUL R. GIVENS (1979), *Chancellor*
B.A., M.A., George Peabody College; Ph.D., Vanderbilt University
- JOSEPH W. GOLDSTON (1977), *Associate Professor, Department of Mathematics and Computer Science*
B.S., M.S., Ph.D., UNC-Chapel Hill
- GIBSON H. GRAY (1971), *Professor and Chairman, Department of Political Science*
B.B.A., University of Texas; M.A., Ph.D., Columbia University
- MAGNOLIA O. GRIFFITH (1970), *Associate Professor, Department of Business Administration and Economics*
B.S., M.A., Appalachian State University
- ROBERT K. GUSTAFSON (1969), *Professor and Chairman, Department of Philosophy and Religion*
B.A., U.C.L.A.; M.Div., Th.M., Ph.D., Union Theological Seminary
- THERESA G. HALE (1980), *Lecturer, Department of Communicative Arts and College Opportunity Program*
B.A., Bethel College; M.A., University of Missouri
- GEORGE L. HARPER (1976), *Professor, Department of Philosophy and Religion*
B.A., Randolph Macon College; M.Div., Yale University; Ph.D., Duke University
- LAURENCE E. HARRIS (1985), *Lecturer, Department of Mathematics and Computer Science*
B.S., M.S., University of Missouri-Rolla
- NORRIS O. HARVEY (1982), *Instructor, Department of Mathematics and Computer Science*
B.S., Fayetteville State University; M.Ed., Jackson State University

- ROBERT C. HERSCH (1980), *Associate Professor, Library Services; Director of Library Services*
 B.A., SUNY-Binghamton; M.A., Ph.D., New York University; M.L.S., George Peabody College
- H. MONTE HILL (1982), *Assistant Professor, Department of Political Science*
 B.A., University of New Mexico; M.A., University of the Phillipines; Ph.D., Northern Illinois University
- WALTER T. HOWLAND (1986), *Professor, Department of Aerospace Studies (AFROTC)*
 B.S., USAF Academy; M.B.A., Golden Gate University
- **JAMES A. JACOBS (1937), *Professor Emeritus, Department of Mathematics and Computer Science*
 B.S., Murray State College; Ed.M., Duke University
- CHARLES R. JENKINS (1971), *Professor, Vice Chancellor for Academic Affairs*
 B.S., M.A.Ed., East Carolina University; Ed.D., Duke University
- STANLEY R. JENKINS (1982), *Associate Professor, Department of Art*
 B.S., Kutztown State College; M.Ed., D.Ed., Pennsylvania State University
- **DORIS M. JOHNSON (1966), *Professor Emeritus, Department of Music*
 B.M., Syracuse University; Ed.M., The University of Buffalo
- **KENNETH P. JOHNSON (1964), *Professor Emeritus, Department of Health, Physical Education and Recreation*
 B.S., Cortland State Teachers College; Ed.M., St. Lawrence University; Pe.D., Indiana University
- LALON E. JONES (1981), *Lecturer, Department of Health, Physical Education and Recreation, Assistant Athletic Director; Head Women's Coach; Women's Cross Country Coach*
 B.S., East Carolina University; M.Ed., University of Virginia
- CHESTER I. JORDAN (1979), *Associate Professor, Department of Communicative Arts*
 B.A., Emory and Henry College; M.A., University of Wyoming; Ph.D., Bowling Green State University
- BONNIE A. KELLEY (1977), *Associate Professor, Department of Biology*
 B.S., North Georgia College; M.Ed., Ph.D., University of Georgia
- DANIEL KENNEY (1985), *Lecturer and Head Men's Basketball Coach, Department of Health, Physical Education and Recreation*
 B.S., M.A.Ed., East Carolina University
- PAUL W. KILLIAN, JR. (1967), *Professor, Assistant Vice Chancellor for Academic Affairs*
 A.B., M.A., East Carolina University; Ph.D., North Carolina State University
- **MIN-CHUAN KU (1965), *Professor Emeritus, Department of Political Science*
 L.L.B., National Cheng-chi University; China; M.A., University of Michigan; Ph.D., New York University
- DAVID K. KUO (1966), *Professor, Department of Biology*
 B.S., National Taiwan University; M.D., Ph.D., University of Georgia
- ELIZABETH H. KUO (1967), *Professor, Department of Geology and Geography*
 B.S., National Taiwan University; M.A., University of Georgia; Ph.D., UNC-Chapel Hill
- JESSE M. LAMM (1969), *Professor, Department of Education*
 B.S., M.A., East Carolina University; Ed.D., New York University

- NORMAN R. LAYNE, JR. (1977), *Associate Professor, Department of Sociology and Social Work*
B.A., M.A., Ph.D., University of Georgia
- THOMAS J. LEACH (1975), *Professor and Chairman, Department of Communicative Arts*
B.S., U.S. Naval Academy; M.A., Ph.D., UNC-Chapel Hill
- **LOIS B. LEWIS (1963), *Professor Emeritus, Department of Communicative Arts*
B.A., M.A., University of Akron; Ed.S., George Peabody College
- DONALD R. LITTLE (1974), *Professor, Department of Education and Director of Student Teaching*
A.B., Mercer University; M.Ed., Ed.D., University of Georgia
- *FREDA LOCKLEAR (1984), *Lecturer, Department of Mathematics and Computer Science*
B.S., Pembroke State University; M.S., North Carolina State University
- FAY MILLER MCKETHAN (1982), *Lecturer, Department of Mathematics and Computer Science*
B.S., Flora MacDonald College; M.Ed., Campbell University
- JEROME A. McDUFFIE (1965), *Professor, Department of History*
B.A., Pembroke State University; M.A., Wake Forest University; Ph.D., Kent State University
- JOSEPH A. MCGIRT (1965), *Associate Professor, Department of Biology*
B.S., Pembroke State University; M.A., George Peabody College
- WILLIE MCNEILL, JR. (1976), *Assistant Professor, Department of Education*
B.S., Livingstone College; M.S., North Carolina A. and T. State University; D.Ed., Pennsylvania State University
- KERVIN L. MACK (1987), *Assistant Professor, Department of Aerospace Studies (AFROTC)*
B.A. North Carolina A & T University; M.A. Webster College
- JOSEF L. MANDEL (1972), *Associate Professor, Department of Communicative Arts*
B.A., Pembroke State University; M.A., East Carolina University; M.A., Ph.D., UNC-Chapel Hill
- STEPHEN M. MARSON (1977), *Assistant Professor, Department of Sociology and Social Work*
B.A., Ohio Dominican College; M.S.W., Ohio State University; ACSW
- HAROLD D. MAXWELL (1967), *Professor and Chairman, Department of Biology*
B.S., M.S., Tennessee Polytechnic Institute; Ph.D., North Carolina State University
- GERALD D. MAYNOR (1973), *Professor and Chairman, Department of Education*
B.A., Pembroke State University; M.A., Appalachian State University; Ed.D., University of Miami
- ROBERT D. MAYNOR (1972), *Lecturer, Department of Business Administration and Economics*
B.S., Pembroke State University; M.B.A., Columbia University
- CHARLES JAMES MERCAVICH (1981), *Assistant Professor, Department of Music*
B.M., Kent State University; M.M., East Carolina; Ph.D., Ohio State University

- ENOCH C. MORRIS, JR. (1977), *Associate Professor, Department of Communicative Arts; Director of the Performing Arts Center*
B.F.A., Memphis State University; M.F.A., Wayne State University
- **L. L. MURRAY (1965), *Professor Emeritus, Department of Education*
B.A., Atlantic Christian College; M.A., East Carolina University; Ed.D., University of Florida
- WALTER S. MUSGROVE (1966), *Assistant Professor, Library Services; Night Librarian*
B.A., University of Florida; B.A., Pembroke State University; M.S.L.S., Atlanta University
- ELIZABETH NORMANDY (1987), *Assistant Professor, Department of Political Science.*
B.A., UNC-Chapel Hill; M.A., American University; Ph.D., University of South Carolina
- MICHAEL BARRY O'BRIEN (1979), *Assistant Professor, Department of Business Administration and Economics*
B.S., Pembroke State University, Ph.D., University of South Carolina
- **CLIFTON OXENDINE (1939), *Professor Emeritus, Department of History*
B.A., McKendree College; M.A., George Peabody College
- OSCAR PATTERSON, III (1984), *Associate Professor, Department of Communicative Arts and Director of Telecommunications*
B.A., Pfeiffer College; M.F.A., University of Georgia; Ph.D., University of Tennessee
- BARNEY K. PAUZE' (1980), *Assistant Professor, Department of Sociology and Social Work*
B.A., M.A., Ph.D., The University of Iowa
- RAYMOND B. PENNINGTON (1963), *Professor, Department of Health, Physical Education and Recreation; Director of Athletics*
B.S., East Carolina University; Ed.M., UNC-Chapel Hill; Ed.D., Duke University
- RICHARD CHARLES PISANO (1967), *Professor and Vice Chancellor for Institutional Advancement*
B.S., State University of New York at Potsdam; M.Ed., Florida State University; Ed.D., Columbia University
- LINDA L. PITTS (1984), *Lecturer, Department of Health, Physical Education and Recreation; Assistant Women's Basketball Coach; Women's Softball Coach*
B.S., Judson College; M.S., Mississippi University for Women
- **GEORGE W. POLHEMUS (1953), *Professor Emeritus, Department of Communicative Arts*
B.A., M.A., University of Mississippi
- ROBIN POWERS (1986), *Assistant Professor, Department of Psychology*
B.A., Drew University; M.A., Hollins College; Ph.D., University of Missouri-Columbia
- **ELMA L. RANSOM (1958), *Professor Emeritus, Department of Music*
B.S., M.A., Ohio State University
- ROBERT W. REISING (1971), *Professor, Department of Communicative Arts*
B.A., Michigan State University; M.A., University of Connecticut; Ed.D., Duke University
- JOHN ERIC REISSNER (1976), *Associate Professor, Department of Physical Science*
A.B., Harvard College; Ph.D., University of California

- KATHRYN K. RILEIGH (1973), *Professor, Department of Psychology*
B.A., M.A., Ph.D., Vanderbilt University
- JOHN RIMBERG (1971), *Professor, Department of Sociology and Social Work*
B.A., Harvard College; M.A., Ph.D., Columbia University; Certificate, W. Averill Harrman Russian Institute (Columbia)
- CAROLYN ROBERTS (1985), *Lecturer, Department of Business Administration and Economics*
B.S., Pembroke State University; M.Ed., North Carolina State University
- HELEN ROBINSON (1987), *Lecturer, Department of Sociology and Social Work*
B.A., King's College; M.S.W., UNC-Chapel Hill
- LARRY W. RODGERS (1981), *Lecturer, Department of Health, Physical Education and Recreation; Track and Field Coach; Men's Cross Country Coach*
B.S., Pembroke State University; M.S., North Carolina Central University
- ROBERT L. ROMINE (1974), *Professor and Chairman, Department of Music*
B.S., M.A., Northeast Missouri State University; Ph.D., University of Iowa
- THOMAS E. ROSS (1969), *Professor and Chairman, Department of Geology and Geography*
B.A., M.S., Marshall University; Ph.D., University of Tennessee
- RAYMOND J. RUNDUS (1970), *Professor, Department of Communicative Arts*
B.A., College of Emporia; M.A., Wayne State University; Ph.D., University of Nebraska
- ANNE RUSSELL (1986), *Assistant Professor, Department of Communicative Arts*
B.A., UNC-Chapel Hill; M.S., Georgia State University; Ph.D., University of Hawaii, Manoa
- GILBERT L. SAMPSON (1966), *Professor and Chairman, Department of Mathematics and Computer Science*
B.S., Pembroke State University; M.A., University of Arkansas; Ph.D., New York University
- NANCY M. SAMPSON (1986), *Associate Professor, Department of Education*
B.S., Pembroke State University, M.Ed., University of Arkansas, Ph.D., New York University
- JOSEPH E. SANDLIN (1986), *Distinguished Executive-In-Residence*
B.A., College of William & Mary; CPA, New Jersey
- ELLIS M. SAUMS (1984), *Lecturer, Department of Business Administration and Economics*
B.A., Colgate University; M.B.A., Wharton School of Business
- MICHAEL CLAUDE SCHAEFFER (1980), *Lecturer, Department of Health, Physical Education and Recreation; Soccer Coach; Assistant Track and Field Coach*
B.A., Washington and Lee University; M.A., Appalachian State University
- FRANK A. SCHMALLEGER (1975), *Professor and Chairman, Department of Sociology and Social Work*
B.B.A., University of Notre Dame; M.A., Ph.D., Ohio State University
- ROBERT O. SCHNEIDER (1982), *Assistant Professor, Department of Political Science*
B.A., University of Wisconsin; M.A., Ph.D., Miami University (Ohio)

- LAWRENCE R. SCHULTZ (1978), *Associate Professor, Department of Education*
B.S., Bowling Green State University; M.A., Ph.D., University of South Florida
- JEAN E. SEXTON (1983), *Instructor, Library Services; Cataloger*
A.B., M.S.L.S., UNC-Chapel Hill
- **MARY SHARPE (1938) *Professor, Department of Education*
A.B., Winthrop College; M.A., Columbia University
- DENNIS H. SIGMON (1976), *Associate Professor, Department of Communicative Arts*
A.B., High Point College; M.A.T., Appalachian State University; Ph.D., Purdue University
- **JANIE B. SILVER (1960), *Professor Emeritus, Department of Education*
B.S., M.B.A., University of Georgia; Ed.D., University of Mississippi
- HAROLD C. SLAGLE (1969), *Professor, Department of Music*
B.M.E., M.M., University of Nebraska; Ed.D., University of Illinois
- PHILLIP J. SLOAN (1984), *Lecturer, Department of Mathematics and Computer Science*
B.S., M.Ed., North Carolina State University
- PAUL J. SMITH (1981), *Lecturer, Department of Health, Physical Education and Recreation; Wrestling Coach; Director of Aquatics*
B.A., North Carolina State University; M.A.T., UNC-Chapel Hill
- RALPH L. STEEDS (1975), *Associate Professor, Department of Art*
B.A., Central State University; M.F.A., University of Oklahoma
- SHELBY DEAN STEPHENSON (1978), *Professor, Department of Communicative Arts; Editor, Pembroke Magazine*
B.A., UNC-Chapel Hill; M.A., University of Pittsburgh; Ph.D., University of Wisconsin-Madison
- MICHAEL LINWOOD STRATIL (1979), *Associate Professor and Chairman, Department of Psychology*
B.A., University of Florida; M.A., Ph.D., University of Florida
- SANDRA M. STRATIL (1985), *Lecturer, Department of Communicative Arts, College Opportunity Program, and Department of Art*
A.B., M.A., Morehead State University
- P. ALBERT STUDDARD (1970), *Professor, Department of Philosophy and Religion*
B.A., Mercer University; B.D., New Orleans Baptist Seminar; M.A., University of Louisville; Ph.D., Southern Baptist Theological Seminary
- KATHRYN MARIE SULLIVAN (1980), *Associate Professor, Department of Education*
B.S., M.Ed., Edinboro State College; Ph.D., University of Georgia
- RAY KELLY SUTHERLAND (1985), *Assistant Professor, Department of Philosophy and Religion*
B.A., Western Kentucky University; M.A., Ph.D., Vanderbilt University
- HAROLD J. TEAGUE (1970), *Professor, Department of Physical Science*
B.S., Methodist College; M.S., Ph.D., North Carolina State University
- ROBERT THIELE (1985), *Assistant Professor, Department of Political Science*
B.S., College of William and Mary; M.A., University of Wisconsin; Ph.D., University of Tennessee

- DOUGLAS R. THOMPSON (1986), *Assistant Professor, Department of Military Science (AROTC)*
B.S., Appalachian State University
- NORMA J. THOMPSON (1963), *Professor and Dean of Records and Special Programs*
B.S., Pembroke State University; M.A., Appalachian State University; Ph.D., Georgia State University
- THOMAS McLEAN THOMPSON (1980), *Assistant Professor, Department of Health, Physical Education and Recreation; Women's Volleyball Coach; Weight Training Coach*
B.S., Pembroke State University; M.A., Western Carolina University; D.A., Middle Tennessee State University
- M. ROSCOE THORNTHWAITE (1986), *Assistant Professor, Department of Psychology*
B.A., David Lipscomb College; M.Ed., Tennessee State University; Ph.D., University of Southern Mississippi
- TODD THORNTON (1987), *Assistant Professor, Department of Physical Science*
B.A., Coe College; Ph.D., University of North Dakota
- CLIFFORD W. TREMBLAY (1983), *Associate Professor, Department of Mathematics and Computer Science*
A.B., George Washington University; M.A., Montclair State University; Ph.D., University of Illinois
- WILLIAM LEE TRUMAN (1981), *Assistant Professor, Department of Mathematics and Computer Science*
B.S., Pembroke State University; M.S., Ph.D., North Carolina State University
- WILLIAM P. TURNER (1978), *Professor, Department of History*
A.B., A.M., Ph.D., West Virginia University
- PATRICIA D. VALENTI (1984), *Assistant Professor, Department of Communicative Arts*
B.A., Marymount College; M.A., Ph.D., UNC-Chapel Hill
- PAUL VAN ZANDT (1969), *Associate Professor and Chairman, Department of Art*
B.F.A., Oklahoma State University; M.F.A., Tulane University
- RICHARD R. VELA (1981), *Assistant Professor, Department of Communicative Arts*
B.A., M.A., University of Dallas; Ph.D., UNC-Chapel Hill
- CHERYL E. WAITES (1985), *Lecturer, Department of Sociology and Social Work*
B.A., Hunter College; M.S.W., Fordham University, ACSW
- JOHN S. WALLINGFORD (1970), *Professor, Department of Physical Science*
B.Phys., M.Ed., University of Minnesota; M.S., Ph.D., Florida State University
- GEORGE R. WALTER (1967), *Professor of Music*
B.S., West Virginia University; M.M., Indiana University; Ph.D., West Virginia University
- MAUDE ANN WEBB (1967), *Assistant Professor, Department of Health, Physical Education and Recreation;*
B.S., M.A., East Carolina University

- ANN REAVES FENNEGAN WELLS (1960), *Associate Professor, Department of Communicative Arts*
B.A., Coker College; M.A., East Carolina University
- RUDY D. WILLIAMS (1968), *Professor, Department of Communicative Arts*
B.A., Millsaps College; M.A., University of Mississippi; Ph.D., UNC-Chapel Hill
- LOCORD WILSON (1986), *Instructor, Library Services; Reference Librarian*
B.S., Jackson State University; M.L.S., Atlanta University
- JUDITH L. WISH (1975), *Professor, Department of Education*
B.S., Campbell College; M.Ed., UNC-Chapel Hill; Ed.D., Duke University
- PETER WISH (1977), *Associate Professor, Department of Physical Science*
B.S., Campbell College; M.S., Ph.D., North Carolina State University
- VICTOR W. WOLF (1958), *Associate Professor, Department of Business Administration and Economics*
M.B., Handelskandidat, Sivilokonum Norges Handelshoyskole
- SYLVESTER W. WOOTEN (1977), *Associate Professor and Director of Continuing Education, Extension and Summer Session*
B.S., Winston-Salem State University; M.S., Virginia State College; Ed.D., University of Virginia

*On Leave for 1987-88

**Professor Emeritus

PART-TIME FACULTY

- WILLIAM M. ALEXANDER, (1961), *Part-Time Lecturer, Department of Philosophy and Religion (1984); Distinguished Professor of Philosophy and Religion at St. Andrews Presbyterian College.*
 B.A., Davidson College; B.D., Louisville Presbyterian Theological Seminary; S.T.M., Harvard University; Ph.D., Princeton Theological Seminary
- CLAUDE W. BERRY, JR. (1979), *Part-Time Lecturer, Department of Mathematics and Computer Science*
 B.S., M.A.Ed., Pembroke State University
- CHERYL BANACHOWSKI-FULLER (1987), *Part-Time Lecturer, Department of Sociology and Social Work*
 B.S., M.A., University of Toledo
- NILA CHAMBERLAIN (1983), *Part-Time Lecturer, Department of Art*
 A.B., Glenville State College; M.A., Memphis State University
- JAMES R. CHAVIS (1984), *Part-Time Lecturer, Department of Mathematics and Computer Science*
 B.S., Pembroke State University; M.Ed., North Carolina State University
- ANNIE HAZEL COATES (1987), *Part-Time Lecturer, Department of Business Administration and Economics*
 B.S., St. Andrews Presbyterian College; M.A., E.S., University of Georgia
- JOHN DAUGHTREY (1987), *Part-Time Lecturer, Department of Education*
 B.S., University of Virginia; M.S., University of North Carolina; Ed.D., University of Florida
- ROBERT DECARLO (1987), *Part-Time Lecturer, Department of Physical Science*
 B.S., Pembroke State University
- JAMES DWIGHT DUCKWORTH (1985), *Part-Time Lecturer, Department of Music*
 A.A., Central Piedmont Community College; B.C.A., UNC-Charlotte
- WINSTON PRENTICE FOX (1985), *Part-Time Lecturer, Department of Philosophy and Religion*
 B.A., Carson-Newman College; M.Div., Southeastern Seminary; M.S., Mississippi State University
- ROBERT HOPKINS (1987), *Part-Time Lecturer, Department of Business Administration and Economics*
 B.S., Tennessee Technological University; M.S., Ph.D., University of Tennessee
- MARGARET S. HOUSTON (1986), *Part-Time Lecturer, Department of Sociology and Social Work*
 B.A., University of Pennsylvania; M.A., Ph.D., UNC-Chapel Hill
- DELORES JONES (1984), *Part-Time Lecturer, Department of Communicative Arts*
 B.A., Pembroke State University
- JEANINE JONES (1982), *Part-Time Lecturer, Department of Music*
 B.M., Wayne State University
- LOIS LEWIS (1984), *Part-Time Lecturer, Department of Communicative Arts*
 B.A., M.A., University of Akron; Ed.S., George Peabody College
- THOMAS LLOYD (1984), *Part-Time Lecturer, Department of Geology and Geography*
 B.A., Virginia Polytechnic Institute; M.A., Appalachian State University

- ELIZABETH W. MAISONPIERRE (1985), *Part-Time Lecturer, Department of Music*
B.M., Ohio Wesleyan; M.M., University of Maryland; D.M.A., University of Maryland
- LYN M. MORROW (1985), *Part-Time Lecturer, Department of Art*
A.S., Stratford College; B.S., Atlantic Christian College; M.F.A., UNC-Greensboro
- MARY JANE MUSE (1987), *Part-Time Lecturer, Department of Art*
B.A., Pembroke State University
- HENRY A. MCKINNON (1987), *Part-Time Lecturer, Department of History and Political Science*
A.B., LL.B., Duke University
- WALTER P. McRAE (1985), *Part-Time Lecturer, Department of Business Administration and Economics*
B.A., Pembroke State University; J.D., North Carolina Central University
- DENNIS V. O'BRIEN (1973), *Part-Time Lecturer, Department of Psychology*
B.S., Marist College; M.A., St. Bonaventure University; Ph.D., North Carolina State University
- JAMES H. OXENDINE (1983), *Part-Time Lecturer, Department of Mathematics and Computer Science*
B.S., Pembroke State University; M.M., University of South Carolina
- JULIAN PIERCE (1984), *Part-Time Lecturer, Department of Business Administration and Economics*
B.S., Pembroke State University; J.D., North Carolina Central University; L.L.M., Georgetown University
- JOHN R. ROBINSON (1981), *Part-Time Lecturer, Department of Philosophy and Religion*
B.A., UNC-Greensboro; M.Div., Union Theological Seminary
- MARY J. SNEAD (1980), *Part-Time Lecturer, Department of Sociology and Social Work*
B.A., M.S.W., UNC-Chapel Hill
- ROBERT SNYDER (1987), *Part-Time Lecturer, Department of Education*
B.S., Marquette University; M.A., University of South Carolina; Ph.D., Florida State University
- PAMELA STONE (1987), *Part-Time Lecturer, Department of Music*
B.M., UNC-Chapel Hill
- FRANK J. SUNDRAM (1987), *Part-Time Lecturer, Department of Communicative Arts*
B.S., Niagara University
- SUSAN D. TAYLOR (1985), *Part-Time Lecturer, Department of Physical Science*
B.S., M.S., Auburn University
- MARION THOMPSON (1987), *Part-Time Lecturer, Department of Communicative Arts*
A.B., Duke University; M.A.T., UNC-Chapel Hill
- JANICE R. TRUMAN (1986), *Part-Time Lecturer, Department of Biology*
B.S., Pembroke State University; M.S., North Carolina State University
- GRETCHEN M. WALTERS (1982), *Part-Time Lecturer, Department of Psychology*
B.A., Stephens College; M.A., Southern Illinois University

- LILIANA T. WENDORFF (1987), *Part-Time Lecturer, Department of Communicative Arts*
B.S., Pembroke State University; M.A., UNC-Chapel Hill
- VINCENT W. WINNIES (1980), *Part-Time Lecturer, Department of Music*
B.S., Pembroke State University
- VELINDA WORLAX (1987), *Part-Time Lecturer, Department of Biology*
B.A., Pembroke State University; M.S., UNC-Chapel Hill
- JON M. YOUNG (1986), *Part-Time Lecturer, Department of Philosophy and Religion*
B.A., UNC-Charlotte; M.A., Emory University; Ph.D., Florida State University

SUMMARY OF ENROLLMENT

1986-87

SUMMER SESSION, 1986

| | |
|----------------------|-------|
| First Term | 1069 |
| Second Term | 881 |
| Total Enrolled | 1,950 |

FALL SEMESTER, 1986-87

| | |
|-----------------------------|-------|
| Freshman | 621 |
| Sophomores | 500 |
| Juniors | 409 |
| Seniors | 390 |
| Special | 171 |
| Graduate | 390 |
| Total Number Enrolled | 2,481 |

SPRING SEMESTER, 1986-87

| | |
|-----------------------------|-------|
| Freshman | 612 |
| Sophomores | 500 |
| Juniors | 409 |
| Seniors | 304 |
| Graduate | 412 |
| Special | 182 |
| Total Number Enrolled | 2,419 |

DEGREES CONFERRED, MAY 1986

| | |
|--|-----|
| Bachelor of Science and Applied Science | 4 |
| Bachelor of Science | 210 |
| Bachelor of Arts | 73 |
| Master of Arts | 84 |
| Total Number of Degrees Conferred | 371 |

UNIVERSITY ENROLLMENT

| | |
|------------------------|-------|
| Men | 928 |
| Women | 1,553 |
| Total Enrollment | 2,481 |

OUT-OF-STATE STUDENTS

| | |
|------------------|---|
| Alabama | 2 |
| Alaska | 1 |
| Arkansas | 1 |
| California | 1 |
| Florida | 8 |
| Georgia | 3 |
| Illinois | 2 |
| Indiana | 1 |
| Kentucky | 4 |
| Maine | 1 |

| | |
|----------------------|----|
| Maryland | 6 |
| Massachusetts | 3 |
| Michigan | 4 |
| New Jersey | 5 |
| New York | 7 |
| Ohio | 1 |
| Pennsylvania | 4 |
| Rhode Island | 1 |
| South Carolina | 13 |
| Tennessee | 1 |
| Texas | 2 |
| Utah | 1 |
| Virginia | 11 |
| Washington | 1 |
| West Virginia | 1 |

FOREIGN COUNTRIES

8

ENROLLMENT BY COUNTIES
OF NORTH CAROLINA

| | |
|------------------|-----|
| Alamance | 8 |
| Alleghany | 1 |
| Anson | 16 |
| Beaufort | 1 |
| Bladen | 103 |
| Brunswick | 12 |
| Burke | 4 |
| Cabarrus | 1 |
| Carteret | 5 |
| Catawba | 4 |
| Chatham | 3 |
| Chowan | 1 |
| Cleveland | 3 |
| Columbus | 89 |
| Craven | 8 |
| Cumberland | 342 |
| Dare | 1 |
| Davidson | 2 |
| Duplin | 4 |
| Durham | 11 |
| Forsyth | 5 |
| Franklin | 1 |
| Gaston | 2 |
| Granville | 2 |
| Guilford | 11 |
| Halifax | 4 |
| Harnett | 11 |
| Hertford | 1 |
| Hoke | 78 |

| | | | |
|-------------------|----|--------------------|-------|
| Iredell | 1 | Richmond..... | 79 |
| Johnston | 3 | Robeson | 1,198 |
| Lee | 4 | Rockingham..... | 4 |
| Lenoir | 2 | Rowan | 3 |
| Lincoln | 3 | Sampson | 12 |
| Mecklenburg..... | 6 | Scotland | 194 |
| Moore | 53 | Stanly | 3 |
| Nash | 3 | Stokes | 5 |
| New Hanover | 9 | Transylvania | 3 |
| Onslow | 6 | Union | 1 |
| Orange | 3 | Wake | 32 |
| Pasquotank..... | 2 | Warren | 4 |
| Pender..... | 1 | Watauga | 1 |
| Perquimans | 2 | Wayne | 8 |
| Person | 1 | Wilson | 3 |
| Randolph | 4 | Yadkin | 1 |

INDEX

- Academic Eligibility50
 Academic Advisement53
 Academic Regulations50
 AccreditationInside Cover
 Accounting136
 Adding Courses54
 Administrative Officers19
 Admissions Process37
 Advisement and Retention35
 Aerospace Studies280
 Air Force ROTC Program281
 American Indian Studies109
 Army ROTC Program284
 Art Department113
 Art Education114
 Arts Management152
 Athletic Coaching (minor)192
 Athletics82
 Auditing45

 Bachelor of Science in
 Applied Science42
 Basic Studies Requirements
 Summary2
 Biology Department120
 Biology Education122
 Biomedical Emphasis127
 Broadcasting157
 Buildings and Grounds31
 Business Administration
 Department134
 Business Education146
 Business Management135

 Cafeteria89
 Calendar7
 Campus Map24
 Career Planning and
 Placement90
 Certification of Teachers170
 Chancellor's Scholars Program72
 Chemistry239
 Class Attendance55
 Classification of Students50
 Clubs, Fraternities, Sororities
 and Campus Activities84
 College Level Examination
 Program43
 College Opportunity Program47

 Communicative Arts
 Department150
 CMA Library33
 Computer Center32
 Computer Science214
 Contents3
 Continuing Education34
 Cooperative Education
 Program77
 Counseling Services90
 Courses of Instruction107
 Criminal Justice268
 Criminology (Minor)269
 Cultural Programs83
 Curricula and Degree59
 Curriculum Laboratory171

 Dean's List53
 Degrees Granted60
 Discipline91
 Dramatic Literature and
 Performance162
 Dramatics162
 Dropping Courses54

 Early Childhood Education172
 Economics148
 Education Department167
 English Education164
 Elementary Education172
 Enrollment, Summary of331
 Experiential Learning76

 Faculty317
 Fees103
 Financial Aid94
 Financial Obligation102
 Foreign Languages165
 Fraternities87
 French165

 General Information27
 Geography (Minor)184
 Geography and Geology
 (Department)184
 Geology185
 Grading System50
 Graduate Program291
 Graduation, Requirements for56

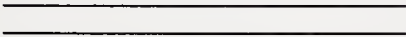
| | | | |
|--|-----|--|-----|
| Health, Physical Education and Recreation Department | 188 | Office Administration..... | 137 |
| Health Education (Minor) | 193 | Orientation Requirements | 61 |
| Health Services..... | 90 | Part-Time Students | 44 |
| Health Professions..... | 72 | Personnel and Organizational Leadership..... | 286 |
| Historical Sketch | 28 | Philosophy and Religion Department | 229 |
| History Department | 198 | Physical Education..... | 188 |
| Honorary Organizations | 86 | Physical Education Certification | 189 |
| Honors | 52 | Physical Science Department | 239 |
| Housing | 88 | Physics | 244 |
| Intramurals | 83 | Placement Services | 90 |
| Independent Study | 55 | Pre-Engineering Program | 246 |
| Industrial/Organizational Psychology | 258 | Pre-Law Program | 248 |
| Interdisciplinary Minors..... | 279 | Pre-Medical Program | 72 |
| Intermediate Grades Education (4-6) | 173 | Pre-Podiatric Medicine Program ... | 127 |
| Internships | 78 | Political Science Department | 247 |
| Jazz Studies (Minor) | 221 | Professional Semester..... | 65 |
| Journalism | 160 | Psychology Department..... | 256 |
| Language (Minor) | 153 | Public Administration Major..... | 248 |
| Legal Studies (Minor) | 249 | Public Relations Communication .. | 161 |
| Library Services | 31 | Quality Point Average and Scholastic Standing | 51 |
| Literature..... | 158 | Reading Center | 171 |
| Loan Funds | 100 | Reading Education | 301 |
| Location..... | 29 | Recreation (Minor) | 000 |
| Majors | 60 | Recreation Management/ Administration | 191 |
| M.A.R.C. (Minority Access to Research Careers) Program | 74 | Readmission Procedures | 57 |
| Mathematics Department | 207 | Refund Policy | 105 |
| Mathematics Education | 208 | Registration..... | 53 |
| Media Center | 32 | Religion | 229 |
| Medical Sociology (Minor) | 268 | Religious Organizations..... | 86 |
| Medical Technology Program | 124 | Repetition of Courses..... | 55 |
| Mental Health (Minor)..... | 258 | Residence Status | 45 |
| Middle Grades Certification (6-9) .. | 173 | Sacred Music (Minor) | 221 |
| Military Degree Completion Program | 42 | Scholarships | 94 |
| Military Science | 284 | Scholastic Requirements, Minimum | 51 |
| Minority Presence Grant | 99 | School Social Work | 266 |
| Minors | 1 | Secondary Education (9-12)..... | 172 |
| Mission of the University..... | 30 | Social Studies Education | 199 |
| Music Department | 218 | Social Work (Minor) | 270 |
| Music Education | 219 | Social Work (Major) | 266 |
| National Teacher Examination | 171 | Sociology and Social Work Department..... | 265 |

| | | | |
|---------------------------------|-----|------------------------------|-----|
| Sororities | 87 | Theatre (Major/Minor) | 150 |
| Spanish..... | 166 | Transfer Admission | 39 |
| Special Education (K-12) | 173 | Trustees | 18 |
| Special Programs | 34 | Tuition | 104 |
| Special Students..... | 40 | Tuition Waiver | 103 |
| Speech (Minor) | 154 | | |
| Student Employment | 101 | University of N.C. | 16 |
| Student Fees | 102 | University Orientation | 108 |
| Student Finances | 93 | | |
| Student Government | 82 | Vehicle Registration | 91 |
| Student Housing | 88 | Veterans..... | 101 |
| Student Life and Affairs | 81 | | |
| Student Load | 50 | Withdrawal Policy | 54 |
| Student Teaching..... | 169 | World Studies..... | 289 |
| Summer Housing..... | 89 | WPSU-TV..... | 84 |
| Summer Program..... | 33 | Writing (Minor) | 154 |
| | | | |
| Teacher Education Program | 167 | | |
| Television (WPSU) | 150 | | |



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

Pembroke 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 Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.



The University policy relating to student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Accordingly, the University will release “directory information” to any person upon request, unless a student requests in writing that “directory information” be held private. “Directory information” is designated as:

- Students’ names
- Sex
- Address (campus, local, and/or permanent)
- Telephone number
- Date and place of birth
- Major field of study, class, dates of attendance, degrees, honors received
- Most recent previous educational institution attended
- Participation in officially recognized activities, including intercollegiate athletics
- Name, weight, and height of participants on intercollegiate athletic teams.

10,000 copies of this public document were printed at a cost of \$1.60 per copy.

PEMBROKE STATE UNIVERSITY

Pembroke, North Carolina 28372

(919) 521-4214



Looking To The Next 100 Years Of Service!