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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  
North Carolina Criminal Justice Education and Training Standards Commission  
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.

\* \* \* \* \*

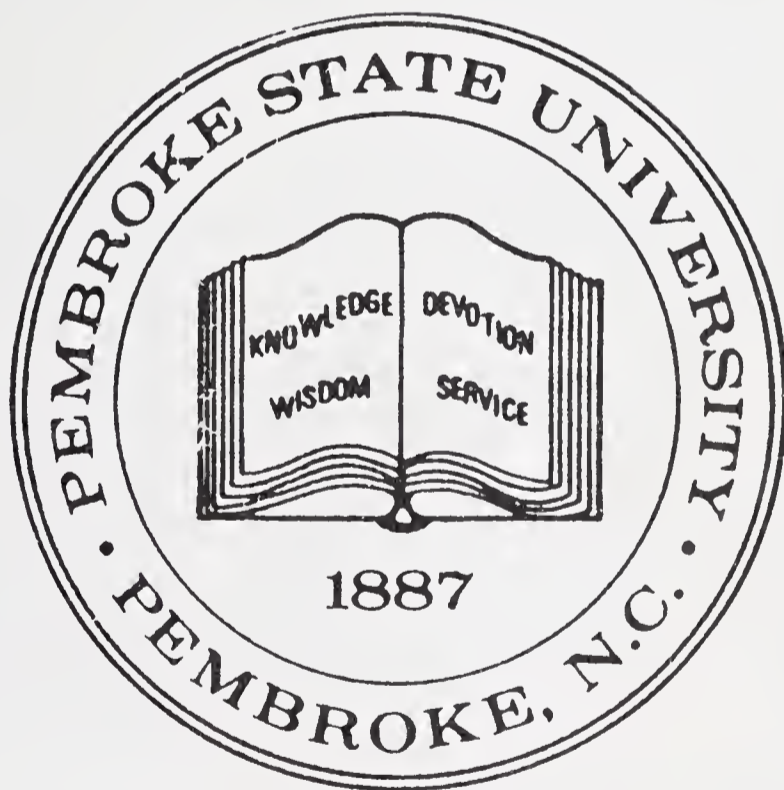
Pembroke State University is one of sixteen universities in The State of North Carolina that make up The University of North Carolina.

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:** Picture on the cover is an autumn view of Pembroke State University with Irwin Mary Belk Hall, one of the PSU women's dormitories, in the background.

This catalog was prepared under the auspices of the PSU Office of Public Information  
Dr. Monika Brown, Editor  
Gene Warren, Associate Editor  
Bobby Ayers, Photographer  
Monnie Sanderson, Editorial Assistant

# PEMBROKE STATE UNIVERSITY



1989-1990 CATALOG

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

Pembroke State University  
Pembroke, North Carolina 28372-1510



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## PEMBROKE STATE UNIVERSITY

### Academic Programs Offered and Degrees Conferred

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

### Academic Minors Offered

- |                         |   |                       |
|-------------------------|---|-----------------------|
| American Indian Studies | Language                                | Psychology            |
| Applied Gerontology     | Legal Studies                           | Public Administration |
| Art                     | Literature                              | Public Relations      |
| Athletic Coaching       | Mathematics                             | Communication         |
| Business Administration | Medical Sociology                       | Recreation            |
| Computer Science        | Mental Health                           | Religion              |
| Criminal Justice        | Music                                   | Sacred Music          |
| Economics               | Personnel and Organizational Leadership | Social Welfare        |
| French                  | Philosophy and Religion                 | Sociology             |
| Geography               | Philosophy                              | Speech                |
| Health Education        | Physical Education                      | Theatre               |
| History                 | Political Science                       | World Studies         |
| Jazz Studies            |   | Writing               |
| Journalism              |   |                       |

### Other Academic Offerings

- Chancellor's Scholars Program
- College Opportunity Program
- Aerospace Studies: Air Force ROTC
- Minitary Science: Army ROTC

## SUMMARY OF 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; GER 131, 132; 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: ECN 201

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

Political Science: PLS 100, 101

Psychology: PSY 101

Sociology 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: 105, 106, 107, 108, 109, 221

4. NatSci/Math Elective (3 hours) — Choice of one from Categories 2 and 3 or from the following: BIO 100L, 101, 102, 103, 201, 207, 210; CHM 100, 101; CSC 200, 201, 210; GLY 100, 115; MAT 105, 106, 107, 108, 109, 118, 210, 221, 222; PHS 110, 111, 116, 156; PHY 100, 101, 115, 150, 151, 200, 201.

Chancellor's Scholars only: CSP 240.

### E. Physical Education (2 hours) Select from PED 101, 130, 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 pages 70-74 for complete description of Basic Studies Requirements.

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**PEMBROKE STATE UNIVERSITY**

**CALENDAR — 1989-90**

**FIRST SEMESTER**

August 20, Sunday	1:00 p.m. — Residence Halls Open for Freshmen Who Have Not Attended Freshman Orientation
August 20-22, Sunday-Tuesday	Orientation and Testing Program
August 21-23, Monday-Wednesday	9:00 a.m.-4:00 p.m. — Undergraduate Registration
August 21-23, Monday-Wednesday	8:00 a.m.-6:00 p.m. — Graduate Registration
August 22, Tuesday	8:00 a.m. — Residence Halls Open for Non-Freshmen
August 22, Tuesday	4:00 p.m.-6:00 p.m. — Evening Registration
August 24, Thursday	8:00 a.m. — Classes Begin 6:30 p.m. — Graduate Classes Begin
August 25 & 28, Friday & Monday	Drop-Add — (No Charge)
August 29, Tuesday	Drop-Add — Fee Begins
September 1, Friday	5:00 p.m. — Last Day to Register for a Class or to Add a Class
September 4, Monday	Holiday
September 15, Friday	Last Day to Drop a First-Eight-Weeks Course with a "W" Grade
October 6, Friday	End of First Six Weeks and Last Day to Drop a Course with a "W" Grade
October 18, Wednesday	4:00 p.m. — Mid-Semester Grades Due
October 19-20, Thursday-Friday	Mid-Semester Break
October 20, Friday	Mid-Point of the Semester. Last Date for Prorated Tuition/Fee Refund
October 27, Friday	2:00 p.m. — Installation of Chancellor
November 8, Wednesday	10:00-11:15 a.m. — Departmental Majors Meeting
November 8-21, Wednesday-Tuesday	9:00 a.m.-4:00 p.m. — Advisement and Early Registration (Undergraduate)
November 8-21, Wednesday-Tuesday	8:00 a.m.-5:00 p.m. — Advisement and Early Registration (Graduate)
November 10, Friday	Last Day to Drop a Second-Eight-Weeks Course with a "W" Grade
November 15, 16, 20 & 21, Wednesday, Thursday, Monday & Tuesday	4:00-6:00 p.m. — Evening Advisement and Early Registration
November 22, Wednesday	10:30 p.m. — Holiday Begins
November 27, Monday	8:00 a.m. — Classes Resume
December 6, Wednesday	10:30 p.m. — Classes End
December 7, Thursday	Reading Day for Final Examinations
December 8-14, Friday-Thursday	Final Examinations
December 15, Friday	5:00 p.m. — All Residence Halls Close

## SECOND SEMESTER

January 4, Thursday	8:00 a.m. — All Residence Halls Open
January 4-5, Thursday-Friday	9:00 a.m.-4:00 p.m. — Undergraduate Registration
January 4-5, Thursday-Friday	8:00 a.m.-6:00 p.m. — Graduate Registration and Thursday Classes (6:30)
January 4, Thursday	4:00 p.m.-6:00 p.m. — Evening Registration
January 8, Monday	8:00 a.m. — Undergraduate Classes Begin
January 9 & 10, Tuesday & Wednesday	Drop-Add (No Charge)
January 11, Thursday	Drop-Add — Fee Begins
January 12, Friday	5:00 p.m. — Last Day to Register for a Class or to Add a Class
January 15, Monday	Holiday
January 19, Friday	Last Day to Drop a First-Eight-Weeks Class with a "W" Grade
February 16, Friday	End of First Six Weeks and Last Day to Drop a Class with a "W" Grade
March 2, Friday	4:00 p.m. — Mid-Semester Grades Due
March 2, Friday	Mid-Point of the Semester. Last Date for Prorated Tuition/Fee Refund
March 2, Friday	10:30 p.m. — Spring Vacation Begins
March 2, Friday	5:00 p.m. — All Residence Halls Close
March 11, Sunday	1:00 p.m. — All Residence Halls Open
March 12, Monday	8:00 a.m. — Classes Resume
March 19, Monday	Last Day to Drop a Second-Eight-Weeks Class with a "W" Grade
April 4, Wednesday	10:00-11:15 a.m. — Departmental Majors Meeting
April 4-12, Wednesday- Thursday and April 17-20, Tuesday-Friday	9:00 a.m.-4:00 p.m. — Advisement and Early Registration (Undergraduate)
April 5, 9-11 Thursday, Monday-Wednesday	8:00a.m.-5:00p.m.—Advisement and Early Registration(Graduate)
April 11, Wednesday	4:00 p.m.-6:00 p.m. Evening Advisement and Early Registration
April 12, Thursday	10:15 a.m. — Awards Day Ceremony
April 17, Tuesday	10:30 p.m. — Holidays Begin
April 25, Wednesday	8:00 a.m. — Classes Resume
April 26, Thursday	10:30 p.m. — Classes End
April 27-May 3, Friday-Thursday	Reading Day for Final Examinations
May 3, Thursday	Final Examinations
May 4, Friday	8:00 a.m. — Senior Grades Due
May 5, Saturday	5:00 p.m. — All Residence Halls Close
	2:00 p.m. — Commencement



## SUMMER SESSION — 1990

## FIRST TERM AND INTRA-SESSION

May 24-30, Thursday-Wednesday	9:00 a.m.-12:00 Noon — Registration
May 30, Wednesday	8:00 a.m. — All Residence Halls Open
May 31, Thursday	Classes Begin
May 31, Thursday	Late Registration Fee and Change of Course Fee Apply
June 1, Friday	Last Day to Register for Course Credit
June 6, Wednesday	Last Day to Drop a Course with a "W" Grade
June 11, Monday	8:00 a.m. — Intra-Session Begins
June 11, Monday	8:00 a.m.-6:00 p.m. — Graduate Registration, and First Class at 6:00 p.m.
June 25-29, Monday-Friday	1:00 p.m.-4:00 p.m. — Early Registration for Second Term
June 29, Friday	Intra-Session Ends for Graduate Students
July 2, Monday	Final Examinations for First Term of Summer Session for Undergraduates
	End of First Term of Summer Session for Undergraduates

## SECOND TERM

July 2, Monday	8:00 a.m. — All Residence Halls Open
July 2, Monday	4:00 p.m.-6:00 p.m. — Graduate Registration and First Class at 6:00 p.m.
July 3, Tuesday	9:00 a.m.-4:00 p.m. — Undergraduate Registration
July 4, Wednesday	Holiday for Undergraduates
July 5, Thursday	8:00 a.m. — Undergraduate Classes Begin
July 5, Thursday	Late Registration Fee and Change of Course Fee Apply
July 5, Thursday	Last Day to Register for Course Credit
July 7, Saturday	Undergraduate Classes Meet
July 11, Wednesday	Last Day to Drop a Course With a "W" Grade
August 3, Friday	Final Examinations for Second Term of Summer Session for Undergraduates
	End of Second Term of Summer Session
August 3, Friday	5:00 p.m. — All Residence Halls Close

# PEMBROKE STATE UNIVERSITY

PEMBROKE, NORTH CAROLINA 28372



OFFICE OF THE CHANCELLOR

Dear Students and Parents:

Pembroke State University is a unique institution of higher education. It began as a small normal school for the American Indians of Robeson County in 1887. Over the past century it has grown in size, in diversity, and in distinction. Today it ranks as one of the significant universities within The University of North Carolina system.

Although this institution was restricted to American Indians until the 1950s, today's student body consists of approximately 63 percent White, 23 percent American Indian and 12 percent Black. We are proud of this ethnic diversity which is unparalleled in this country.

The academic programs at Pembroke State University emphasize a balance between a strong liberal arts education and preparation for diversified careers. We recognize the paramount need to prepare students to assume leadership roles in society, to become effective citizens, and to live fulfilling lives. In addition, we recognize that today's graduates must have flexible career options to avoid the problem of planned human obsolescence, a characteristic which is too evident in many vocationally oriented curricula.

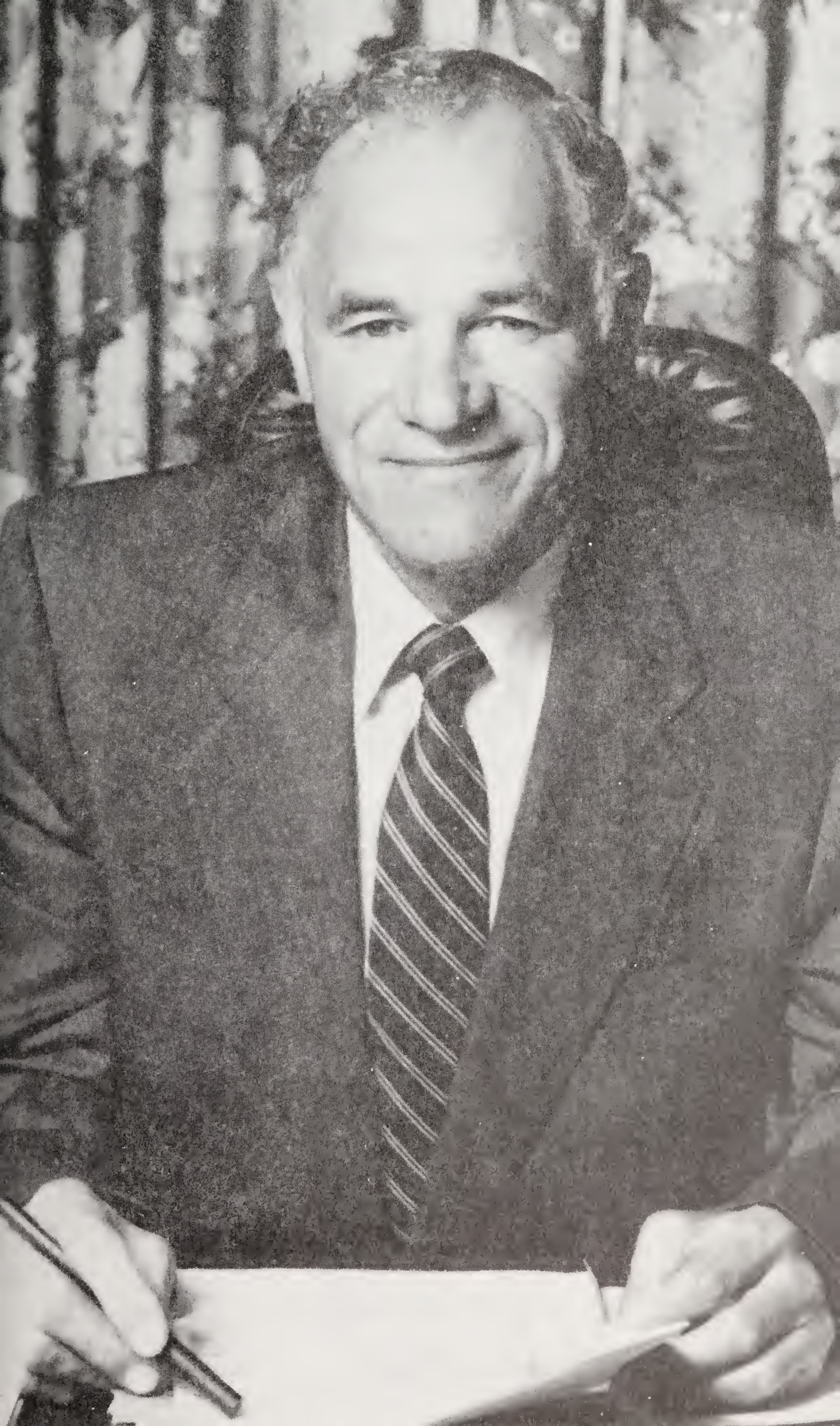
While providing a broad, traditional liberal arts education, the University still offers a curriculum designed to prepare students for a wide range of career opportunities. At present we offer 46 program specializations at the undergraduate level and 10 specializations in our expanding graduate program.

Pembroke State University takes pride in the strength of its academic programs, but faculty and administrators realize that good education does not take place in a vacuum. Student-faculty interaction, club activities, varsity and intramural sports, performing arts, community service programs, and a host of other co-curricular activities are available and are encouraged.

I hope this catalog provides you with a clear view of the breadth and depth of our programs as well as some sense of the vitality of Pembroke State University. If you would like to really get to know us, I strongly encourage you to visit our campus.

Sincerely,

Joseph B. Oxendine  
Chancellor





PEMBROKE STATE UNIVERSITY

UNIVERSITY

# **Organization**

**The University of North Carolina**

**Pembroke State University**

**Trustees**

**Administration**

**Mission of the University**

**Faculty Senate**

# THE UNIVERSITY OF NORTH CAROLINA

## MEMBERS OF THE BOARD OF GOVERNORS

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\*Members Emeriti

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946-1725  
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Res. 919/276-2875

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Res. 704/693-0621

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Rocky Mount 27801

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Res. 919/521-9006

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Durham 27713

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Bus. 202/224-3154  
Res. 919/489-6326

W. Travis Porter  
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Research Triangle Park 27709

Tel: Bus. 919/361-4900  
Res. 919/489-4928

\*Members Emeriti

## TERMS OF OFFICE OF THE BOARD OF GOVERNORS

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 Dr. Joy J. Johnson  
 Robert L. Jones  
 John R. Jordan, Jr.  
 Betty R. McCain  
 Samuel H. Poole  
 W. Travis Porter  
 J. Aaron Prevost  
 Louis T. Randolph  
 Joseph E. Thomas  
 Gus H. Tulloss

### Class of 1993

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 Louis G. Britt  
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 John A. Garwood  
 R. Phillip Haire  
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 Martha F. McNair  
 D. Samuel Neill  
 Ellen S. Newbold  
 Maxine H. O'Kelley  
 Maceo A. Sloan  
 Asa T. Spaulding, Jr.  
 Harold H. Webb  
 Dr. Ruth Dial Woods

### Members Emeriti

Philip G. Carson  
 William A. Dees, Jr.  
 William A. Johnson

## THE UNIVERSITY OF NORTH CAROLINA: GENERAL ADMINISTRATION

### 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  
 NATHAN F. SIMMS, JR., B.S., M.S., 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  
 D. G. MARTIN, JR., B.A., LL.B. — 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.

**PEMBROKE STATE UNIVERSITY**  
**MEMBERS OF THE BOARD OF TRUSTEES**  
 1989-1990

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 28372	919-521-3253	919-521-4622
1993	G	Biggs, Murchison Bolton P.O. Box 671 Lumberton, NC 28358	919-739-2871	919-739-8057
1991	B/G's	Evans, Wayne (Chairman) P.O. Box 1529 Laurinburg, NC 28352	919-276-7676	919-369-2190
1991	B/G's	Lowery, Dennis P.O. Box 8204 Charlotte, NC 28208	704-392-2311	
1993	B/G's	Lowry, Jerry Route 1, Box 350 Rowland, NC 28383	919-521-8197	919-521-9044
1993	B/G's	Nicholson, John C. 201 Stirling Dr. Lumberton, NC 28358	919-739-3277	919-739-2281
1991	G	Oxendine, H. Dobbs 1604 W. 5th St. Lumberton, NC 28358	919-738-5630	919-738-7907
1993	B/G's	Ransom, Julian Route 1, Box 27 Pembroke, NC 28372		919-521-4730
1991	B/G's	Thomas, Willie 113 McGirt Bridge Road Laurinburg, NC 28352	919-276-0611	919-276-3264
1993	B/G's	Williams, Gloria P.O. Box 23 Raeford, NC 28376	919-875-4106	919-875-2205
1993	G	Winfree, Rosa R. (Vice-Chairman) 1231 Bearmore Drive Charlotte, NC 28211	794-343-5400	704-365-0841
		Burns, Scott	919-521-8257	
		President Student Government Association P.O. Box 5372 Pembroke, NC 28372 (Jacobs A-2) P.O. Box 35 Peterson, Ala. 35478		

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JOSEPH B. OXENDINE, B.A., M.Ed., Ed.D.

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 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*  
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 GENE WARREN, B.A. .... *Director of Public Information*

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 MELINDA GOODEN, B.A. .... *Assistant Director of Admissions*  
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 A. WARREN LOVE, B.S., M.Ed. .... *Director of Media Center*

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MARSHALL FITE, B.S. ....	<i>Military Science</i>

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DIANE O. JONES, B.S., M.S., Ed.D. ....	<i>Director of Student Activities</i>
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STEVEN R. SWINT, B.A. ....	<i>Assistant Director for Programming, Chavis University Center</i>
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PHILIP BARRINEAU, B.A., M.Div., Ph.D. ....	<i>Assistant Director of Counseling and Testing Center</i>
.....	<i>Director of Career Planning and Placement Center</i>
ESTHER D. JACOBS, B.S. ....	<i>Director of Financial Aid</i>
THERESA G. DECARLO ....	<i>Assistant Director of Financial Aid</i>
ENOCH C. MORRIS, JR., B.F.A., M.F.A. ....	<i>Director of Givens Performing Arts Center</i>
SUSAN EDGE, B.S. ....	<i>Assistant Director of Givens Performing Arts Center</i>
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EVA B. SAMPSON, B.S., R.N. ....	<i>University Nurse</i>

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ILA GRAY, A.S., B.S.A.S. ....	<i>Director of Accounting</i>



## HISTORY OF PEMBROKE STATE UNIVERSITY

On March 7, 1887 the General Assembly of North Carolina enacted legislation sponsored by Representative Hamilton McMillan of Robeson County creating the Croatan Normal School. The law, which was in response to a petition from the Indian people of the area, established a Board of Trustees and appropriated five hundred dollars to be used only for salaries. A building was constructed by the local people at a site about one mile west of the present location, and the school opened with fifteen students and one teacher in the fall of 1887. For many years the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.

The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926 the Board of Trustees added a two-year normal program beyond high school, and phased out elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a "standard normal school."

Additional college classes were offered beginning in 1931, and in 1939 a fourth year was added with the first degrees conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Until 1953 it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1942 when non-teaching baccalaureate degrees were added, and in 1945 when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally-recognized Indian groups. A few years later, in 1949, the General Assembly shortened the name to Pembroke State College.

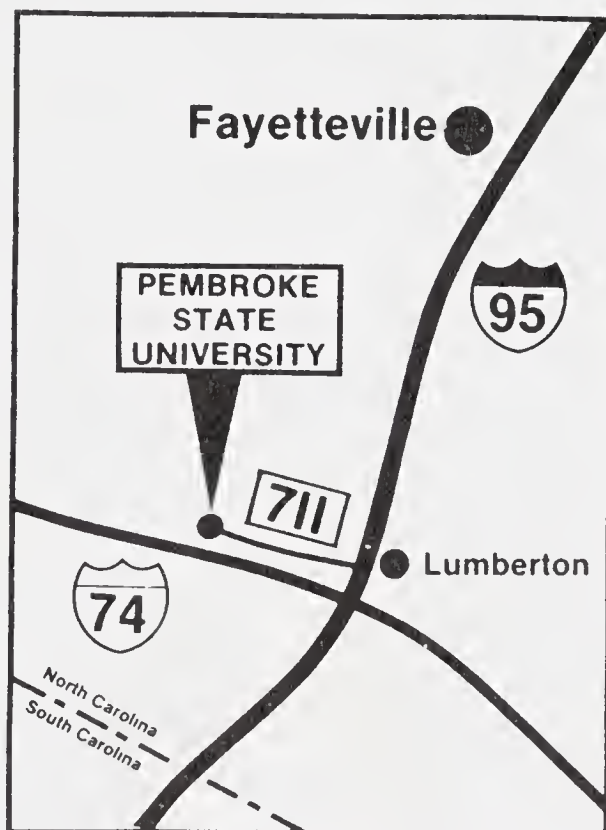
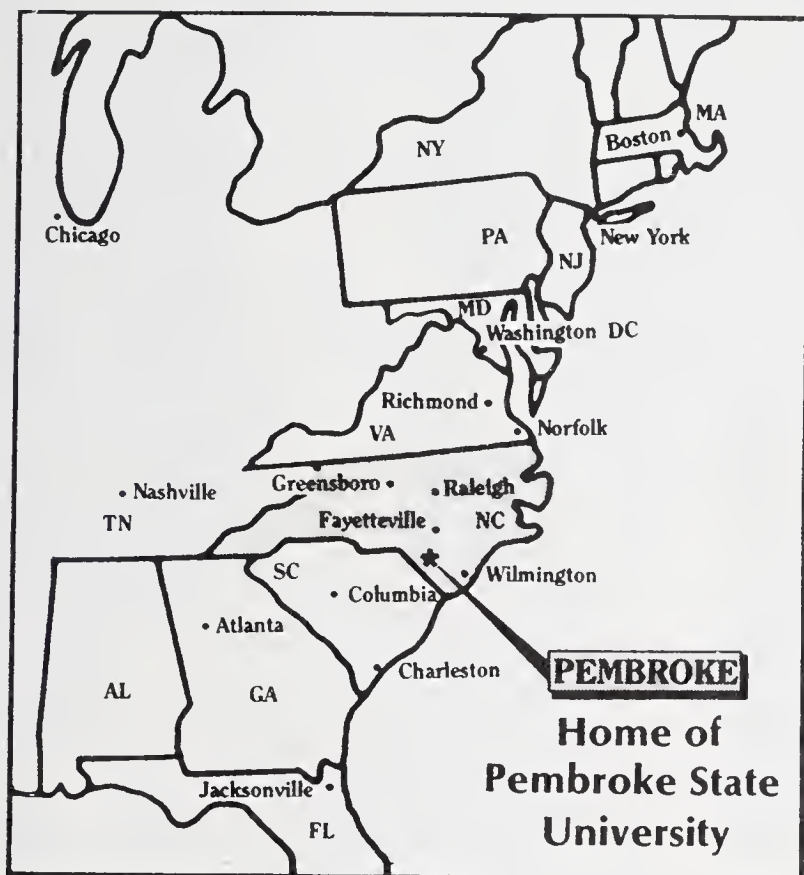
The Board of Trustees approved the admission of White students up to forty percent of the total enrollment in 1953 and, following the Supreme Court's school desegregation decision, opened the College to all qualified applicants without regard to race in 1954. Growth of over five hundred percent followed during the next eight years. In 1969 the General Assembly changed the name again to Pembroke State University, and made the institution a regional university. Such universities were authorized "to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching" and to "provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State."

Two years later, in 1971, the General Assembly established the sixteen-campus University of North Carolina with Pembroke State University as one of the constituent institutions. The new structure was under the control of a Board of Governors which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state's resources. The Board of Governors approved the initiation of master's programs in professional education by Pembroke State University in 1978, as well as several new undergraduate programs. Since that time additional baccalaureate and master's level programs have been approved, including an M.S. in Administrative Studies.

Pembroke State University celebrated its centennial in 1987.

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 airline service is available at the Fayetteville Municipal Airport, Grannis Field, which is approximately 30 miles from the campus.



MISSION OF THE UNIVERSITY

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.

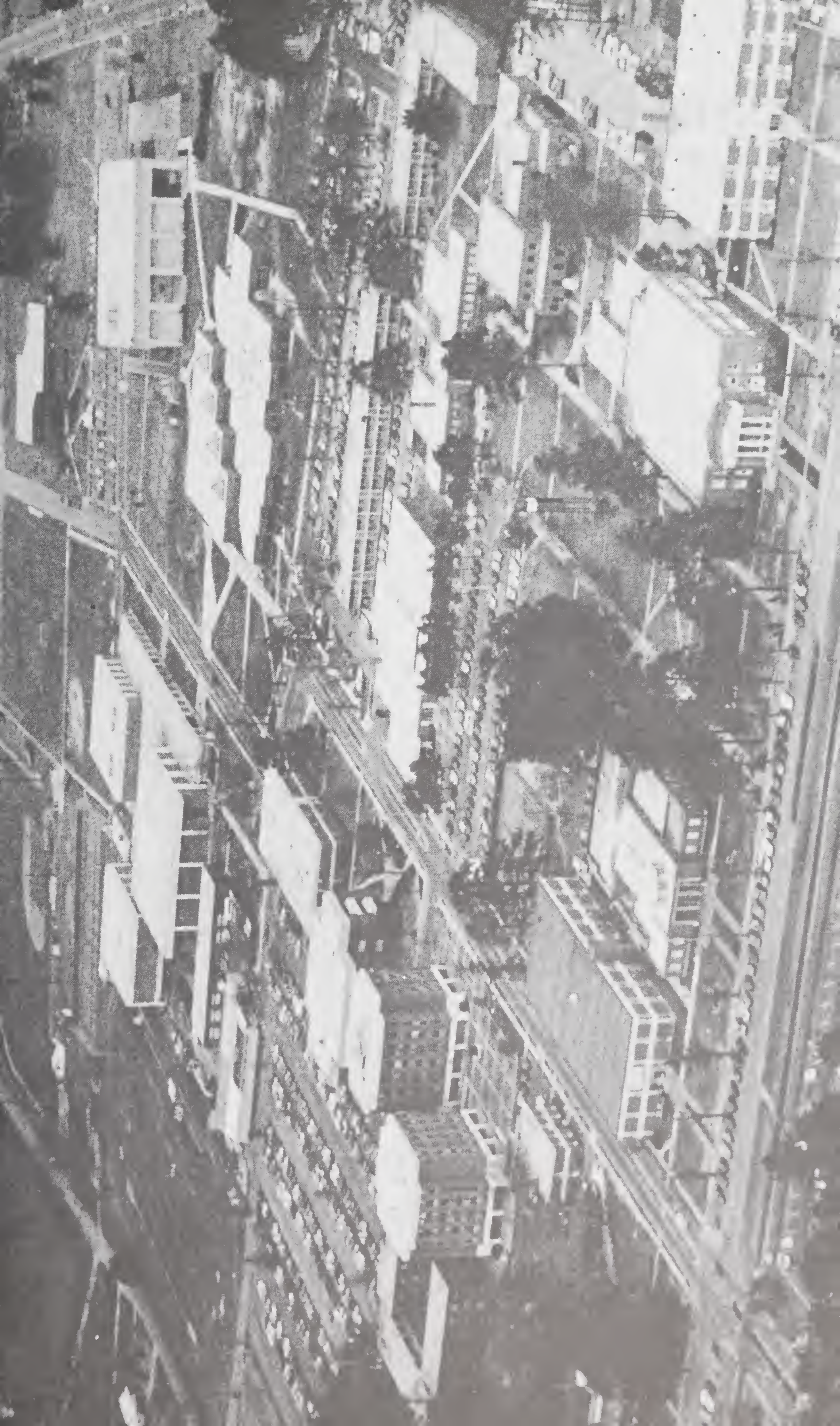
**GOALS**

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. Each committee also has 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.



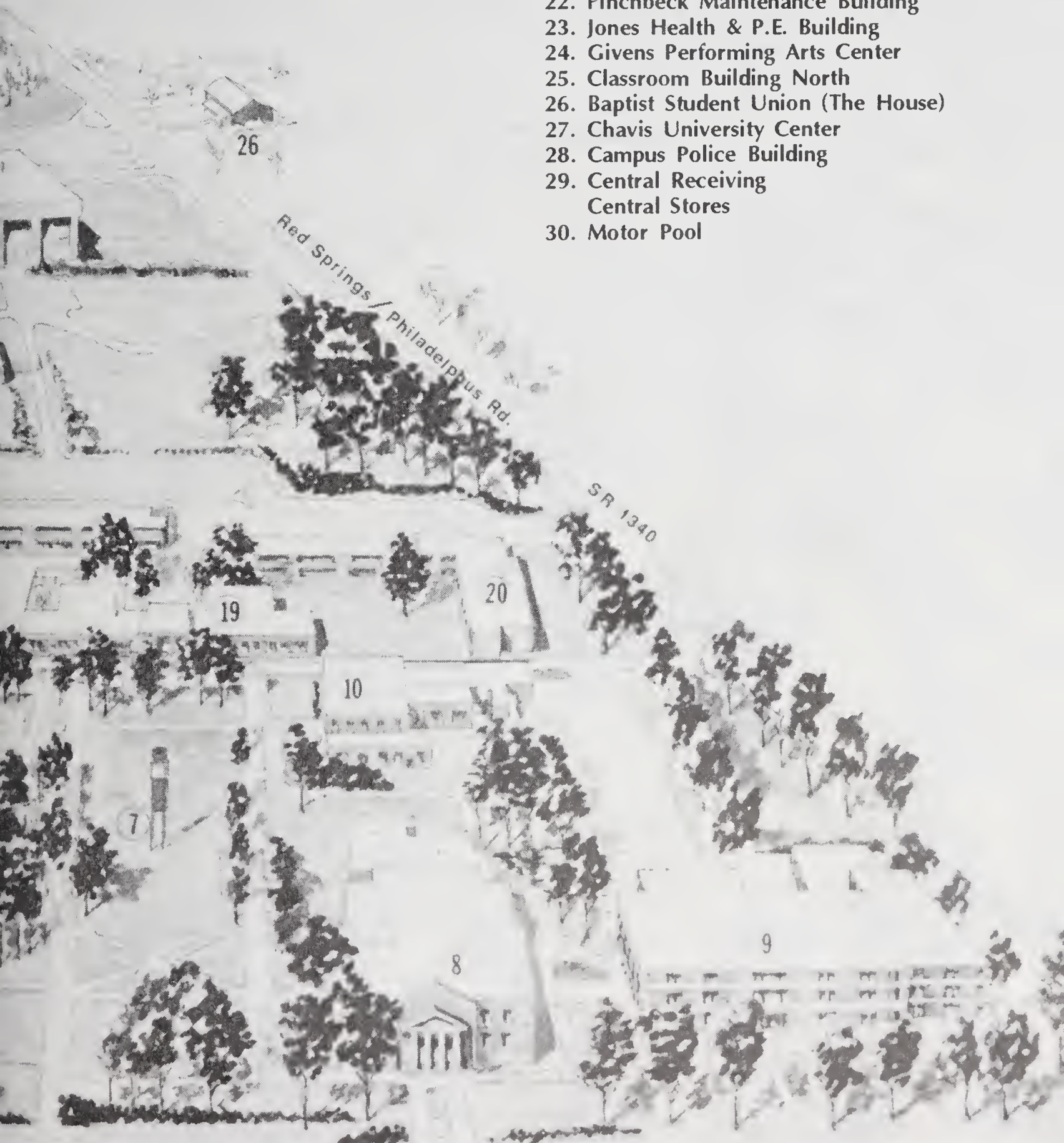


# PEMBROKE STATE UNIVERSITY



## KEY TO MAP

1. Sampson Hall (Administration)
2. Livermore Library
3. Admissions Building
4. Chancellor's Residence
5. Infirmary
7. Lowry Bell Tower
8. Old Main
9. Oxendine Science Building
10. Moore Hall
11. Belk Hall
12. West Hall
13. North Hall
14. Educational Center
15. Business Administration Building
16. Continuing Education & Summer School  
Air Force ROTC & Army ROTC
17. Book Store
18. Special Programs
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 Building North
26. Baptist Student Union (The House)
27. Chavis University Center
28. Campus Police Building
29. Central Receiving  
Central Stores
30. Motor Pool



(This art work was done by Dr. Stanley Jenkins of the PSU Art Department.)



# General Information

## BUILDINGS AND GROUNDS

*The Old Main Building* (1923) was destroyed by fire in 1973 and restored in 1979. The first floor houses the Media Center, the Television Station (WPSU) and the Native American Resources Center (described below). The second floor provides classroom and office space for the American Indian Studies program, Economic Development, Personnel, Public Information, Institutional Research, Institutional Advancement, Alumni Affairs, and "Strike at the Wind," an outdoor drama performed each summer. On the first floor of Old Main is the Native American Resource Center (See p. 35).

*Sampson Hall* (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* (1950), named for Anderson Locklear, a leading educator of Robeson County, houses the offices, classrooms, and studios of the Art department.

*Moore Hall* (1951) contains a 216-seat auditorium, classrooms, offices, a library, 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* (1952) was fully renovated and enlarged in 1976. It is located on the western side of the campus.

*The Admissions Building* (1965) has been recently renovated.

*The D. F. Lowry Building* (1965) contains the University Bookstore, Continuing Education and Summer Session, Upward Bound and Special Programs, ROTC, and the Print Shop. It was named for Rev. D. F. Lowry, first graduate from the Indian Normal School.

*Jacobs Hall* (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* (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* (1965) is a men's dormitory which offers accommodations to 200 students.

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

*The University Infirmary* (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) currently houses approximately 200,000 books and periodicals and the University Archives. (See p. 33.) The library

receives relevant U.S. government documents on a depository basis. It was named in honor of the late Mary Livermore, long-time religion professor at PSU. The University Computer Center is housed on the second floor of the library. (See p. 35).

*The Herbert G. Oxendine Science Building* (1967) provides 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* (1969) provides classrooms and offices for the departments of Business Administration and Economics, Sociology and Social Work, and Geology and Geography. It also houses the College Opportunity Program.

*The Environmental Building* (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* (1978) 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* (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* (1972) is a women's dormitory which offers accommodations to 200 students.

*The English E. Jones Health and Physical Education Center* (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 to 1979.

*The Givens Performing Arts Center* (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 Dr. Paul R. Givens, chancellor of PSU from 1979 to 1989.

*The Educational Center* (1976) contains classrooms, offices, and curriculum and reading laboratories for the departments of Education, Psychology, and Philosophy and Religion. The building houses the Graduate Office and the Office of Teacher Education Admissions.

*The Classroom Building North* (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* (1987) houses student and faculty lounges, post office, cafeteria, snack bar, bowling alley, and TV/game areas. On the second floor are the Counseling and Testing Center, Career Planning and Placement Center, and Student Government offices. The building 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. 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 other purposes must submit an application. The application form and *Summer Session Bulletin* may be obtained from the Summer Session Office.

### 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 department chairmen for assistance in working out plans to fulfill degree requirements.

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 as special, part-time or regular students. (See Admissions section of the catalog).

Extension Courses: 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."

### LIBRARY SERVICES

*The Mary Livermore Library* currently houses approximately 200,000 books and over 1,000 periodical subscriptions 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 reference and information services, instruction in library use, in-depth consultation on research projects, data base searching, interlibrary loan, orientation tours, recreational reading, and copying facilities. The library is a chief information center for the University and has an online catalog and access to those of other UNC system libraries. The library was named in honor of the late Mary Livermore, long-time religion professor at PSU.

Specialized libraries, featuring resources appropriate to particular programs and departments, are found in several locations. In the Education Center, the Department of Education maintains a Curriculum Laboratory and a Test Review/Resource Center (see p. 184). In Classroom Building North, the Department of Communicative Arts maintains a library of books, journals, and media resources for English Education and foreign languages. Moore Hall houses a Music Library featuring recordings, scores, and listening facilities.

### ACADEMIC COMPUTING RESOURCES

Pembroke State University recognizes the importance of computer skills. Although no specific computer course is required, students have many opportunities to gain computer proficiency. In freshman composition, most students receive a word-processing program and learn how to use it for writing papers. All Teacher Education programs require basic computer skills. Students majoring in Business Administration are required to take BUS 109, Business Uses of the Computer. In addition, most departments expect students to use computer software in some of their courses.

Pembroke State University provides its students with a wealth of computer resources. Each classroom building houses one or more microcomputer laboratories, and additional computers are located in the Mary Livermore Library, the

Computer Center, and the D. F. Lowry building. Several laboratories are available for evening and weekend use. MS-DOS and Apple 2E are the most common microcomputers, some departments have specialized computers, and MacIntosh and mainframe computing is available in the Computer Center.

### STUDENT SUPPORT PROGRAMS

*Student Support 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, Student Support 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 a daily schedule of classes in the mornings and afternoons. This summer component familiarizes students with college life while motivating students and developing and enriching their basic skills. Recreational and human development activities are also incorporated into the schedule.

*Student Support 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, 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 programs is to recruit minority students into academic health professions 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.

### COMPUTER CENTER

The *Pembroke State University Computer Center* is located on the second floor of the Mary Livermore Library. The main offices are in Room 201 with lab for faculty and student use located in Room 223.

With a staff of 11 full-time employees and a student assistant, the center handles the academic and administrative computing for the University. The center houses a VAX 8250, a Data General S/140, and IBM 3776 RJE terminal with connections to Triangle Universities Computation Center (TUCC), micro-computers, CRT's, desktop publishing, keypunch machines, and an NCS Optical Scanner.

### NATIVE AMERICAN RESOURCES CENTER

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 the 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.

### WPSU TELEVISION STATION

Pembroke State University operates WPSU-TV, a cable casting facility that serves Pembroke, Lumberton, Charlotte, Greensboro, Rockingham, 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.



# **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 admission 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. Re-Enrolling Students
4. Special Students
5. Transient Students
6. Foreign Students
7. Auditors

Students may enter at the beginning of any semester or summer term. The application deadline for undergraduate admissions for the fall semester is July 15; the deadline for the spring is December 1. Also the deadlines for summer terms I and II are May 15 and June 15 respectively.

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 who meet the minimum predicted grade point 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.)

### MINIMUM ADMISSIONS REQUIREMENTS AT THE 16 CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

High school graduates from the *classes of 1988 and 1989*, who *otherwise meet the institution's own admissions requirements* may be admitted, provided they have successfully completed in grades 9-12;

In *English*, four course units emphasizing grammar, composition and literature;

In *mathematics*, two course units including *algebra I* and one additional course unit;

In *science*, two course units including *one physical science* and *one biological science*; and

In *social studies*, two course units including one unit in *U.S. history*, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

For the *class of 1990 and beyond*, the following courses will be required for admission, in addition to an institution's own specific requirements:

In *English*, four course units emphasizing grammar, composition and literature;

In *mathematics*, three course units including *algebra I*, *algebra II*, and *geometry*, or a higher level mathematics course for which algebra II is a prerequisite;

In *science*, three course units including

—at least one unit in a life or *biological science* (for example, biology)

—at least one *laboratory course*;

and

In *social studies*, two course units including one unit in *U.S. history*.

In addition, it is recommended that prospective students;

complete at least two course units in *one foreign language*, and take *one foreign language* course unit and *one 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. An official high school transcript is required.
3. 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.
4. Transfer applicants must be immediately eligible to return to the last institution attended.
5. Each transfer applicant must submit a completed health record after academic approval has been received by the applicant.
6. 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; see p. 67.)

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 following the 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.



## RE-ENROLLING 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 52.

## SPECIAL STUDENTS

### Continuing Education

Applicants not enrolled in degree programs at other institutions who wish to complete courses at Pembroke State University for professional advancement (e.g., teacher certification) or personal enrichment may qualify as Special Students. Such applicants must complete appropriate forms from the Office of Admissions. Students in this category 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 I-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. Each student must submit official proof of financial support and an English translation of all transcripts. It is preferred that all documents be sent to the admissions office six months prior to date of entry.

## GRADUATE ADMISSIONS

Inquiries concerning the graduate studies admissions should be directed to the Director of Graduate Studies. Admissions requirements are stated in the **Graduate Programs Section** of this catalog.

## 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 four major components: (1) the Associate in Applied Science Degree, (2) the basic studies curriculum of 50 semester hours, (3) an individualized program of study consisting of 15 semester hours at Pembroke State University leading to the Bachelor of Science in Applied Science Degree and (4) 3 hours of free electives. 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 Basic Studies Program is required of all Pembroke State University graduates and is designed for each student in terms of his prior experience and achievement. (See p. 70) The individualized program of study beyond basic studies 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. For further information, see Business Administration programs.

Students who plan to pursue a graduate degree should consult the Chairman of the department of Business Administration before undertaking any work in this program.

## 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 DAN TES 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 one or more years in the armed services will be awarded two semester hours credit for each year 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.

<b>CLEP General Examination</b>	<b>Basic Studies Credit</b>
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/Composition	3	3	Communicative Arts 105
English Language/Composition	4	6	Communicative Arts 105, 106
English Composition/Literature	3	3	Any 200-level English Literature Course
English Composition/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. Audits may not be added to a student's schedule after the last day to add a class. 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 letters "AU". 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 the **Student Finances** Section of the catalog 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 residency information.

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

**Parents' Domicile.** If an individual, irrespective of age, has living parent(s) or 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 has 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

### Grading System

Grade reports are sent to each student at the end of each semester. Mid-term advisory grades may also be sent to some categories of students at the mid-point of the semester.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hours and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

The letter grades and quality points represented by each, as of January 1, 1989, are as follows:

A = 4.0	B- = 2.7	D+ = 1.3	P = 0.0
A- = 3.7	C+ = 2.3	D = 1.0	I- = 0.0
B+ = 3.3	C = 2.0	D- = 0.7	W = 0.0
B = 3.0	C- = 1.7	F = 0.0	AU = 0.0

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I," or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. In the determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed.

When a student withdraws from a course during the designated drop-add period, the "W" grade is assigned. 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 the 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, the grade is recorded, but the semester hours attempted are not counted as quality hours.

Audited classes are listed on the permanent record. They are designated by the letters "AU." The AU's and some W's will be listed as attempted hours, but not as quality hours for figuring quality point averages.

### QUALITY POINT AVERAGE AND SCHOLASTIC STANDING

Scholastic standing at Pembroke State University is based on the quality point average. To figure quality point average, multiply the number of quality hours (attempted hours minus P credits, AU's, and W's) assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of quality hours.

#### Example:

Course	Final Course Grade	Quality Hours	x	Quality Points	=	Quality Points Earned
Course A	C+	3	x	2.3	=	6.0
Course B	B-	3	x	2.7	=	8.1
Course C	A	1	x	4.0	=	4.0
Course D	P	0*	x	0.0	=	0.0
Course E	F	1	x	0.0	=	0.0
Course F	B	3	x	3.0	=	9.0
Course G	A-	3	x	3.7	=	11.1
Course H	I	2	x	0.0	=	0.0
Total Quality Hrs.		<u>16</u>		Total Quality Pts.		<u>39.1</u>

$$\text{Quality Point Average} = 39.9 \div 16 = 2.44$$

\*A grade of P counts as hours earned but not as quality hours and is computed as 0 hours in figuring quality point averages.

A cumulative quality point average is obtained by including in the quality 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 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	1.375
45	1.500
60	1.625
75	1.750
90	1.875
105	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 average of 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 Freshman 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 test in Composition will be placed in CMA 104. Students who score below acceptable standards on the University-administered mathematics test will be placed in MAT 104. Students who score below acceptable standards on the reading test will be placed in EDN 101 (College Reading). Students placing in one or more of these courses will be advised to limit their course loads to 12 semester hours in the fall semester and to seek tutorial aid.

### 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 early registration phase and the regular registration phase.

Students currently enrolled at Pembroke State University may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2) obtaining the registration material (Permit to Register Card, and Personal Data Form) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work at the assigned major academic department, and (4) paying tuition and fees to the Cashier's Office.

Students entering Pembroke State University for the first time or returning after an absence of one semester or more may complete their registration by: (1) consulting with their advisor during the designated registration period, obtaining a Permit to Register Card and preparing their class schedule for the semester, (2) registering for the approved course work at the assigned major academic department, and (3) paying tuition and fees at the Cashier's Office.

### 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 an academic department, complete the form, have it approved by his advisor, obtain the signature of the losing and/or gaining professor, and present the form to the Cashier's 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 type-written 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

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. No matter what the cause, an absence from class does not relieve the student from any course requirement.

Instructors have the discretion to determine how the attendance policy will be implemented in their classes, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty are encouraged to distribute a written statement of their policy.

Students should not enroll in a course if participation in University-sponsored activities will cause them to miss an excessive number of classes, as determined by the instructor.

Students whose absences impair their academic performance may be referred to the Director of Advisement and Retention.

## THE PEMBROKE STATE UNIVERSITY ACADEMIC HONOR CODE

### I. OVERVIEW

The Pembroke State University Academic Honor Code sets forth the standards of academic honesty and integrity for students at PSU and describes attendant faculty responsibilities. Students and faculty are expected to be familiar with its provisions. This Code defines student behavior which violates the standards (Section III), and enumerates the penalties for violations and the circumstances under which such penalties may be imposed (Section IV).

Section V sets forth the procedures for dealing with cases where a violation of the Academic Honor Code is alleged. Those procedures permit a faculty member to address a student's first violation through discussion with the student. If the student freely admits the offense and accepts the penalty assigned by the faculty member, an agreement settling the matter is signed by both, the faculty member imposes the penalty, and the matter ends (Section V.A.). If PSU records show that the student has previously committed an Academic Honor Code violation, or if the student decides not to admit guilt or accept the penalty, or if the faculty member believes that the seriousness of the offense warrants a more severe penalty than those which may be imposed in the settlement process, the matter must be referred to the Campus Hearing Board (Section V.B.) if any penalty is to be imposed. The Campus Hearing Board hears the evidence from the faculty member and student and determines whether the student did commit a violation. If no violation is found, the matter ends and no penalty may be imposed. If the Campus Hearing Board finds that the student did commit a violation, it determines the appropriate penalty (Section V.C.). A student found guilty may appeal the Campus Hearing Board's decision to the Campus Appeal Board (Section V.D.).

## II. STATEMENT OF PRINCIPLES

Academic honor and integrity are essential to the existence of a university community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty. To meet their responsibilities when academic dishonesty is suspected, individual faculty members must follow the policies and procedures stated in this Code.

Students are also members of the academic community. As responsible members of the University, students are obligated not to violate the basic standards of honor, and they are expected to take an active role in encouraging other members to respect those standards. Should a student suspect a violation of the Academic Honor Code, he/she should make the suspicion known to a member of the faculty or University administration.

Commitment to maintaining and encouraging high standards of academic honesty and integrity is demonstrated in many ways. One manifestation is the policies and procedures governing violation of the standards. Herein contained are the provisions of the PSU Academic Honor Code.

## III. DEFINITIONS OF VIOLATIONS

Definitions and/or examples of violations of the Academic Honor Code are as follows.

- A. **CHEATING:**  
Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information (oral and/or written) or receipt of such information during an academic exercise.
- B. **PLAGIARISM:**  
Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source).
- C. **FABRICATION AND FALSIFICATION:**  
Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- D. **ABUSE OF ACADEMIC MATERIALS:**  
Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material.
- E. **COMPLICITY IN ACADEMIC DISHONESTY:**  
Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

#### IV. PENALTIES

All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled and remedied by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described in Section V to handle such an offense. The penalties which may be assessed are limited to the following: (a) a formal warning/reprimand, (b) a reduced grade (including F) for the assignment, (c) a reduced grade (including F) for the entire course. Whatever the penalty, a signed form regarding the settlement will be kept for five years (or until the student graduates) in the Office for Student Affairs. The purpose of this record-keeping is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses.

All second offenses and some first offenses have import beyond the specific course in which the violation occurred. The Campus Hearing Board handles such violations, and the possible penalties are greater. In these cases the Campus Hearing Board may impose any of the penalties listed above (a,b,c) and/or the following: (d) disciplinary suspension from the University for a designated period of time (one semester, one year, etc.); or (e) dismissal from the University for an indefinite period of time.

In all determinations of penalty, the following factors should be considered:

1. The nature and seriousness of the offense.
2. The injury or damage resulting from the misconduct.
3. The student's motivation and state of mind at the time of the incident.
4. The student's prior disciplinary record.
5. The student's attitude and demeanor subsequent to the violation.

#### V. PROCEDURES FOR HANDLING CASES

A faculty member responsible for assigning final grades in a course may acquire evidence directly or through information supplied by others that a student violation of the Academic Honor Code may have occurred. After collecting the evidence available, the faculty member should determine whether it warrants proceeding to the next level of inquiry.

If the faculty member determines that the evidence is sufficient, he/she should contact the Vice Chancellor for Student Affairs, who will determine from his records whether the student has previously admitted to or been found guilty of an Academic Honor Code violation. If the suspected violation would be a second offense, the faculty member must take the case to the Chairperson of the Campus Hearing Board. If the suspected violation would constitute a first offense but one which the faculty member considers the appropriate penalty to be more severe than F in the course, the case must be brought to the Chairperson of the Campus Hearing Board. If the faculty member believes, however, that the suspected violation would be remedied by a penalty no greater than F in the course, the

settlement procedure may be used to conclude the matter and provide a record (see Section IV. Penalties).

Once a student has received notice that he/she is charged with an Academic Honor Code offense, the student is not permitted to withdraw from the course in order to avoid the appropriate penalty.

### **A. SETTLEMENT PROCEDURE**

The faculty member meets with the student and presents the evidence of an Academic Honor Code violation, then requests an explanation from the student. After hearing the explanation, if the faculty member determines that a violation has occurred, he/she fills out and signs the approved form distributed to all faculty members, noting the penalty to be applied, and gives the form to the student. The student has three school days to consider and seek advice on whether to admit guilt and accept the penalty by signing that form. If the student agrees to sign, he/she does so in the presence of the faculty member who then implements the penalty. The faculty member forwards the settlement form to the Vice Chancellor for Student Affairs, who keeps a record of first offenses for five years (or until the student graduates), and thus the matter is ended. If the student decides not to admit guilt or not accept the penalty, the faculty member must take the case to the Chairperson of the Campus Hearing Board, if any penalty is to be imposed.

### **B. CAMPUS HEARING BOARD**

The Campus Hearing Board is made up of three faculty members and one administrative member appointed by the Chancellor of the University, and three students appointed by the President of the Student Government Association. The conduct of Hearings is outlined in Article IV, Section C.2 of the Pembroke State University Student Constitution.

Where a student is not found in violation of the Academic Honor Code, a written report is prepared and sent to the Vice Chancellor for Student Affairs, who will maintain a confidential file of materials related to the case. No part of that file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

Where a student is found guilty of violating the Academic Honor Code, the Campus Hearing Board determines the appropriate penalty. Both student and faculty may submit evidence and make statements concerning the appropriate sanctions to be imposed. The Vice Chancellor for Student Affairs will supply the Student's previous Academic Honor Code disciplinary record.

At the conclusion of the evidence on the appropriate penalty, the Campus Hearing Board determines the penalty, and prepares a written report to the student and the Vice Chancellor for Student Affairs, who notifies the faculty member and the Vice Chancellor for Academic Affairs of its contents. If a penalty of a grade of F in the course or less is to be assigned, the faculty member imposes that penalty determined by the Campus Hearing Board and no other penalty. If a

greater penalty is deemed appropriate, the Vice Chancellor for Student Affairs implements the penalty indicated in the report. The student will be notified within five days of the Campus Hearing Board's determination of penalty.

### C. CAMPUS APPEAL BOARD

A student found guilty has the right of appeal, and is permitted five school days from the date the student receives notice of the report of the Campus Hearing Board to file a written notice of appeal with the Vice Chancellor for Student Affairs. Failure to do so will render the decision of the Campus Hearing Board final and conclusive.

If the request for appeal has been timely filed, the Vice Chancellor for Student Affairs shall deliver this request as well as materials related to this case to the Campus Appeal Board.

The composition of the Campus Appeal Board and its adjudicatory powers are described in Article V, Section C.1 of the Pembroke State University Student Constitution. For Academic Honor Code violations and their appeals, the Vice Chancellor for Academic Affairs or his designate will represent the Chancellor of the University.

## VI. ADVICE TO THE FACULTY

1. Faculty members should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. In doing so they might authorize or prohibit specific forms of student conduct which are unique to their courses or disciplines. They should refer students to this Academic Honor Code. It is recommended that the following statement be included in all course syllabi:

### STUDENT ACADEMIC HONOR CODE

Students have the responsibility to know and observe the PSU Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgement that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

2. Faculty members should take preventive measures to avoid cases of academic dishonesty (e.g., examinations should be carefully proctored).

**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" (2.0) 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 the 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 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 his or her degree;
13. Satisfy all financial obligations to the University.

All candidates are encouraged to complete a file in the Career Planning and Placement Center.

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. AND B.S. DEGREES

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	History:
Art	Social Studies Education
Communicative Arts:	Music
Dramatic Literature &	Philosophy and Religion
Performance	Political Science
Literature	Political Science:
English Education	Pre-Law
Contracted Major	Public Administration
(Mass Communication &	Sociology
Others)	Sociology:
Economics	Criminal Justice
History	

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

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

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.

### MASTER'S DEGREE PROGRAMS

Pembroke State University offers two Master's Degrees:

Master of Science in Administrative Studies (M.S.A.S.)

Master of Arts in Education (M.A.Ed.)

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 are in the **Graduate Programs** section.

### 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

\*Early Childhood Education (K-4)

\*Intermediate Grades Education (4-6)

Middle Grades Education (6-9)

Secondary Specializations (9-12)

Biology

Business Education

English

Mathematics

Science Education

Social Studies

Special Areas (K-12)

Art

Music

Physical Education

Exceptional Children

Learning Disabilities

Mental Retardation

#### GRADUATE LEVEL PROGRAMS

Elementary Areas

Early Childhood (K-4)

Intermediate Grades (4-6)

Middle Grades (6-9)

Reading (K-12)

Secondary Specializations (9-12)

English

Mathematics

\*Certification areas to be restructured as K-6 effective July 1989.

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

#### **UNDERGRADUATE LEVEL PROGRAM**

School Social Service Worker

#### **GRADUATE LEVEL PROGRAMS**

School Administrator

Curriculum-Instructional Specialist

### **UNDERGRADUATE TEACHER EDUCATION PROGRAM**

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 aspect 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. For descriptions of graduate curricula and degrees, see **Graduate Programs** section.

## **SPECIAL REQUIREMENTS FOR TEACHER EDUCATION MAJORS (ACADEMIC CONCENTRATIONS)**

As required by the Board of Governors of the University of North Carolina, all freshmen entering in the Fall of 1989 and thereafter seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education must complete a concentration in a basic academic discipline as part of their degree requirements. The 24-27 hours comprising these academic concentrations have been selected to provide students with a cohesive study of a basic academic discipline. For a list of academic concentrations available, please contact the Director of Teacher Education. A list of courses required for each academic concentration is available from the appropriate department.

### **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**

To be eligible for admission to the Teacher Education Program an individual must:

1. Have completed all but nine hours of the Basic Studies requirements.
2. Have earned a "C" (2.0) or better in Education 227 and Education 202.
3. Have an overall cumulative quality point average of 2.5 or better on a 4.0 scale.
4. Satisfactorily complete Core Battery I and Core Battery II of the National Teacher Examination. Scores must be sent to Pembroke State University by the Educational Testing Service.
5. Have the endorsement/recommendation of his/her advisor, Department Chairman, Foundations of Education instructor, and the Office of Student Affairs.

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.

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.

Students should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Applications are available in the Office of Teacher Education. Students will not be allowed to enroll in more than two 300 or 400 level professional education courses until they have been formally admitted to the Teacher Education Program.

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" (2.0) 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 Teacher Education Field Experiences 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 Teacher Education Field Experiences 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.

### **UNIVERSITY ORIENTATION REQUIREMENT**

A one-semester hour University orientation course (ORI 100) is required of all freshmen during their first fifteen credit hours of course work at the University. (See p. 120).

### **BASIC STUDIES PROGRAM**

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.

**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) History (3 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 Religion (3 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 Electives (6 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
GER	131, 132	Elementary German
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	Introduction to 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<br>—will receive credit for any course in Social Science      |
| CSP | 275 | Frontiers in Human Behavior<br>—will receive credit for any course in Social Science |

#### D. Natural Sciences and Mathematics (12 hours)

(1) Biology (3 hours)

- |     |     |                       |
|-----|-----|-----------------------|
| BIO | 100 | Principles of Biology |
|-----|-----|-----------------------|

(2) Physical Science (3 hours)

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 the Universe<br>—will receive credit for any course in Section (2) of<br>Natural Science and Mathematics |
|-----|-----|--|

(3) Mathematics (3 hours)

Choice of one course from the following:

- |     |     |                                      |
|-----|-----|--------------------------------------|
| MAT | 105 | Introduction to College Mathematics  |
| MAT | 106 | Foundational Concepts of Mathematics |
| MAT | 107 | College Algebra                      |
| MAT | 108 | Plane Trigonometry                   |
| MAT | 109 | College Algebra and Trigonometry     |
| MAT | 221 | Calculus I                           |

(4) Divisional Elective (3 hours)

Choice of one additional course to complete the 12 hour requirement.

- |     |          |   |
|-----|----------|---|
| BIO | 100L     | Laboratory Investigations and Experiences in<br>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                                    |
| CHM | 100, 101 | General Chemistry   |
| CSC | 200      | Intro. to Computer Programming—FORTRAN                          |
| CSC | 201      | Intro. to Computer Programming—COBOL                            |
| CSC | 210      | Introduction to Statistics                                      |
| GLY | 100      | Physical Geology  |
| GLY | 115      | Earth Science   |

MAT	105	Introduction to College Mathematics
MAT	106	Foundational Concepts in 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
PHS	156	Astronomy
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
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E. **Physical Education** (2 hours)

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

PED	101	Wellness and Fitness
PED	130	Fitness Walking
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	History
Art	Mathematics and Computer Science
Business Admin. and Economics	Music
Communicative Arts	Philosophy and Religion
Geology and Geography	Political Science
Health, Physical Education and Recreation	Psychology
	Sociology and Social Work

In addition, three interdepartmental minors are available (see **Special Programs** section):

Applied Gerontology	Personnel and Organizational
World Studies	Leadership

### 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 **Special Programs** section.

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 in the program descriptions of the Departments of Biology and Physical Science.

### **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. 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 the affiliated hospital. Details of the medical technology programs appear in the program descriptions of the Departments of Biology and Physical Science.

Currently, Pembroke State University has formal affiliations with McLeod Memorial Hospital in Florence, South Carolina, and with Moses Cone Hospital in Greensboro, N.C. Dr. Vera C. Hyman, M.D., and Ms. Jean Lewallen, M.T., the program director and the education director at McLeod Memorial Hospital, are regarded as adjunct professor and lecturer respectively at Pembroke State University. Similar appointments are made for Robert M. Gay, M.D. and Jean Smith, M.T., the medical director and program director respectively at Moses Cone Hospital. Although the affiliation agreement does provide PSU students some preference in the admissions process it should be noted that admission to the hospital program is competitive and that the admissions process is a function of the hospital program.

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 podia-

tric 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 in the program descriptions of the Department of Biology.

### **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 Biology Department section for biology requirements and Physical Science Department section 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. 139 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 the **Special Programs** Section of this catalog.

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 Military Science in the **Special Programs** section.

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

## EXPERIENTIAL LEARNING PROGRAMS

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 Center.

### **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 Center.

## **THE GRADUATE PROGRAMS**

Pembroke State University offers a program of graduate studies leading to a Master of Science Degree in Administrative Studies (M.S.A.S.), a Master of Arts Degree in Education (M.A.Ed.), and graduate level (G) certification for teachers and school administrators in eight areas of specialization. For information about these programs and their admissions requirements, see the **Graduate Programs** section of this catalog.

The Master of Science in Administrative Studies is an interdisciplinary program established in response to the career and professional development needs of administrators and managers in the region. This master's level program provides advanced study opportunities to qualified individuals from the private, public, and nonprofit sectors. For information about this program, contact the Director, Dr. Daniel G. Barbee (Business Administration Building 118, Ext. 531).

The Master of Arts in Education Program, described in the catalog section on **Graduate Programs**, 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, educational 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  
and  
Student Services**

## STUDENT LIFE AND AFFAIRS

### STUDENT ACTIVITIES

Supervision of the James B. 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 Activities Office is located in the University Center.

### 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 Carolinas 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 the 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 are 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.

### 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 produces 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, the Concert Choir, and the ever popular Jazz Ensemble the Singers and Swingers. The SEASON provides six professional touring groups each year. Also, student and faculty art shows are displayed in Locklear Hall and the James B. Chavis University Center.

### 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.

**Band** is open to all students regardless of major. The band appears in festivals in addition to a regularly scheduled series of concerts. 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.

**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 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 Communicative Arts department.

**Jazz Choir (The Singers)** is open to all students regardless of major. The Jazz Choir is a mixed-voice ensemble which specializes in performing popular songs before campus groups and local civic organizations, and it goes on tours. Credit is available through the Music department.

**Jazz Ensemble (The Swingers)** is open to all students regardless of major. The Jazz Ensemble is an instrumental ensemble which specializes in performing popular music and modern jazz arrangements before campus groups and local civic organizations, and it goes on tours. Credit is available through the Music department.

**Pep Band** is open to all students regardless of major. It specializes in performing at University athletic contests and other special occasions. Credit is available through the Music department.

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

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

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

### **WPSU-Television**

Pembroke State University operates WPSU-TV, a cablecasting facility that serves Pembroke, Lumberton, Charlotte, Greensboro, 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. Credit is available through the Communicative Arts department.

## **CAMPUS CLUBS**

**Angel Flight/Silverwings** serves as a service group to the campus and the community. It also serves as a link between the civilian and military sectors.

**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.

**Arnold Air Society** is a society within the Air Force ROTC for those who want to excel within the program. It promotes interaction between the cadets and other non-military groups as well as promoting a better understanding of the Air Force by the community.

- Biology Club** membership is open to all students who have a genuine interest in the natural sciences. Members become more familiar with all the phases of the biological world and learn more about scientific processes. They also gain experience in scientific literature, lab and field research and preparation for graduate study.
- 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.
- Campus Association of Social Workers** is open to any student interested social work.
- Chemistry Club** is an organization to explore the broad fields of chemistry and the physical sciences in order to enhance the educational interests of its club members. Any PSU student or faculty member interested in chemistry and/or the physical sciences may participate.
- Circle K Club** is sponsored by the Pembroke Kiwanis Club and is open to all students. Its purposes are: to emphasize the advantages of the democratic way of life; to provide the opportunity of leadership training in service; to serve on the campus in the community; to encourage participation in group activities; to promote good fellowship and high scholarship; to provide a practical means to form enduring friendships, to render altruistic service, and to build better communities.
- Criminal Justice Club** is open to all PSU students interested in promoting awareness of all areas encompassed by the criminal justice system.
- Euclidian Mathematics Society** is open to all students interested in mathematics.
- French Club** is an organization to promote interest in the French culture and to promote academic excellence in the French language. Open to anyone interested in the French culture and language.
- Geography Club** is an organization to promote awareness of all areas encompassed within the field of geography.
- Health Careers Club** is open to all students. Its primary purpose is to promote awareness and interest in all areas of the health professions and to promote campus and community service projects.
- History Club** is an organization which promotes an awareness of the history of the University, community, and country. Membership is open to all students who have a true interest in history and wish to support the club.
- International Affairs Organization** is an organization which promotes the study of international political relations, fosters intercultural understanding, and encourages participation in various academic activities.
- International Student Club** provides for recreation and general assistance to foreign students in adjusting to American college life.

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

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

**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.

**Pembroke Raiders** is an organization to promote the Army program and stimulate the interest of potential ROTC students. Open to students who are interested in working with the ROTC program and cadets. You do not have to be enrolled in ROTC but must have a GPA of at least 2.0 or above.

**Phi Beta Lambda** is a national organization open to all students majoring in or with an interest in business or business administration. Its purpose is to increase student knowledge, while giving them the opportunity to develop business skills. Members must have a GPA of 2.25.

**Physical Education and Recreation Club (PERC)** is open to all physical education and recreation majors and minors who are interested in the purposes and ideas of health, physical education, and recreation education.

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

**Prancers** is a dance team open to all students. They offer opportunities to explore different types of dance, including Jazz and Modern, and basic elements such as tap and ballet. The team represents the university by performing dance routines for campus events or by special invitation off campus with approval of the advisor.

**Psychology Club** is an organization open to all majors and minors in the field of Psychology. Its primary purpose is to promote awareness and interest in all areas of the Psychology professions.

**Student Council of 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 PSU.

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

**University Players** is a dramatics organization which offers members the opportunity to appear in plays and to engage in play productions.

## 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 seek to integrate spiritual values, intellectual pursuits, and personal development.

**The Baptist Student Union (BSU)** is a student-led organization that is open to students from any denominational or religious background. The BSU has a weekly fellowship meeting called "AGAPE" which meets on Tuesday nights at 6:30 p.m. in the University Center. "The House," located across from the GPAC, is a student center, and houses offices for PSU's Baptist Campus Ministries.

**Fellowship of Christian Athletes (FCA)** is a student organization which meets twice a month for fellowship and devotion. It is open to all interested students.

**PSU Catholic Community** is a ministry sponsored by Roman Catholics and is open to all students.

## HONORARY ORGANIZATIONS

**Alpha Chi** is a National Honor Society. Membership is comprised of the top ten percent of the junior class and the top five percent of the senior class.

**Alpha Epsilon Rho** is an organization to recognize outstanding scholarship and broadcasting skills of telecommunication's students and to attract attention to the program.

**Alpha Phi Sigma** is a national criminal justice honor society formed to promote academic excellence among students majoring in the field of criminal justice.

**Alpha Psi Omega** the national dramatics fraternity open to those who excel in dramatics.

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

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

**Phi Alpha Theta** is a history honor society to promote a historical interest in the University, community, and country. To be eligible, a student must be a history major with at least a 3.1 GPA in history courses, have a minimum of 12 hours in history, and rank in upper 35% of class.

**Phi Mu Alpha Sinfonia** is the national music fraternity open to those male students who are majoring or minoring in music.

**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 psychology.

**Public Relations Student Society of America (PRSSA)** is the student branch of the Public Relations Society of America. Members must be Public Relations contract majors, have a GPA of 2.5 overall and 3.0 in the major, and be selected by current members.

**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 GPA in music courses and a 2.5 GPA 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. Membership is open to students with a 3.0 average and a 3.2 average in Communicative Art courses.

**Sociology Honor Society** is open to those students with an overall 3.0 GPA who are interested in the study of society.

### FRATERNITIES AND INTER-FRATERNITY COUNCIL

The purpose of the Inter-Fraternity Council is to develop and maintain fraternity life and interfraternity relations at a high level of accomplishment. It is a service organization whose primary goal is to promote the growth and well-being of all fraternities.

The member organizations of the Pembroke State University Inter-Fraternity Council are:

ALPHA OMEGA UPSILON was chartered at Pembroke State University in 1969 and is a local fraternity.

PI KAPPA PHI was chartered at Pembroke State University March 24, 1973, as Delta Kappa Chapter. Pi Kappa Phi has more than 115 national chapters throughout the United States.

TAU KAPPA EPISLON was founded in 1899 at Illinois Wesleyan University. It represents the largest social fraternity in the United States with over 300 active chapters. The Omicron Delta Chapter was chartered at Pembroke State University in 1983.



## SORORITIES AND PAN-HELLENIC COUNCIL

The purpose of the Pan-Hellenic Council is to create and maintain high standards in the life of fraternities and sororities and perpetuate constructive fraternity and sorority relationships.

The Council provides:

- \* A means for preserving the cultural heritage of the historically Black Greek organizations
- \* A forum for addressing items of mutual interest to the NPHC organizations
- \* An experience of self-governance necessary to the development of the emergent leader
- \* An opportunity for groups to recommend legislation to national headquarters

Affiliate organizations at Pembroke State University are:

ALPHA KAPPA ALPHA SORORITY, INC. — Founded in 1908 at Howard University. The sorority's program include support for education, health care, the arts and leadership training for youths.

DELTA SIGMA THETA SORORITY, INC. — Founded in 1913 at Howard University. The sorority's programs include development in areas of education, mental health, housing and economics.

ZETA PHI BETA SORORITY, INC. — Founded in 1920 at Howard University. The sorority's programs include concern for academic excellence by providing scholarships and concern for young mothers pre- and post-natal care.

KAPPA ALPHA PSI FRATERNITY, INC. — Founded in 1911 at Indiana University. The fraternity's programs include support for career opportunities, job placement, tutorial services and emergency loans.

PHI BETA SIGMA FRATERNITY, INC. — Founded in 1914 at Howard University. The fraternity's programs include support for civic groups, academic excellence and scholarships.

OMEGA PSI PHI FRATERNITY, INC. — Founded in 1911 at Howard University. The fraternity's programs include support for NAACP financial assistance, scholarships to the United Negro College Fund, housing for senior citizens, voter registration drives and research grants.

## PEMBROKE STATE UNIVERSITY INTER-GREEK COUNCIL

The Inter-Greek Council is the governing body of all Greek-letter organizations on the campus of Pembroke State University. The IGC is a service organization with a primary goal of promoting Greek life and its well-being. Composition of the IGC is representation from all campus Greek-letter social 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 \$75 housing deposit should be mailed to: Director of Housing, Pembroke State University, Pembroke, N.C. 28372. The deposit protects the student's room reservation until he or she either graduates or terminates his or her 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 \$25 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 \$75 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.

**SUMMER HOUSING**

Room and Board are available during both terms of the Summer Session. A \$75 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 the student's desire to have an air conditioner installed. Approval will be granted on a first-come, first-serve basis, *subject to the electrical capacity* of the residence hall suite or floor.
2. An advance payment of \$40 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.

**MARRIOTT 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 or her 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 fee for replacement. All meal plans are valid seven days a week, except during summer sessions.

**COUNSELING AND TESTING SERVICES**

Counseling services, personal and/or academic, are provided for PSU students without cost. Personality type and interest inventories for increased self awareness

and career planning purposes are available upon request. Students who are experiencing personal difficulties or who wish to increase their self-knowledge are encouraged to utilize these counseling/testing services. Students are typically seen by appointment, but students with immediate concerns will be seen on a walk-in basis when possible.

The Counseling and Testing Center is located on the second floor of the Chavis University Center.

### **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, located on the second floor of the Chavis University 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 credential file when they become seniors, regardless of whether they have an immediate need for the service. The student's credential 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 résumé. 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.

Students whose records are in the active file are recommended to prospective employers and notified of specific job opportunities which meet each 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 copies, after which there is a cost of one dollar per packet. All placement services are available life-long to graduates.

## 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 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.

## THE PEMBROKE STATE UNIVERSITY DRUG ABUSE EDUCATION AND PREVENTION PROGRAM

### I. Introduction

Pembroke State University is committed to maintaining an environment that supports and encourages the pursuit and dissemination of knowledge. All members of the academic community share in the responsibility for protecting that environment by exemplifying high standards of professional and personal conduct. The University is dedicated to providing students, faculty and staff an environment to study, work and play that is drug-free. The illegal possession, sale or use of drugs by members of the academic community adversely affects the educational environment.

Consequently, the University has developed a comprehensive program of drug education, abuse prevention and rehabilitation for all members of the academic community, including officers, employees, and students. All members of the University community are required to become familiar with the program and are invited to take advantage of the services provided and to encourage persons who may be drug abusers to take advantage of rehabilitation programs and counseling programs.

### II. Institutional Policy for Drug Education

The Alcohol Drug Abuse Prevention Team (ADAPT) was initiated at Pembroke State University in response to a growing awareness of the need to provide all members of the University community, including officers, employees, and students, with comprehensive and coordinated drug-related education, prevention, and rehabilitation services. The term "drugs"

as used here includes both legal drugs (i.e., alcohol, prescription drugs, over-the-counter drugs, nicotine, caffeine, etc.) and illegal drugs are covered by the Controlled Substance Act (N.C.G.S. 90-86 et. seq.)

The steering committee for ADAPT is made up of persons who have significant expertise and/or experience in the areas of drug education and intervention. Many of these persons are involved in campus and community agencies already concerned with the drug abuse issue.

The members of the ADAPT steering committee include:

- James B. Chavis, Ed.D., Vice Chancellor for Student Affairs
- Ed Crain, Ed.D., Professor and Chair of University Wellness Program
- Jack Crain, M.S., Director of Counseling for Carolina Manor (local Rehabilitation Facility-SEGH)
- Michael Early, M.D., University Physician
- Terry Hutchins, J.D., Assistant to the Chancellor/Legal Affairs
- Diane O. Jones, Ed.D., Director of Student Activities
- Normal Layne, Ph.D., Associate Professor of Medical Sociology
- Steve Marson, M.S.W., (ACSW), Assistant Professor of Social Work
- Pembroke State University student
- Eva Sampson, R.N., University Nurse Supervisor
- Ron Sanders, Campus Ministry
- Gwen Simmons, Ed.D., Director of Counseling and Testing

The objectives of the program are as follows: to encourage all students, faculty, administrators and other staff persons to:

- A. Value and maintain sound personal health and understand how drugs affect health;
- B. Respect Laws and rules prohibiting drugs;
- C. Recognize and resist pressure to use drugs;
- D. Promote activities that reinforce the positive, drug-free elements of campus and personal life;
- E. Increase consciousness of the incompatibility of drug use and maximum achievements of personal and educational goals; and,
- F. Make use of available campus and community counseling, medical and rehabilitation resources in dealing with drug abuse problems.

The programs and activities of ADAPT include:

1. The summer freshman orientation programs will include a presentation by the Vice Chancellor for Student Affairs informing entering freshmen of the potential legal consequences, including both criminal law and university discipline, of drug abuse. An anonymous survey will be administered to freshmen during placement testing to determine their knowledge about drugs and their current use of drugs. The items on the drug knowledge survey will be used by the Director of Counseling and Testing to structure a drug awareness presentation and large group discussion.

2. ORI 100, University Orientation, is a one-semester-hour course required of all entering freshmen. A faculty member in the Psychology Department or other qualified faculty/staff will visit each section of ORI 100 as a guest expert to provide information on chemical abuse and to lead small group discussions (ORI 100 classes typically enroll 10-15 students per section).
3. The Living Learning Program is a series of semi-structured information and discussion programs held in the lounges of the residence halls in the evenings. The following four topics will be scheduled: (a) Conception and Drugs: Fetal Alcohol Syndrome, (b) Chemical Abuse: A Family Problem, (c) Drug Use and AIDS, and (d) Drugs and Relationships.
4. A regular Wednesday activity period (1½ hours), which does not compete with classes, has been adopted by the University. Two drug-related programs will be presented each semester during this activity period. The specific activities will be determined by the perceived need at the time.
5. An Alcohol Awareness Week will be held during October to correspond with the National Collegiate Alcohol Awareness Week. The program for this week-long series of events is still in the planning stage; however, it is expected to equal or exceed the program for which Pembroke State University was presented the "Award of Merit for Outstanding Programming" during the National Collegiate Alcohol Awareness Week by the National Association of Student Personnel Administrators (NASPA).
6. A faculty member will facilitate a "New Games" afternoon to promote the ideas of finding, "alternative highs" and fun that is drug free. This event is scheduled for April.
7. The Director of Student Activities will select two movies per semester that reflect on the issue of drug abuse (e.g. "Days of Wine and Roses") for Tuesday night showings. A "rap" session will be conducted during the following Wednesday activity period. The specific dates are to be coordinated to avoid conflict with other events on the campus calendar.
8. The University Wellness Program is developing programs to enhance health and positive self-regard as a means of avoiding the diseases of drug addiction. The program will include a fitness evaluation and a variety of coordinated physical activities (e.g. jogging, walking, swimming, aerobics, weight-lifting, and team sports). Individuals who choose to participate will be given cards to use for self-monitoring. T-shirts bearing the WISE logo will be given to those individuals who accumulate a predetermined number of points. Seminars on drug usage, including over-the-counter drugs, will be part of the Wellness Program and other health issues.

9. An undergraduate drug abuse prevention course, taught by a faculty member in the Sociology Department has been in the curriculum offerings of the Department of Sociology for several years. A graduate course on chemical dependency was added to the psychology curriculum in the Spring, 1987. These courses are available to University employees and are tuition-free.
10. Posters, literature, and bumper stickers reflecting drug abuse prevention issues have been placed in high traffic areas throughout the campus. These will be updated on a regular basis. The infirmary has a display rack of free booklets and pamphlets on drug issues in the waiting room.
11. The Counseling Center will provide several services:
  - A. Drug awareness workshops for administrators, faculty, staff, residence hall advisors, and student groups, (on demand).
  - B. Adult Children of Alcoholics (ACOA) support group.
  - C. Counseling for employees and students with emerging drug problems and referrals for persons with more severe drug problems Employee Assistance Programs and Student Assistance Programs). Local referral sources include: Southeastern Mental Health Center Drug Program, Carolina Manor, The Life Center, Robeson County Professional Counseling associates, and Alcoholics Anonymous.
12. Several support services have been developed for various groups, campus organizations, and classes. These include: (a) a drug prevention speakers' bureau; (b) a staff-student drama group which acts out drug-related vignettes as a stimulus for discussion sessions; (c) a developing file of video tapes, film strips, and film, and (d) consultation for groups wishing to sponsor mocktail parties. The Director of Counseling is the contact person.
13. CPR and first aid classes with an emphasis on chemical overuse will be held for hall counselors and will be made available for other members of the University community as requested. The University nurse can provide additional information.
14. The Vice Chancellor for each division of the University will inform all persons under his/her supervision of the potential legal consequences, including both criminal action and University discipline, of drug use. The Vice Chancellors will also make their staffs aware of the services and projects available through the ADAPT program. Information will be disseminated through faculty and staff meetings, notices sent through the campus mail system, and the *Student and Faculty Handbooks*.
15. ADAPT is a dynamic, changing program. The steering committee meets regularly to assess ongoing needs and to respond to those needs by developing new activities and involving additional univer-



sity subsystems. Implemented programs are evaluated and modified or replaced if such action is warranted. ADAPT activities will be announced through the campus newspaper, "This Week," and through pamphlets.

16. Persons who voluntarily avail themselves of university services will be assured that applicable professional standards of confidentiality will be observed.

### III. Institutional Disciplinary Policy on Drugs

The illegal possession, sale, or use of drugs, including alcohol, will not be tolerated at the University. Violation of the University's policies related to drug abuse may result in sanctions which may include, but are not limited to, dismissal from employment or the termination of student status.

The following are the minimum penalties that shall be imposed for the particular offenses described below:

#### A. Trafficking in Illegal Drugs

- (1) For the illegal manufacture, sale or delivery of possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.C. General Statutes 90-89 or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator or other employee shall be discharged.
- (2) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

#### B. Illegal Possession of Drugs

- (1) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. The minimum penalty prescribed by State Personnel for employees that are subject to Personnel Act (SPA) is dismissal.
- (2) For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be pro-

bation, for a period to be determined on a case-by-case basis. A person on probation must agree to participation in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community services, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. The minimum penalty prescribed by State Personnel for employees that are subject to Personnel Act (SPA) is dismissal.

- (3) For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators or other employees.

#### C. Possession and Consumption of Alcoholic Beverage Regulations

- (1) Student fees collected by the institution cannot be used to purchase alcoholic beverages.
- (2) Where alcoholic beverages are provided by student host organizations, all alcoholic beverages should be purchased by the host organizations at market value. A proportionate amount of alternative beverages must be provided.
- (3) Alcoholic beverages may be used only as complements to an event, not as a main focus.
- (4) Alcoholic beverages cannot be advertised as being present at any student activities event.
- (5) Student events at which alcoholic beverages may be consumed can be held only under circumstances in which the host organization demonstrates reasonable means of ensuring the safety of participants and adherence to State law. Each event must be approved by the Office of Student Affairs.
- (6) Kegs are not permitted in the residence halls.
- (7) Possession and consumption of beer, unfortified wine, and spiritous liquor is not permitted in a student's residence hall room, provided the student is 21 years of age or older.
- (8) Pembroke State University continues to develop and implement additional policies, procedures, and programs which will promote the responsible use of alcohol by those students 21 years of age or older who choose to indulge in the use of alcoholic beverages.
- (9) Violation of University policy or state laws will result in disciplinary action. For minor offenses penalties will range from probation to loss of privilege to live on campus. Legal action will be taken in the more

serious violations of university policy, such as vandalism, resulting from alcohol abuse.

#### D. Suspension Pending Final Disposition

When a student, faculty member, administrator, or other employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

- E. Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 502D(3) and Section 603 of the University Code, by Board of Governors policies applicable to other employees exempt from the State Personnel Act, and by regulations of the State Personnel Commission. Faculty should refer to section 3-4 of the Faculty Handbook (due Process Before Discharge or The Imposition of Serious Sanctions). Students should refer to the Student Government Association Constitution in the Student Handbook, Article IV (The University Hearing and Appeal System). SPA staff should refer to the Personnel Manual, section 9, page 4 (Disciplinary Action, Suspension and Dismissal).
- F. The Chancellor shall submit an annual report to the Board of Trustees on campus activities related to illegal drugs for the preceding year. A copy of the annual report shall also be provided to the President of the University of North Carolina.

Students, Faculty and Staff are subject to all local, state, and federal laws relating to drug abuse. Action on the part of the University is based upon its right to carry out its appropriate mission and is not designed to be merely punitive. University action is not dependent upon and does not preclude criminal or civil action in the courts.

### 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 \$14 fee (valid for one year only).

Students, faculty, and staff members are all subject to traffic rules and regulations. It is each individual's responsibility to obtain a copy of the Traffic Rules

and Regulations when he or she registers a 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 members.

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**

## **Undergraduate Programs**

### TUITION AND 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. **A returned check charge of \$15 will be levied on each returned check.**

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 page 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.

### 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	266	1,030
8	266	1,030
9	312	1,461
10	312	1,461
11	312	1,461
12 or more	358	1,891

### ROOM AND BOARD

If a student lives on campus, add \$960 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.



**DETAILED EXPLANATION OF CHARGES:****TUITION**

(Per Semester)

## Tuition

North Carolina Residents .....	\$184.00
Out-of-State Residents .....	\$1,870.00

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 .....	\$124.00
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.	
Dormitory Deposit Fee (refundable) .....	\$75.00
Key Deposit .....	\$10.00
Dormitory Students must pay a key deposit for their post office box.	
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. For withdrawal 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 individual 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. A refund 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 \$75 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.

## 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.

### 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, P.O. Box 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

\*Indicates Endowed Scholarship

#### 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.

### **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 designed for academically talented students.

### **Alumni Endowed Scholarships\***

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.

### **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.

**Josh Brooks Memorial Scholarship:** see p. 113.

### **Dr. A. P. and Frances Dickson Scholarships**

A Dickson Scholarship is awarded annually to a full-time undergraduate student who currently resides in Hoke County, North Carolina. Recipients are chosen by the financial aid office on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the Trust.

**James Boyer Ebert Scholarship:** see p. 110.

### **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.

### **James Lee Love Scholarships**

A Love Scholarship is awarded annually to a full-time North Carolina resident undergraduate student. Recipients are chosen by the financial aid office on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the Trust.

### **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.

**William A. Roach Lumberton Rotary Club Scholarship**

This is awarded annually to a resident of Robeson County who is in financial need, has demonstrated scholastic and leadership abilities, and is deserving. A status evaluation of his or her educational training will be provided by PSU. The scholarship is in memory of William A. Roach, a charter member of the Lumberton Rotary Club.

**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.

**Southern Bell Scholarship**

The Southern Bell Scholarship is awarded annually to students who demonstrate and maintain high academic standards. At the discretion of the Financial Aid Office, students will be selected who also have documented a need for financial assistance.

**The Student Government Association Awards**

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.

**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.

**The Earl A. and Ophelia Thomas Endowed Scholarship\***

This scholarship is awarded annually to two academically talented Native Americans, one male and one female, who demonstrate a need for financial assistance.

**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.

**SCHOLARSHIPS: DEPARTMENTS AND SPECIAL PROGRAMS**

\*Indicates Endowed Scholarship

**CHANCELLOR'S SCHOLARS PROGRAM**

**Morris L. Britt Kiwanis Scholarship** see GENERAL SCHOLARSHIPS

**Chancellor's Endowed Scholarship\***

This scholarship is 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.

**Chancellor's Scholars Program Scholarship**

All students qualifying for CSP scholarships receive \$368 per year for all four years of study. Chancellor's Scholars are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor.

**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 Scholar Program and approved by the Chancellor.

**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.

**DEPARTMENT OF AMERICAN INDIAN STUDIES****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.

**DEPARTMENT OF ART****Gene Locklear Endowed Scholarship in Art\***

This scholarship is awarded annually to an Art major. The recipient is selected on the basis of artistic ability and need.

**DEPARTMENT OF BIOLOGY****James Boyer Ebert Scholarship**

Funded by anonymous donors to honor Professor James B. Ebert, this scholarship is awarded annually to a pre-med or para-med student who is committed to a career as a medical/science professional. Consideration will also be given to deserving, highly qualified non-science majors whose attitudes exhibit inclinations for hard work, achievement, and humanitarian purposes.

**DEPARTMENT OF COMMUNICATIVE ARTS****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 with WPSU and are prepared for positions as video engineers and operations specialists.

**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.

**DEPARTMENT OF EDUCATION****Purnell Swett Endowed Teachers' Fellowship Award\***

Established by the Robeson County Indian Education Parent Committee, in honor of Purnell Swett, Robeson County School Superintendent, 1977-1989. An annual cash award of \$500 will be given to each of two outstanding American Indian graduating seniors majoring in teacher education and selected by the Teacher Fellowship Award Committee. The recipients make a two-year commitment to teach in the Robeson County School System.

**Very Special People Supporters Special Education Scholarship**

This full-semester tuition scholarship is awarded annually to a promising special education major who is a North Carolina resident. This fund was established by parents of special-needs children to encourage caring and competent students to work with people with handicaps.

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION****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.

**Kenneth P. Johnson Endowed Scholarship\***

This scholarship is awarded annually to a Pembroke State University Student majoring in Health, Physical Education, and Recreation. The recipient is chosen by the faculty of the Health, Physical Education, and Recreation Department.

**DEPARTMENT OF HISTORY****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.

**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.

**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.

**Clifton Oxendine Memorial Endowed Scholarship\***

This scholarship was established to honor the late Clifton Oxendine, who served Pembroke State University from 1939 to 1970, first as Dean of the College and then as Professor of American History. This scholarship is awarded annually to an American Indian student majoring in American History. The recipient will be selected by the faculty of the History Department on the basis of academic achievement.

**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.

**DEPARTMENT OF MUSIC****A. J. Fletcher Music Scholarship\***

This award is given annually to qualified freshmen and/or music students in their second or third year of study. The selection is made by the chairman of the Music Department and members of the Music Faculty Scholarship Committee.

**Doris B. Johnson Endowed Scholarship\***

This scholarship is awarded annually to a music major who is active in the Music Educators National Conference. The recipient is chosen by the Music Department Scholarship Committee.

**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.

**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.

**DEPARTMENT OF PHYSICAL SCIENCE****James Boyer Ebert Scholarship**

Funded by anonymous donors to honor Professor James B. Ebert, this scholarship is awarded annually to a pre-med or para-med student committed to a career as a medical/science professional. Consideration also will be given to deserving, highly qualified non-science majors whose attitudes exhibit inclinations for hard work, achievement, and humanitarian purposes.



**DEPARTMENT OF POLITICAL SCIENCE****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. Recipients of the scholarship are selected by the faculty of the Political Science Department on the basis of academic achievement.

**DEPARTMENT OF PSYCHOLOGY****Jetter Bernard Locklear Memorial Endowed Scholarship\***

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, this scholarship is awarded annually to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work, and will be nominated by a Faculty Scholarship Committee representing these fields of study.

**DEPARTMENT OF SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE****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.

**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 World War II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect.

**Josh Brooks Memorial Scholarship**

This scholarship is offered to any Native American student pursuing a career in medicine or the health sciences. Selection of the recipient is made by a representative of the Children's Transplant Association from faculty nominations.

**Jetter Bernard Locklear Memorial Endowed Scholarship\***

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, this scholarship is awarded annually to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work, and will be nominated by a Faculty Scholarship Committee representing these fields of study.

### **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.

### **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, and Criminal Justice for outstanding academic performance.

### **The Kayla Leigh Smith Memorial Scholarship**

This annual scholarship was established by the Children's Transplant Association in memory of Kayla Leigh Smith, an infant from Robeson County, who died after undergoing a liver transplant in 1986. This scholarship is awarded on the basis of academic desire and financial need to upper-division students majoring in Social Work with an expressed interest in medical social work. The recipient is chosen by the faculty of the Social Work program and a representative of the Children's Transplant Association. The scholarship will be offered for the fall and the spring semesters.

## **ARMY ROTC PROGRAM**

### **Faye Nye Lewis Endowed Scholarship\***

This scholarship is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It will be based on overall achievement as judged appropriate by the ROTC Commander and a faculty committee. The selection must be approved by the Vice Chancellor for Academic Affairs.

## **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 92, 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**

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.

#### **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 he believed that all qualified people should be afforded an educational opportunity.

#### **Robert T. Stafford Student Loan Program (Formerly Guaranteed Student Loans)**

The Stafford 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 until the end of the fourth year of the repayment period and then ten (10) percent beginning with the fifth year of repayment for new borrowers who have no outstanding balance on Stafford Loans.

Students interested in obtaining a loan under this program may obtain information from College Foundation, Inc., P.O. Box 12100, 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 30, Title 38, U.S. Code effective October 19, 1984, Chapter 34, Title 38, U.S. Code effective June 1, 1966, and Chapter 32, Title 38, United States Code, effective January 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.

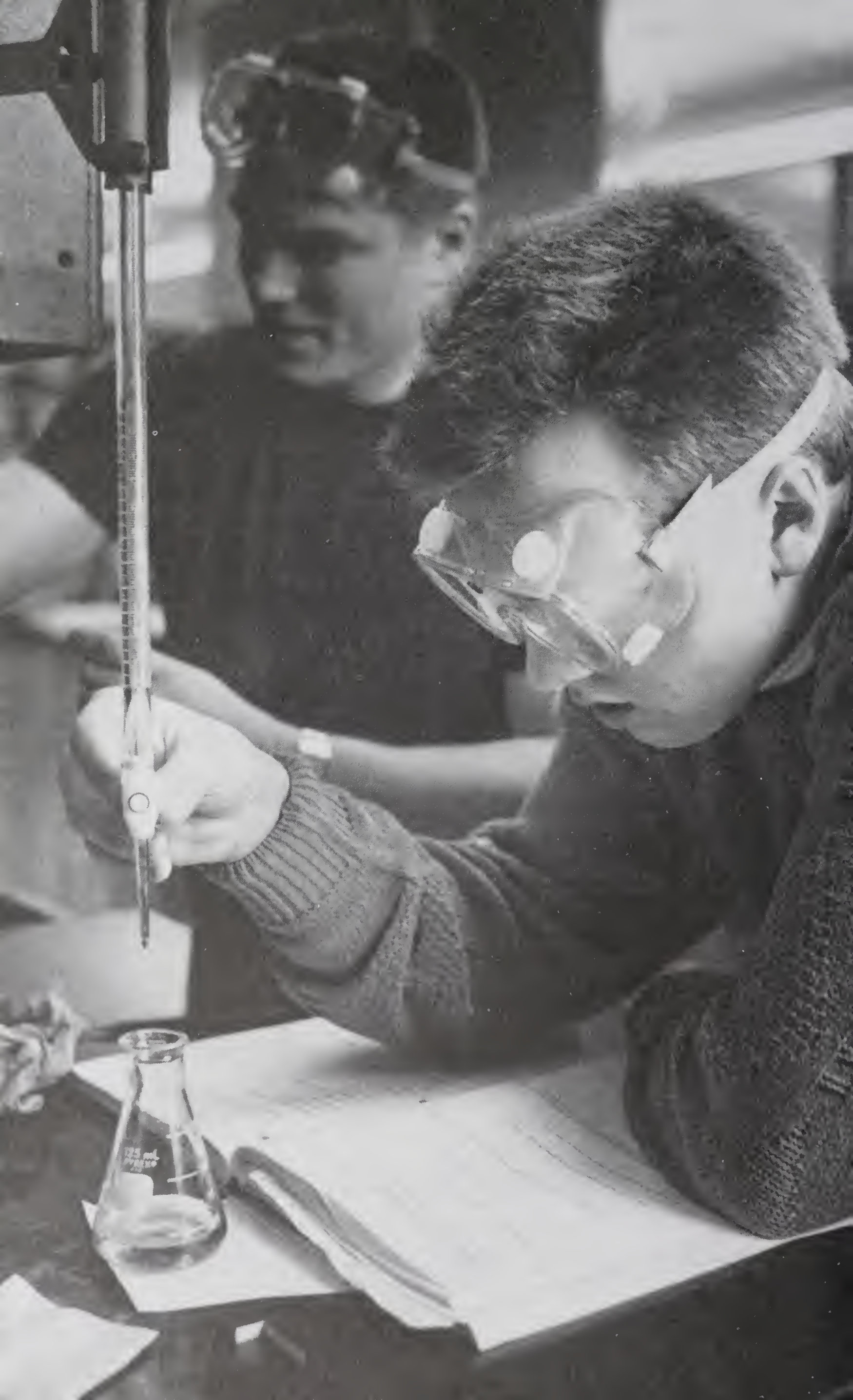
### **VETERAN DEPENDENTS**

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.

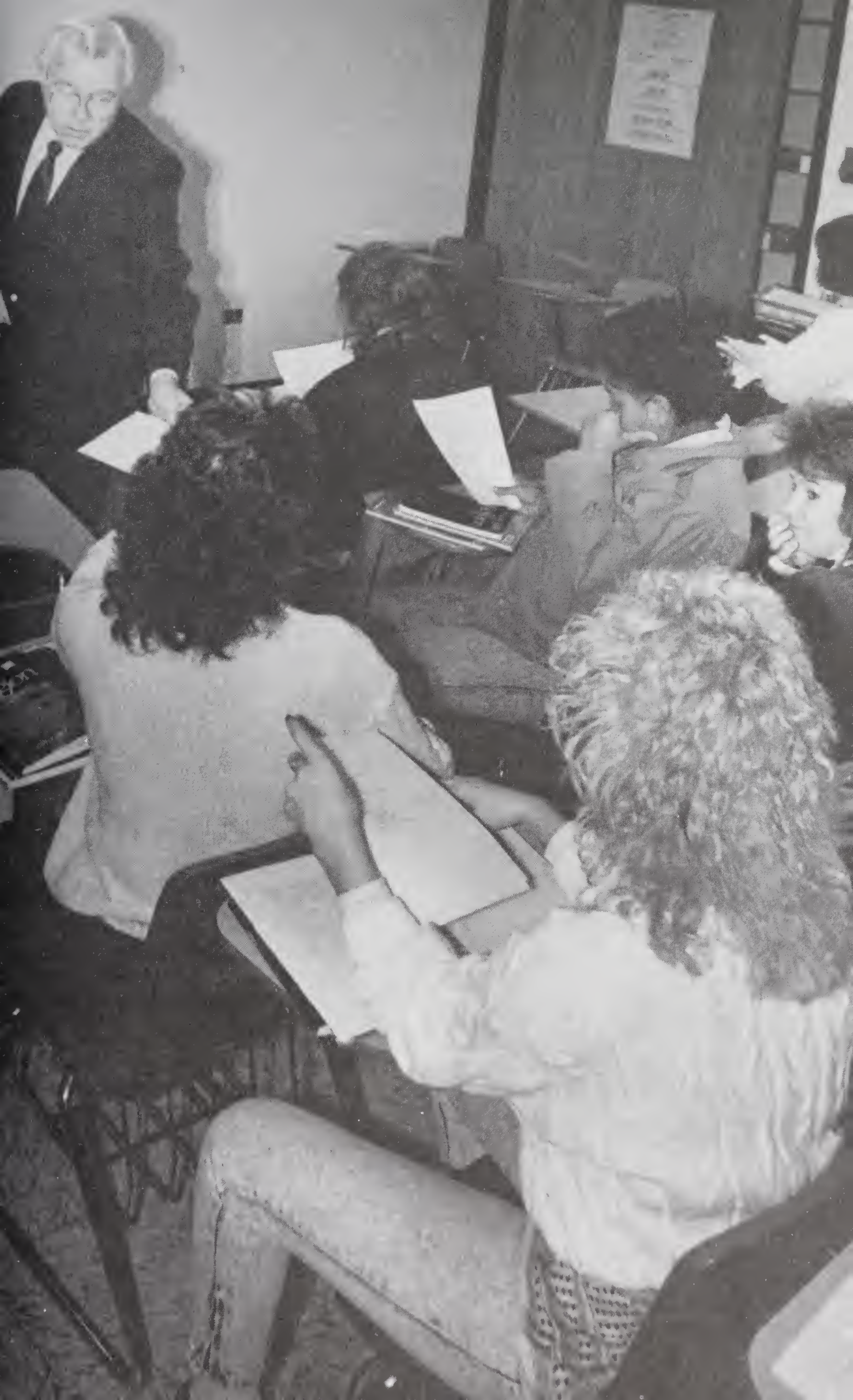
Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; or who have been listed 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.











**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:* LINDA OXENDINE

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

STANLEY KNICK  
ROBERT W. REISING  
RALPH L. STEEDS  
ADOLPH L. DIAL, Resident Consultant

Pembroke State University was established in 1887 as an institution for Native Americans. Since 1953, it has had a multi-racial student body.

Because of its heritage, the University, through this Department, offers a program to educate its students about the rich diversity of the Indian past and Indian cultures, to promote scientific and humanistic research and scholarship concerning Native American cultures, and to prepare students for professional or scholarly careers.

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. 120)	1
Basic Studies Requirements (p. 70)	50
Major Requirements	30
AIS 210 (or HIST 210), 213 (or REL 213), 220 (or CMA 220), 301, 325, 458 (or SOC 458), 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
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**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 prehistory; theoretical and practical issues which face the archaeologist; etc. Weather permitting, some field excursions will be included. Credit, 3 semester hours.

**404. Field Methods in Archaeology**

In this course students will perfect proper use of field methods and techniques in archaeology. Topics will include site reconnaissance, systematic sampling of surface and sub-surface materials, excavation, and record keeping. Summer, Credit, 3 semester hours.

**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.

**460. American Indian Health**

Prerequisite: Junior standing or permission of the instructor.

This course examines nutritional, cultural, demographic, and socio-economic aspects of health in Native Americans from prehistoric times into the present; these will be evaluated with a view to lessons for modern Indian health practitioners. Topics also include effects of European contact on Indian health, modern health problems in Indian communities, and traditional Indian medical practices. As announced. Credit, three semester hours.

**499. Independent Study in American Indian Studies**

Prerequisite: Consent of Instructor.

Directed reading and research under the guidance of the instructor in a specific area or problem in American Indian Studies. Fall, Spring, Summer. Credit, 3 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.

**458. American Indians Before Columbus (SOC 458)**

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

STANLEY R. JENKINS  
SONI MARTIN-MORAN

RALPH L. STEEDS

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 Requirements (p. 120)	1
Basic Studies Requirements (p.70)*	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.

\*\*Entry into the BA Art Studio Program is by portfolio review. A student may also enter the program on a conditional basis. When that student has successfully completed 9 semester hours of introductory studio art courses, he/she may be considered for acceptance into the art program as a Major in Studio Art.

**Requirements for a Bachelor of Science Degree with Teacher Education Certification for Teaching at the K-12 Level (see p. 66 for Teacher Education).**

	Sem. Hrs.
Orientation Requirement (p.120)	1
Basic Studies Requirements (p.70)*	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.

**Requirements for a Minor in Art**

The Minor in Art is designed to offer a fundamental background in Art for the non-Art major. Eighteen semester hours are required.

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 Electives (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.

**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 Drawing**

Prerequisite: ART 132.

Continued development of drawing skills with emphasis on sustained media exploration. Special attention will be given to the development of conceptual approaches and contemporary trends in drawing.

**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 skills 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.
- 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.

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

- 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.
- 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.

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

- 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

ANDREW N. ASH  
 ROBERT F. BRITT  
 BONNIE A. KELLEY  
 DAVID K. KUO

JOSEPH A. MCGIRT  
 DAVID D. ZEIGLER  
 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.

The department offers the following programs leading to the Bachelor of science degree in biology with indicated concentration or certification. Students should consult the department head for details of each program.

1. Biology
2. Biology with Teacher Certification
3. Biology—Medical Technology Program
4. Biology—Pre-podiatric Medicine Program
5. Biology—Biomedical Emphasis
6. Biology—M.A.R.C. Program

In addition the department offers a curriculum leading to the B.S. degree in Science Education with Concentration in Biology. For Requirements for the B.S. Degree Program in Science Education with a Major in Biology, see **Special Programs** section of this catalog.

All degree programs in biology require the following core of courses:

	Sem. Hrs.
Orientation (p. 120)	1
Basic Studies Requirement (p. 70)	50 (38)*
Required Biology Courses	
BIO 100, 100L, 101, 102, 304, 371, 472	24
Biology Electives	9
Chemistry 100, 101	8
Mathematics 107, 210	7
(MAT 215 is required for many programs, MAT 221 and 222 will also satisfy the Mathematics Requirement.)	87



\*12 semester hours of Natural Sciences and Mathematics will count toward Basic Studies and toward major requirements

Additional requirements apply to specific programs.

**BIOLOGY**

**Requirements for a Bachelor of Science Degree in Biology**

Core of required courses (above)	Sem. Hrs.
MAT 215	87
Electives	4
	37
<b>Total</b>	<b>128</b>

**First Year**

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

**Second Year**

<b>Fall</b>		<b>Spring</b>	
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
	17		15-17

**Third Year**

<b>Fall</b>		<b>Spring</b>	
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
	16-18		16-18

**Fourth Year**

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

**BIOLOGY-TEACHER CERTIFICATION**

**Requirements for a Bachelor of Science Degree with Teacher Certification**  
 (see p. 66 for Teacher Education Requirements)

	Sem. Hrs.
Core of Required Courses (p. 136)	87
Chemistry 300	4
Physics 100, 101	
or	
Physical Science 156, Geology 100	6
Professional Education Requirements	
EDN 202, 227, 308, 419, 437, 445, 448	22
SCE 300, 400	4
Electives	5
	128

**Sequence of Courses 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	CHM 101 & 101L	General Chemistry	4
CHM 100 & 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		1	PED		1
		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
EDN 227	Found of Education I	3	Basic Studies	(Social Science)	3
Basic Studies	(Social Science)	3	Basic Studies	(Humanities)	3
		17	SCE 300	Early Exp. for Sci. Teachers	1
					17

## 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)	3	Basic Studies	(Social Science)	3
		<u>17</u>			<u>16-18</u>

## Fourth Year

Fall			Spring		
EDN 437	Mainst. Except Stud. Sec.	1	SCE 400	Method Teaching Science in Second. Sch.	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		4			
Electives		<u>5</u>			<u>12</u>
		17			

## BIOLOGY—MEDICAL TECHNOLOGY

Requirements for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology (see p. 77 for a description of this program.)

Core of Required Courses (p. 133)	Sem. Hrs.
(Except BIO 304 and BIO Electives)	74
BIO 212, 315 (in lieu of BIO Electives)	8
CHM 300, 301	8
PHY 150, 151 (with Lab)	8
CSC 100	3
BUS 307	3
Clinical Work in Approved Hospital	<u>30</u>
Total	134

### Sequence of Courses for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology

#### First Year

<b>Fall</b>			<b>Spring</b>		
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	1			
		18			17

#### Second Year

<b>Fall</b>			<b>Spring</b>		
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		1	Basic Studies (Social Science)		3
			PED		1
		16			18

#### Third Year

<b>Fall</b>			<b>Spring</b>		
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)		3	Basic Studies (Social Science)		3
		18			17

#### Fourth Year

Clinical Training in Approved Hospital Program - 30

### BIOLOGY—PRE-PODIATRIC MEDICINE

**Requirements for a Bachelor of Science Degree in Biology-Pre-Podiatric Medicine Program (see p. 77 for a description of this program.)**

	Sem. Hrs.
Core of Required Courses (p. 132) (Except BIO 304)	83
BIO 211, 212, 461	12
CHM 300, 301, 311	12
PHY 150, 151 (with Lab)	8
MAT 215	4
Classroom and Clinical work at Pennsylvania College of Podiatric Medicine	30
Total	<u>149</u>

**Sequence of Courses for a Bachelor of Science Degree in Biology Pre-Podiatric Medicine Program (see p. 77).**

#### First Year

Fall			Spring		
CMA 105	Composition I	3	CMA 106	Composition II	3
BIO 100 & 100L	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 215	Plane Trigonometry	3
Basic Studies	(Humanities)	3	Basic Studies	(Humanities)	3
ORI 100	Univ. Orientation	1	PED		1
		<u>18</u>			<u>18</u>

#### Second Year

Fall			Spring		
MAT 210	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)	3	Basic Studies	(Social Science)	3
		<u>18</u>			<u>18</u>

## 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
			PED		1
		<u>18</u>			<u>19</u>

## Fourth Year

Classroom and Clinical Work at the Pennsylvania College of Podiatric Medicine

**BIOLOGY—BIOMEDICAL EMPHASIS****Requirements for a Bachelor of Science Degree in Biology with Biomedical Emphasis (See p. 77)**

Core of Required Courses (p. 132)	Sem. Hrs.
BIO 211, 212, 315, 472, BIO Elective	87
CHM 200, 201, 300, 301, 311	20
PHY 150, 151 (with Lab)	20
MAT 215	8
	4
	<u>139</u>

**Sequence of Courses for a Bachelor of Science Degree in Biology with Biomedical Emphasis**

## First Year

Fall			Spring		
CMA 105	Composition I	3	CMA 106	Composition II	3
BIO 100 & 100L	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	1	Basic Studies	(Humanities)	3
		<u>15</u>			<u>17</u>

## 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		1			
		<u>16</u>			<u>17</u>

## 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		1			
		<u>16</u>			<u>15</u>

## 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		6
BIO Elective		4			
		<u>18</u>			<u>17</u>

## BIOLOGY—M.A.R.C.

## M.A.R.C. Training Program in Biology (See p. 78)

Core of Required Courses (Except MAT 210) (see p. 132)	Sem. Hrs.	83
BIO 211, 212, 221, 370, 461, 495 (4 hours)		27
499 (6 hours)		
CHM 300, 301, 200, 201		16
PHY 150, 151 (with Lab)		8
MAT 215, 221, 222		12
Total		<u>143</u>

## Sequence of Courses M.A.R.C.: Training Program in Biology

## 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)	3			
		<u>18</u>			<u>18</u>

## 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	4	Basic Studies	(Humanities)	3
	with applications				
		<hr/> 18			<hr/> 17

## 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	Biomedical Seminar	1	MAT 222	Calculus II	4
BIO 370	Science Commu-		CHM 201	Quantative Analysis	4
	nication	1	Basic Studies	(Humanities)	3
Basic Studies	(Humanities)	3	BIO 495	Biomedical Seminar	1
PED		1	PED		1
		<hr/> 18			<hr/> 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	Biomedical Seminar	1	PHY 151	College Physics	4
PHY 150	College Physics	4	BIO 499	Research in Biology	3
			BIO 495	Biomedical Seminar	1
			Basic Studies	(Social Science)	3
		<hr/> 16			<hr/> 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 1989-90 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 1989-90 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 1989-90 and alternate years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.
- 314. Special Topics in Biology**  
A course designed to meet the unusual needs of individuals in special programs such as the Science Institute for school teachers and those working toward certification. The specific contents and credit for the course will be determined by the needs of the students and is subject to departmental approval. As announced. Credit, 1-3 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 1989-90 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 1989-90 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 1989-90 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. Biomedical 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.

**BUSINESS ADMINISTRATION AND ECONOMICS***Chairman:* EDWARD L. POWERS

GEORGE T. AMMONS  
OLLIE BISHOP  
LEON M. BOLICH  
ROBERT BUSKO  
JAMES R. FREDERICK  
MAGNOLIA O. GRIFFITH

BRUCE W. MATTOX, SR.  
ROBERT D. MAYNOR  
JOHN PARNELL  
CAROLYN ROBERTS  
JOSEPH E. SANDLIN

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 (with Vocational Business 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**

Orientation Requirement (p. 120)	Sem. Hrs. 1
Basic Studies Requirements (p. 70)*	50
Major Requirements	
BUS 109, 227, 228, 303, 307, 308, 312, 313, 314, 315, 415, 441, 466	
ECN 201**, 202, 301	
MAT 107**, 118**	45
Electives (at least 9 hours of 300 or 400 level business administration or economics courses)	32
<b>Total</b>	<b>128</b>

\*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**

	<b>Fall</b>			<b>Spring</b>		
1st year	MAT	107	3 <sup>a</sup>	MAT	118	3 <sup>a</sup>
	CMA	105	3	ECN	201	3 <sup>a</sup>
	BUS	109	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 <sup>b</sup>	Basic Studies		3
	Basic Studies		3	BUS/ECN Elec.		3 <sup>b</sup>
	Basic Studies		3	Gen. Elective		3
	Gen. Elec. or BUS	303	2/3	Gen. Elec. or 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
	Gen. Elective		3	BUS/ECN Elec.		3 <sup>b</sup>
	Gen. Elective		3	Gen. Elective		3
	Gen. Elective		3	Gen. Elective		3
			<hr/>			<hr/>
			15 hrs.			15 hrs.

<sup>a</sup>Fulfills requirements of both Basic Studies and Major.

<sup>b</sup>BUS/ECN electives must be on 300 or 400 level.

**Requirements for a Bachelor of Science Degree in Business Administration with a Concentration in Accounting**

Orientation Requirement (p. 000)	Sem. Hrs.
	1
Basic Studies Requirements (p.00)*	50
Major Requirements	
BUS 109, 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**	72
Electives	5
	<hr/>
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 <sup>a</sup>	MAT	118	3 <sup>a</sup>
	BUS	109	3	CMA	106	3
	CMA	105	3	ECN	202	3
	ECN	201	3 <sup>a</sup>	Basic Studies		3
	Basic Studies		3	Basic Studies		3
	Orientation		1	PED Elec.		1
			<hr/>			<hr/>
			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
			<hr/>			<hr/>
			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
			<u>15 hrs.</u>			<u>15 hrs.</u>
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 <sup>b</sup>
			<u>17 hrs.</u>			<u>15 hrs.</u>

<sup>a</sup>Fulfills requirements of both Basic Studies and Major

<sup>b</sup>Recommended 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

Orientation Requirement (p. 120)	Sem. Hrs.
	1
Basic Studies Requirements (p. 70)*	50
Major Requirements	
BED 202, 203, 213, 214, 303, 305, 313, 403, 453	
BUS 109, 209, 227, 228, 312, 315	
ECN 201**, 202	
CMA 209 (or CMA 241, 242, 243)	49
Electives (at least six hours must be taken from courses approved within the Business Dept.)	28
	<u>128</u>
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	BUS	109	3
	PED Elec.		1	BED	201	2 <sup>a</sup>
	Orientation		1			
	Basic Studies		3	Basic Studies		3
	Basic Studies		3	Basic Studies		3
	Basic Studies		3	Basic Studies		3
			<u>17 hrs.</u>			<u>15-17 hrs.</u>



2nd year	BUS	227	3	BED	203	2
	BED	202	2	BED	214	3
	BED	213	3	General Elec.		3
	PED Elec.		2	BUS	228	3
	Basic Studies		3	Basic Studies		3
	Basic Studies		3	Basic Studies		3
			16 hrs.			17 hrs.
3rd year	BED	303	3	ECN	202	3
	BED	313	3	BED	305	3
	ECN	201	3 <sup>b</sup>	BUS	315	3
	Basic Studies		3	CMA	209 (or 241,	
	Basic Studies		3	242, 243)		3
	Basic Studies		3	General Elec.		5
			18 hrs.			17 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.

<sup>a</sup>Not required of students who have already reached this level of competency.

<sup>b</sup>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) (see p. 66 for Teacher Education requirements)**

Orientation Requirement (p. 120)	Sem. Hrs.
Basic Studies Requirements (p. 70) <sup>b</sup>	1
Major Requirements	50
BED 201 <sup>a</sup> , 202, 203, 213 <sup>a</sup> , 214, 303, 305, 313, 403, 440, 441, 450, 453, 460	
BUS 109, 209, 227, 228, 312, 315 or 316	
ECN 201 <sup>c</sup> , 202	51-56
Professional Education Requirements	
EDN 202, 227, 308, 419, 437, 445, 448; BED 400	25
Elective	0-1 <sup>d</sup>
Total	128-132

a, b, c, d: see below.

## Recommended Sequence of Courses

	Fall			Spring		
1st year	CMA	105	3	BED	201	2 <sup>a</sup>
	BUS	209	3	CMA	106	3
	PED Elec.		1	BUS	109	3
	Orientation		1	Basic Studies		3
	Basic Studies		3	Basic Studies		3
	Basic Studies		3	Basic Studies		3
	Basic Studies		3			
			17 hrs.			15-17 hrs.
2nd year	CMA Lit.		3 <sup>b</sup>	CMA Lit.		3 <sup>b</sup>
	BUS	227	3	ECN	201	3 <sup>c</sup>
	BED	202	2	BUS	228	3
	BED	213	3 <sup>a</sup>	BED	203	2
	Basic Studies		3	BED	214	3
	Basic Studies		3	EDN	227	3
			14-17 hrs.			17 hrs.
3rd year	BED	303	3	PED Elec.		1
	BED	313	3	BUS	315	3
	EDN	202	3	BED	305	3
	ECN	202	3	BED	403	3
	HST		3 <sup>b</sup>	BED	450	3
	Basic Studies		3	EDN	308	3
				General Elec.		1 <sup>d</sup>
				BED	440	1
			18 hrs.			18 hrs.
4th year	HST		3 <sup>b</sup>	BED	400	3
	BED	453	3	EDN	445	3
	BUS	312	3	EDN	448	6
	EDN	419	3			
	EDN	437	1			
	BED	460	3			
	BED	441	1			
			17 hrs.			12 hrs.

<sup>a</sup>Not required of students who have already reached these levels of competency.

<sup>b</sup>See prescribed list of literature or history courses for Teacher Education.

<sup>c</sup>Fulfills requirements of both Basic Studies and Major.

<sup>d</sup>Needed only if BED 201 and BED 213 are not taken.

Requirements for a Bachelor of Arts Degree in Economics

Orientation Requirement (p. 120)	Sem. Hrs. 1
Basic Studies Requirements (p. 70)*	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	<u>128</u>

\*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 <sup>a</sup>		ECN 202	3	
	MAT 107	3 <sup>a</sup>		MAT 108	3 <sup>a</sup>	
	CMA 105	3		CMA 106	3	
	Basic Studies	3		BUS 109	3 <sup>d</sup>	
	Basic Studies	3		Basic Studies	3	
	Orientation	1		PED Elec.	1	
		<u>16 hrs.</u>			<u>16 hrs.</u>	
2nd year	MAT 221	4		BUS 227	3 <sup>b</sup>	
	ECN 301	3		ECN Elec.	3 <sup>c</sup>	
	ECN 313	3		PED Elec.	1	
	Basic Studies	3		Basic Studies	3	
	Basic Studies	3		Basic Studies	3	
		<u>16 hrs.</u>		Basic Studies	3	
					<u>16 hrs.</u>	
3rd year	BUS 228	3 <sup>b</sup>		ECN 330	3	
	BUS 307	3 <sup>b</sup>		BUS 312	3 <sup>b</sup>	
	ECN Elec.	3 <sup>c</sup>		ECN Elec.	3 <sup>c</sup>	
	ECN 401	3		ECN Elec.	3 <sup>c</sup>	
	Basic Studies	3		Basic Studies	3	
	Basic Studies	3				
		<u>18 hrs.</u>			<u>15 hrs.</u>	
4th year	ECN Elec.	3 <sup>c</sup>		ECN Elec.	3 <sup>c</sup>	
	BUS 415	3 <sup>b</sup>		BUS Elec.	3 <sup>b</sup>	
	General Elec.	3		General Elec.	3	
	General Elec.	3		BUS Elec.	3	
	General Elec.	3		General Elec.	3	
	General Elec.	1				
		<u>16 hrs.</u>			<u>15 hrs.</u>	

<sup>a</sup>Fulfills requirements of both Basic Studies and Major.

<sup>b</sup>Required if a minor in Business Administration is also taken.

<sup>c</sup>Economics electives must be on the 300 level or above.

<sup>d</sup>Recommended, but not required.

### Requirements for a Bachelor of Science Degree in Applied Science in Business Administration

This program is described on p. 42. Students who plan to pursue a graduate degree should consult the department chairman before undertaking this program.

	Sem. Hrs.
Basic Studies Requirements (p. 70) <sup>b</sup>	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 on page 42.	15
General electives	3
Total	<u>128</u>

#### Recommended Sequence of Courses<sup>b</sup>

	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 <sup>a</sup>	Basic Studies		3
	BUS/ECN Elec.		3 <sup>a</sup>			
			<u>15 hrs.</u>			<u>18 hrs.</u>
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 <sup>a</sup>
	BUS/ECN Elec.		3 <sup>a</sup>	BUS/ECN Elec.		3 <sup>a</sup>
			<u>18 hrs.</u>	General Elec.		3
						<u>17 hrs.</u>

<sup>a</sup>BUS/ECN electives must be on 300 or 400 level.

<sup>b</sup>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)

#### 109. Business Uses of the Computer

An introduction to the uses of microcomputers in business. Topics to be covered include an introduction to DOS, word processing, business software applications, and spreadsheet analysis. Fall, Spring. Credit, 3 semester hours.

#### 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)**  
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.
- 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, and tabulation problems, and the ability to apply correct English usage to typewritten materials. Fall, Spring. Credit, 2 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, 2 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, 2 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.

**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.

Development of vocational proficiency on the following machines: Electronic calculator (students develop skills in operating machine and competency in business math covering the following areas: percents, interests, discounts, merchandising calculations, payroll records, annuities, stocks and bonds, and consumer credit), dictation and transcription equipment, stencil fluid duplicators, word processors and micro-processors. 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.

**440. Secretarial Internship I**

Prerequisites: BED 203, 313.

Supervised work experience in cooperating business offices, whereby student develops and refines occupational competencies. One semester hour is granted for 125 hours of on-the-job work. Fall, Spring. Credit: 1 semester hour.

**441. Secretarial Internship II**

Prerequisites: BED 203, 313.

Supervised work experience in cooperating business offices, whereby student develops and refines occupational competencies. One semester hour is granted for 125 hours of on-the-job work. Fall, Spring. Credit: 1 semester hour.

**450. Principles and Problems of Business Education**

Aims and objectives of business education. Evaluation of various business curricula in relation to modern educational 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.

**460. Administration and Supervision of Business & Office Education**

Study of the leadership functions in business and office education at the federal, state, and local levels; planning and organizing Business and Office Education Programs at the secondary school; procedures for organizing youth organizations; and coordinating cooperative business education programs. 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-Economic 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)**

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. 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

NANCY W. BARRINEAU  
 WILLIAM BIDDLE  
 MONIKA BROWN  
 ALBERT D. DUNAVAN  
 THERESA G. HALE\*  
 CHESTER I. JORDAN  
 JOSEF L. MANDEL  
 ENOCH C. MORRIS, JR.  
 C. DOUGLAS NORMAN  
 SARA OSWALD  
 OSCAR PATTERSON, III

ROBERT W. REISING  
 RAYMOND J. RUNDUS  
 DENNIS H. SIGMON  
 SHELBY D. STEPHENSON  
 SANDRA M. STRATIL\*  
 PATRICIA D. VALENTI  
 RICHARD R. VELA  
 ANN F. WELLS  
 RUDY D. WILLIAMS  
 GEORGE R. WOOD

\*College Opportunity Program

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, Spanish, and German); (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. 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.

### DRAMATIC LITERATURE AND PERFORMANCE

#### Requirements for Bachelor of Arts Degree in Communicative Arts: Dramatic Literature and Performance Major

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirement (p. 70)*	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	29
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.

## ENGLISH EDUCATION

**Requirements for a Bachelor of Arts Degree in Communicative Arts:  
English Education Major (Teacher Certification)**

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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 400	25
Electives	4
Total	<u>128</u>

\*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 p. 66).

## LITERATURE

**Requirements for a Bachelor of Arts Degree in Communicative Arts:  
Literature Major**

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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	<u>128</u>

\*Students who plan a major in Literature should consult with the Department Chairman prior to registering for Basic Studies courses.

### CONTRACTED MAJORS: MASS COMMUNICATIONS, ARTS MANAGEMENT, AND OTHERS

The Department of Communicative Arts offers several special contracted majors. Mass Communications at Pembroke State University covers the areas of Broadcasting, Journalism, and Public Relations. The program is part of the Contracted Degree Major in the Department of Communicative Arts. Students who elect to participate in this program receive contracted academic courses in the specific field selected—Broadcasting, Journalism, or Public Relations Communications—as well as the opportunity to become involved with WPSU-TV, the University's public affairs television station, or The Pine Needle, the campus newspaper.

Students enrolled in the Mass Communication program take 15 hours of "core" major courses, including Speech Communication and Foreign Language. Courses in the specific area—Broadcasting Journalism, or Public Relations—require an additional 36 semester hours. Broadcasting and Public Relations students are expected to complete a professional internship as part of their program of study.

Other Contracted Majors are available, including Arts Management and individually designed majors. For more information, consult the Chairman of the Department of Communicative Arts.

#### **Requirements for a Bachelor of Arts Degrees in Communicative Arts: Contracted Major (Broadcasting, Journalism, Public Relations Communica- tions,, Arts Management, etc.)**

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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.



### **Requirements for a Language Arts Concentration: Middle Grades Education (6-9)**

The Language Arts Concentration (Grades 6-9) provides the prospective Middle Grades teacher with a program of study in literature, language, writing, and other communication skills. The program has been designed specifically to meet the guidelines established by the North Carolina Department of Public Instruction and to prepare certification candidates to teach Language Arts and Communication Skills in the public schools of North Carolina.

The subject area component required for a 6-9 Concentration in Language Arts consists of twenty-four semester hours of study. Six of these semester hours may also be applied to Pembroke State University's Basic Studies Requirements.

Summary of the requirements for a 6-9 Concentration in Language Arts: each counts 3 semester hours, and any two of the following may also count for Basic Studies: CMA 205, CMA 206, CMA 221, CMA 246, CMA 100, CMA 101

1. CMA 205 or 206 World Literature I or World Literature II
2. CMA 221 Major American Authors
3. EED 379 The Teaching of Writing and Speech, 6-12
4. EED 383 Children's Literature
5. CMA 370 or 371 Advanced Composition or English Grammar
6. CMA 100 or 101 Interpersonal Communication or Fundamentals of Speech
7. CMA 246 or Major British Authors or  
CMA 205 or 206 World Literature(the one not taken under #1)
8. Any other option not taken under #5, 6, or 7 above

Students planning to major in Middle Grades Education (6-9), with a Language Arts Concentration, should consult with the Chairman of the Department of Communicative Arts. Checksheets for the program can be obtained from the department secretary.

## 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

### 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
- 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 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 eighteen unduplicated hours must come from 300- or 400-level courses.

	<b>Options for a Minor in Public Relations Communication</b>	346	Aspects of the English Language
100 or	Interpersonal Communication	370	Advanced Composition
101	Fundamentals of Speech	377	Creative Writing II
209	Public Relations	426	Creative Writing Workshop
210	Introduction to Mass Communications	455	Directed Studies Seminar
240	Newswriting and Reporting I	EED 379	The Teaching of Writing and Speech (6-9, 9-12)
305	Feature Writing	3 hours of Journalism from	
350	Organizational Communications	240	Newswriting and Reporting I
409	Advanced Public Relations Communication	305	Feature Writing
ART 107	Photography	309	Editorial Writing
BUS 312	Marketing Management	340	Newswriting and Reporting II
PSY 317	Psychology of Social Communication		
	<b>Options for a Minor in Speech</b>		
100	Interpersonal Communication	162-463	*Play Production
101	Fundamentals of Speech	164	**Stage Make-up
201	Elementary Acting	165	**Costumes for the Actors
209	Public Relations	201	Elementary Acting
213	Pronunciation	233	Stagecraft
315	Voice and Diction	234	**Scene Design
316	Television Production	235	**Stage Management
358	Discussion and Debate	250	Introduction to the Theater
	<b>Options for a Minor in Writing</b>	301	Advanced Acting
211	Spelling	315	Voice and Diction
212	Vocabulary Building	322, 323	Special Topics in Theatre
242	English Usage	331	Play Direction
243	Sentence Mastery	333	Lighting
244	Punctuation	353	Theatre Management
277	Creative Writing I	360, 361	History of the Theatre
302	Literary Analysis and Interpretation	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.

### Options for a Minor in Theatre

## 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 316 or permission of instructor.

Theory and technique of writing broadcast scripts, to include scripts of dramas, interviews, documentaries, and advertisement or promotions. Will include both study and practical application of techniques discussed. Script formats for radio and television included. Spring, even-numbered years. Credit, 3 semester hours.

**314. Broadcast Journalism**

Prerequisite: CMA 210.

The theory and practice of broadcast news, to include covering local and national news and public affairs for radio and television. Emphasis will be on gathering and production for broadcast news. Writing for broadcast sports and weather will also be covered. Spring, odd-numbered years. 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 copy-reading 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 perception, child language development, word meanings, deafness, and other related topics. Alternate Falls. Credit, 3 semester hours.

**PUBLIC RELATIONS/COMMUNICATION (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 organizations and institutions. Emphasis will be placed on such practical matters as interview technique, crisis management, employer-employee relations and communications, and 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 and 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 or her 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, listening, and viewing. 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). While up to four semester hours of experiential-learning credit may be earned in EED 399 (Practicum in Composition Tutoring), three semester hours in "practicum" courses are required, chosen from tutoring, play production, yearbook production, and newspaper production.

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-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 elementary 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-6)**

A study of the leading genres in literature for students within the elementary level, K-6, 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 (6-9)**

A study of the leading genres in literature for students within the middle grades (6-9) 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 (EDN 400)**

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, GER, 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 (256), Spring (255). 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 (321), Spring (322). 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 1989. 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. As announced. Credit, 2-7 semester hours.

**GERMAN (GER)****131, 132. Elementary German I, II**

The sequence of 131-132 introduces German grammar and vocabulary and aspects of German culture. Aural comprehension, speaking, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours each.

**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:* DONALD R. LITTLE

PAUL J. BERGHOFF  
 RONALD R. COCKRELL  
 RHODA P. COLLINS  
 BEN JAY DRYMON  
 CARL M. FISHER  
 ZOE WOODSELL LOCKLEAR  
 GERALD D. MAYNOR

WILLIE MCNEILL, JR.  
 NANCY M. SAMPSON  
 LAWRENCE R. SCHULTZ  
 SHARON L. SHARP  
 KATHRYN M. SULLIVAN  
 JUDITH L. WISH

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.

### SPECIAL REQUIREMENTS FOR TEACHER EDUCATION MAJORS (ACADEMIC CONCENTRATIONS)

As required by the Board of Governors of the University of North Carolina, all freshmen entering in the Fall of 1989 and thereafter seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education must complete a concentration in a



basic academic discipline as part of their degree requirements. The 24-27 hours comprising these academic concentrations have been selected to provide students with a cohesive study of a basic academic discipline. For a list of academic concentrations available, please contact the Director of Teacher Education. A list of courses required for each academic concentration is available from the appropriate department.

### **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**

To be eligible for admission to the Teacher Education Program an individual must:

1. Have completed all but nine hours of the Basic Studies requirements.
2. Have earned a "C" (2.0) or better in Education 227 and Education 202.
3. Have an overall cumulative quality point average of 2.5 or better on a 4.0 scale.
4. Satisfactorily complete Core Battery I and Core Battery II of the National Teacher Examination. Scores must be sent to Pembroke State University by the Educational Testing Service.
5. Have the endorsement/recommendation of his/her advisor, Department Chairman, Foundations of Education instructor, and the Office of Student Affairs.

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.

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.

Students should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Applications are available in the Office of Teacher Education. Students will not be allowed to enroll in more than two 300 or 400 level professional education courses until they have been formally admitted to the Teacher Education Program.

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" (2.0) 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 Teacher Education Field Experiences 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 Teacher Education Field Experiences 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.

Students should have their scores sent directly to Pembroke State University by the Educational Testing Service. Sealed copies are not accepted.

Applications and information on the tests are available from the Director of Teacher Education.

### **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.

### **TEST REVIEW/RESOURCE CENTER**

The Test Review/Resource Center, located in Room 101B of the Education Center, houses a variety of materials designed to assist students preparing to take the National Teacher Examinations. All education majors are encouraged to utilize the resources available in this Center.

### **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. 120)	1
Basic Studies Requirements (p. 70)*	50
Major Requirements	47
ART 108, 205; EDN 101, 410, 421, 453, 455, 463, 465; HED 310; 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	<u>128</u>

\*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.

\*\*The North Carolina Department of Public Instruction has restructured the K-4 and 4-6 certification areas to K-6 effective July 1989. See also p. 180 on the new Academic Concentration requirement. Information is available in the Education Department.

## Requirements for a Bachelor of Science Degree in Elementary Education

### Intermediate Grades Education (4-6)

	Sem. Hrs
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	50
Major Requirements	47
BIO 100-L; EDN 101; MAT 201; PHS 108; ART 108; HED 310; 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.

\*\*The North Carolina Department of Public Instruction has restructured the K-4 and 4-6 certification areas to K-6 effective July 1989. See also p. 180 on the new Academic Concentration requirement. Information is available from the Education Department.

## Requirements for a Bachelor of Science Degree in Middle Grades Education

### Middle Grades Education (6-9)

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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.

\*\*Concentrations are available in Health and Physical Education, Language Arts (Department of Communicative Arts), Mathematics, Music, Science (see Science Education Program), Social Studies (Department of History), and Special Education (may be used only as a second concentration. Information on the requirements for these concentrations is contained under the appropriate department description in this catalog.

## 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. See also p. 180 on the new academic concentration requirement.

**Requirements for a Bachelor of Science Degree in Special Education**

**Learning Disabilities Track**

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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	17-18
Total	<u>128</u>

**Mental Retardation Track**

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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	17-18
Total	<u>128</u>

\*Students who plan a major in Special Education should consult with the Department Chairman prior to registering for Basic Studies courses.

**Requirements for a Concentration in Special Education for the B.S. in Middle Grades Education (6-9)\***

	Sem. Hrs.
SED 100 and SED 200	6
SED 310 or SED 340	3
Three courses from: SED 301, SED 302, SED 400, SED 401, SED 440, SED 470, SED 471, SED 490, EDN 425, EDN, 472	9

\*This does **not** certify one to teach exceptional children. See Special Education advisors for certification requirements.

This program can be used only as the second of two concentrations.

## 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 202, 227, 305, and 309.

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 (BED 400, EED 400, MAT 400, SCE 400, SSE 400)**  
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: 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.
- 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)**  
Prerequisite: Admission to the professional education semester.  
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)**  
Prerequisite: Admission to the professional education semester.  
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)**  
Prerequisite: Admission to the professional education semester.  
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)**  
Prerequisite: Admission to the professional education semester.  
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)**  
Prerequisite: Admission to the professional education semester.  
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 170-171 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 170-171 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 170-171 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 170-171 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, 6 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 alternative 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.
- 480. Developmental Assessment of the Preschool Handicapped Child**  
This course begins with a study in all aspects of normal development and a survey of all exceptionalities as related to child development and learning. Further, the course will provide preparation in diagnostic skills in sufficient depth to develop competencies in screening and developmental assessment. Summer. Credit, 3 semester hours.
- 481. Techniques, Materials, and Resources in Special Education/Preschool Handicapped**  
This course provides for competencies in methodology, techniques of instruction, development and implementation of specific curriculum as these relate to early intervention of preschool handicapped children. Fall. Credit, 3 semester hours.
- 482. The Preschool Handicapped in the Home/Community**  
This course provides experiences necessary for effective parent/family involvement. Additionally, topics include a review of community resources, related and support services and interagency networking. 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

SUELLEN CABE

ELIZABETH H. KUO

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, but it does offer a concentration in earth science in the interdepartmental Bachelor of Science degree program in Science Education. Please see **Special Programs** for a complete description of the Science Education major. The Department also offers a minor in geography.

Geography courses are accepted under Basic Studies Requirements as Social and Behavioral Science 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		12
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. Physical Geology**

Introduction to earth materials and processes. Topics include minerals and rocks, weathering, landscape formation by streams, glaciers and ocean waves, study of volcanoes, earthquakes and plate tectonics. Fall, Spring. Credit 3 semester hours.

**100L. Physical Geology Laboratory**

Prerequisites: Current enrollment in or completion of GLY 100.

Study of common minerals and rocks; use of topographic and geologic maps. Fall. Credit, 1 semester hour.

**101. Historical Geology**

Prerequisites: GLY 100.

Geologic history of the earth as recorded in the rock record. Evolution of continents and oceans, geologic time, fossils and the development of life through time. Spring. Credit, 3 semester hours.

**101L. Historical Geology Laboratory**

Prerequisites: Current enrollment in or completion of GLY 101.

Study of animal and plant fossils, environments of deposition, geologic maps. Spring. 1 semester hour.

**115. Earth Science (GGY 115)**

Includes topics in geology, oceanography, meteorology and astronomy. Minerals and rocks, volcanoes, earthquakes; ocean tides and currents, shoreline processes; atmospheric pressure, wind, precipitation, weather patterns; sky observation, solar system. Spring, Fall. Credit, 3 semester hours.

**115L. Earth Science Laboratory (GGY 115L)**

Prerequisites: Current enrollment in or completion of GLY 115.

Study of common minerals and rocks, topographic maps, climate classification, weather processes. Spring. Credit, 1 semester hour.

**226. Physical Oceanography**

Prerequisites: GLY 100 or GLY 115.

Ocean circulation, properties of ocean water, waves and tides, and processes of shoreline erosion and deposition. The relationship between marine processes and human use of coastal areas will be emphasized. Spring, odd years. Credit, 3 semester hours.

**246. Climatology (GGY 246)**

The same course as Geography 246. As announced. Credit, 3 semester hours.

**262. Environmental Geology (GGY 262)**

Prerequisites: GLY 100 or GLY 115.

Aspects of geology related to problems arising from intensive use of the earth by modern society. The use of earth materials, energy resources and groundwater will be considered along with land use planning. Fall, odd years. Credit, 3 semester hours.

**310. Mineralogy and Petrology**

Prerequisites: GLY 100 or GLY 115.

Study of minerals and rocks with an emphasis on origins, classification and identification. Fall, even years. Credit, 3 semester hours.

**325. General Paleontology**

Prerequisites: GLY 100 and BIO 100.

Study of fossil invertebrates, vertebrates and plants with emphasis on evolutionary trends. Fall, even years. Credit, 3 semester hours.

**366. Geomorphology**

Prerequisites: GLY 100.

Advanced study of landforms—fluvial, solution, glacial, marine, eolian, volcanic and structural. History of geomorphic theories and regional landforms will also be covered. Fall, odd years. Credit, 3 semester hours.

**425. Stratigraphy and Sedimentology**

Prerequisites: GLY 101.

Study of environments of deposition of sediments and stratigraphic principles including facies and correlation. Classic examples from the geologic record will be used. Spring, even years. 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.

**111. Geography of Current Events**

An examination of the geographic themes of location, place, regions, and interactions of physical—cultural environments as they apply to world current events. Spring. Credit, 2 semester hours.

**115. Earth Science (GLY 115)**

The same course as GLY 115. Spring, Fall. Credit, 3 semester hours.

**115L. Introduction to Earth Science Laboratory (GLY 115L)**

The same course as GLY 115L. Spring. 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. As announced. Credit, 3 hours.
- 246. Climatology (GLY 246)**  
Scientific analysis and classification of climate data. Climatic controls. Geographic areas and their major types of climate. As announced. Credit, 3 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.
- 262. Environmental Geology (GLY 262)**  
The same course as GLY 262. Fall, odd years. Credit, 3 semester hours.
- 299. Geography of Robeson County**  
Prerequisite: 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**  
Prerequisite: 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, 4 semester hours.

## HEALTH, PHYSICAL EDUCATION AND RECREATION

*Chairman:* TOMMY M. THOMPSON

ELLEN J. BRYAN  
SCOTT COLCLOUGH  
EDWIN W. CRAIN  
DANNY DAVIS  
HAROLD ELLEN  
DAN KENNEY

KIM O'CONNOR  
RAYMOND B. PENNINGTON  
LINDA PITTS  
LARRY RODGERS  
MIKE SCHAEFFER  
P. J. SMITH

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:  
Sports Medicine/Athletic Training

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**  
(see p. 66 for Teacher Education Requirements)

Orientation Requirement (p. 120)	Sem. Hrs.
	1
Basic Studies Requirements (p. 70)* (6 hrs. History and 6 hrs. Literature required)	50
Major Requirements: HED 109, 311, 315; PED 100, 134 or 140, 138, 236, 241, 319, 325, 348, 349; 350, 351, 352, 353, 354, 355, 364, 366 (any 3); 412, 415, 424, 430	45
Professional Education Requirements: EDN 202, 227, 308, 419, 437, 445, 448; PED 400	25
Electives	7
Total	<u>128</u>

Freshman:	FALL		SPRING	
		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	<u>3</u>		
	Total	16	Total	<u>16</u>

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
Electives		1	Physical Edu.	241
			Electives	1
	Total	<u>17</u>	Total	<u>17</u>

Junior:				
Nat. Sci. (elective)		3	Education	419
Education	308	3	Physical Edu.	349
Physical Edu.	348	4	Physical Edu.	319
Health Edu.	311	3	Health Edu.	315
Physical Edu.	325	1	Coaching	
Coaching		2	Physical Edu.	424
Physical Edu.	430	<u>1</u>		
	Total	17	Total	<u>17</u>

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			
	Total	<u>15</u>		Total	<u>12</u>

\*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. 120)	1
Basic Studies Requirements (p. 70)*	50
Major Requirements: HED 109, 114, 311, 315, 418; PED 100, 134 or 140, 138, 230, 231, 232 (2 or 3); 236, 240, 241, 319, 325, 348, 349; 350, 351, 353, 354, 355, 360, 364, 366 (any 3); 415, 424, REC 428	53
Electives	<u>24</u>
Total	<u>128</u>

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
Total	<u>16</u>	Total	<u>16</u>

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	3	(Phy. Sci.)	3
Electives	3	PED (Basic Studies)	1
		Health Edu. 109	3
Total	<u>16</u>	Total	<u>16</u>



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
	Total	<u>16</u>		Total	<u>16</u>

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			
	Total	<u>16</u>		Total	<u>16</u>

\*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**

Orientation Requirement (p. 120)	Sem. Hrs.	1
Basic Studies Requirements (p. 70)*		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
	Total	<u>128</u>

	FALL	Hours	SPRING	Hours
Freshman:				
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
	Total	<u>16</u>	Total	<u>16</u>

## 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 (Phy. Sci)		3
REC.	300	3	Physical Edu. (B.S.)		1
Officiating		1	Officiating		1
PED	240	1	PED Service Course		1
PED Service Course		1	HED	114	3
		<hr/>			<hr/>
	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			
		<hr/>			<hr/>
	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			
		<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: Sports Medicine/Athletic Training

Orientation (p. 120)		Sem. Hrs.	1
Basic Studies (p. 70)			50
Major Requirements:			36
HED 109, 114, 315			
PED 105, 106, 205, 305, 328, 348, 349, 405, 412, 424			
BIO 100; PSY 100			
Electives and/or another major			41
		<hr/>	<hr/>
	Total		128

## Additional requirements:

1. Each student must spend a minimum of 1500 clock hours gaining practical experience under the supervision of an N.A.T.A. certified athletic trainer; the student can earn these hours in four years of undergraduate school, summer school, sports camps, etc. No more than 200 clock hours can be earned in a clinical setting (e.g., hospital).
2. Each student must earn at least an overall 2.5 GPA in the five specific sports medicine courses listed above (PED 105, 106, 205, 305, 405).

**Suggested Timetable for Course Offerings**

FALL				SPRING			
Freshman:							
PED 105	Intro. to Sports Med	3		HED 109	Basic Concepts in Health,		
BIO 100	Prin. of Biology	3			Safety, First Aid	3	
				PSY 100	Intro. to Psychology	3	
Sophomore:							
PED 205	Assess. of Ath. Inj.	3		PED 349	Physiology	3	
PED 348	Anatomy & Kinesiology	4		HED 114	Safety & First Aid/CPR	3	
Junior:							
HED 315	Prev. & Care of Ath. Inj.	3		PED 328	Practicum in Ath. Train.	1	
				PED 405	Rehab. of Ath. Injuries	3	
Senior:							
PED 106	Nutrition for Phys. Act.	1		PED 305	Treatment of Ath. Inj.	3	
PED 424	Tests & Measure. in PE	3		PED 412	Exercise Physiology	3	

**Requirements for a Concentration in Health and Physical Education for the B.S. in Middle Grades Education (6-9).**

HED 109, 114, 311, 418	12 Hrs.
PED 138, 141, 319, 415, 424	11 Hrs.
Total	<u>23 Hrs.</u>

**Requirements for a Minor in Athletic Coaching**

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	Sem. Hrs.
	<u>24</u>
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	<u>24</u>
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.

**328. Practicum in Athletic Training**

Prerequisite or Co-Requisite: HED 315.

Practical application in bandaging, massage, rehabilitation equipment, injury prevention and first aid.

**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.

**101. Wellness and Fitness**

Basic, practical concepts concerning health, disease, fitness, exercise, nutrition, etc., will be covered as related to personal wellness and fitness. Fall, Spring, Summer. Credit, 1 semester hour.

**105. Introduction to Sports Medicine/Athletic Training**

An introductory course for potential trainers in their first year of clinical experience in athletic training/sports medicine (i.e. freshman year); topics include safety in the training room, musculoskeletal and surface anatomy, sports medicine terminology, basic legal issues, basic taping and use of therapeutic modalities. The primary purpose of the course is to prepare the student for obtaining "learning tools" for the degree. Fall. Credit, 3 semester hours.

**106. Nutrition for Physical Activities**

Designed to investigate topics in nutrition which are most relevant to physical activity and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Fall. 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.

**205. Assessment of Athletic Injuries**

Designed for students seeking N.A.T.A. certification; a course in athletic injury evaluation and identifying injury risk factors; topics also include anatomical, physiological, and psychological response to injury, splinting, bracing, and casting; evaluation of each body part will be covered along with associated injuries. Fall. Credit, 3 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.

\*PED 100 is prerequisite for all 300-400 level courses for physical education majors.

- 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.
- 305. Treatment of Athletic Injuries**  
Designed for students seeking N.A.T.A. certification; course covers the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be on establishing a foundation for selecting a treatment protocol for an injury. Spring. Credit, 3 semester hours.
- 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.
- 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 (EDN 400)**  
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.
- 405. Rehabilitation of Athletic Injuries**  
Designed for students seeking N.A.T.A. certification; course covers the principles of rehabilitation and its psychological effects; assessment of several aspects of the student/athlete's rehabilitation; hands-on practice with equipment; the basics of procedures, criteria, and modalities for returning a student/athlete to competition are covered. 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.

- |   |                                     |
|---|-------------------------------------|
| 101. Wellness and Fitness (see PED courses) | 171. Intermediate Tennis            |
| 130. Fitness Walking                        | 172. Advanced Lifesaving            |
| 131. Archery                                | 174. Modern Dance                   |
| 132. Badminton                              | 175. Athletic Ballet                |
| 133. Beginning Golf                         | 176. Intermediate Golf              |
| 134. Beginning Swimming                     | 177. Advanced Physical Conditioning |
| 135. Beginning Tennis                       | 178. Advanced Weight Training       |
| 137. Bowling                                | 179. Aerobic Dance                  |
| 138. Folk Dancing                           | 180. The Art of Self Defense        |
| 139. Racquetball                            |                                     |
| 140. Intermediate Swimming                  |                                     |
| 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:* DAVID K. ELIADESROBERT W. BROWN  
LOREN L. BUTLER, II  
JOHN CHAYBRUCE J. DeHART  
JEROME A. McDUFFIE  
WILLIAM P. TURNER

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. 120)	1
Basic Studies Requirements (p. 70)*	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
	128
Total	

**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 66-69 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. Students seeking Secondary Social Studies certification should consult with the Secondary Social Studies Coordinator in the History Department before registering for courses.

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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 so- ciology. 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	0-7
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.

**Requirements for a Social Studies Concentration,  
 Middle Grades Education (6-9)**

The Social Studies Concentration (Grades 6-9) provides the prospective Middle Grades teacher with an interdisciplinary program of study in History and the Social Sciences. Designed specifically to meet the guidelines established by the North Carolina State Department of Public Instruction and to prepare certification candidates to teach the Social Studies subjects prescribed for the public schools of North Carolina, this comprehensive program features study in Anthropology, Economics, Geography, History, Political Science, and Sociology.

The subject area component required for a 6-9 Concentration in the Social Studies consists of thirty-six (36) semester hours of study. Half (eighteen hours) of these thirty-six hours may be applied to Pembroke State University's Basic Studies requirements. Required in addition to Basic Studies are eighteen semester hours in the Social Studies.

Summary of requirements for a 6-9 Concentration in the Social Studies:

	Sem. Hrs.
SOC 101 or SOC 201	3
SOC 105	3
PLS 100 or PLS 101	
(PLS 101 is recommended)	3
HST 101, 102, 127, 244, 265, and 317	18
GGY 101 or 102, 200	
(Select 2 GGY courses)	6
ECN 201 or ECN 206	
(ECN 201 is recommended)	3
Total	36*

\*Where overlap occurs, up to 18 semester hours may be used to satisfy Basic Studies requirements at Pembroke State University.

Students planning a Middle Grades (6-9) Social Studies Concentration should consult with the Secondary Social Studies Coordinator in the Department of History; checksheets for this concentration are available from the Coordinator.

### Requirements for a 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 interdisciplinary 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 (MSC 421)**  
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 (EDN 400)**

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 nine through twelve. Fall, Spring. Credit, 3 semester hours.

**MATHEMATICS AND COMPUTER SCIENCE***Chairman:* GILBERT L. SAMPSON

CAROL BREWER  
HUANN-MING CHUNG  
JOSEPH W. GOLDSTON  
NORRIS HARVEY  
THOMAS JACKSON  
FREDA P. LOCKLEAR\*

RAYMOND MCDANIEL  
PHILLIP SLOAN  
THOMAS STROMMER  
CLIFFORD TREMBLAY  
WILLIAM TRUMAN  
ALAN YOST

\*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 advisors 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. 120)	1
Basic Studies Requirements (p. 70)*	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	35-41
Total	128

**Requirements for a Bachelor of Science Degree in Mathematics with Certification by the State to Teach Mathematics at the Secondary Level (see p. 66 for Teacher Education requirement.)**

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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; MAT 250, 400	27
Electives	8-14
Total	128

**Requirements for a Bachelor of Science Degree in Mathematics: Major in Computer Science**

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	50
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 155; CSC 200 or 201; also CSC 255, 275, 350, 420, 450; CSC 210 or MAT 330; and three semester hours selected from CSC 370, 400, 410, or MAT 327	45-52
Electives	25-32
Total	128

\*Students who plan a major in mathematics should consult with the Department Chairman prior to registering for Basic Studies courses.

**Requirements for a Bachelor of Science Degree in Computer Science**

Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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	11-15
	128
Total	

**Requirements for a Concentration in Mathematics for the B.S. in Middle Grades Education (6-9)**

	Sem. Hrs.
MAT 105, 106 or 210	
MAT 107 and 108 or 109	
MAT 201, 215, 300, 315	
CSC 405.	26-28

**Requirements for a Minor in Mathematics**

	Sem. Hrs.
MAT 221, 222, 315, 316; and three additional hours selected from advanced mathematics courses (300 or above).	18

**Requirements for a Minor in Computer Science**

	Sem. Hrs.
CSC 100; CSC 200 or 201; CSC 255, 275; CSC 350 or 370; and six additional hours selected from CSC 200, 201, 210, 350, 370, 400, 410	18-21

\*Students who plan a major in Computer Science should consult with the Department Chairman prior to registering for Basic Studies courses.

## COURSES

## GENERAL (MAT)

- 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. 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.
- 106. Foundational Concepts of Mathematics**  
Prerequisites: Appropriate score on Mathematics Placement.  
A general concept course including such topics as sets, bases, modular arithmetic, and the development of real number system. Fall, Spring, and 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, and 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, Spring. 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. Elements of Metric Geometry**  
Prerequisites: MAT 105, 106  
Designed to give the general student a complete overview of the measurement aspects of geometry from a Euclidean point of view. Topics include linear measurement, perimeter, area, volume, congruence, and similarity, symmetry, and transformations. Constructions using variety of approaches will receive particular emphasis. Fall, Summer. 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 multivariate Calculus will also be included. Fall, Spring. Credit, 4 semester hours.

**221. Calculus I**

Prerequisites: 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  $R^n$ , 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.

**317. Linear Algebra II**

Prerequisite: MAT 315.

Eigenvalues and eigenvectors, similarity of matrices, reduction of matrices to diagonal form. Cayley-Hamilton theorem, minimum polynomial, Jordan canonical form. Hermitian, unitary, and normal matrices, orthonormal basis, Gram-Schmidt process. Simplification of quadratic forms and other applications. As announced. 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**

Prerequisites: 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.

**448. Special Topics (Variable Title)**

Prerequisites: Teaching certificate.

A study of special topics in mathematics or mathematics education. The selected topics will be an in-depth study of a content area or they will be selected over the breadth of a content area. As announced. 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)**

Prerequisite: 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 (EDN 400)**

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 Computers**

The content of this course includes a discussion computer hardware, computer software, the history of computing, and typical applications of computers. A significant amount of time is devoted to such applications as word processing, spreadsheets, data bases, and graphics. Additional topics for discussion include a brief introduction to computer languages, effects of computers on society and the individual, data communications, and artificial intelligence. Fall, Spring, and Summer. 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.

**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.

- 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. Micro-programming. 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.
- 385. File Processing With COBOL**  
Prerequisites: CSC 325, CSC 355, and MAT 222.  
File processing environment. Sequential access. External sort and merge algorithms. Random access methods. Trees, lists, inverted lists, multilists. Indexed sequential and hierarchial structures. COBOL language. 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**

Prerequisites: 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.

**415. Translators and Languages**

Prerequisites: CSC 305, CSC 325, CSC 355, and MAT 222.

Interpreters, assemblers, and compilers. Grammar, languages, syntax, semantics, and BNF. Parsing and symbol tables. One and two pass assemblers. Design of interpreters and compilers. Large programming project. Spring. Credit, 4 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.

**425. Advanced Software Project**

Prerequisites: CSC 305, CSC 325, CSC 355, and MAT 222.

An assigned, individual, in-depth programming project including design, documentation, and testing. As announced. Credit, 3 semester hours.

**435. Operating Systems**

Prerequisites: CSC 305, CSC 325, CSC 355, and MAT 222.

I/O and interrupt structure, procedure activation, dynamic storage allocation, parameter passing, and re-entrant programs. Monitors and kernels. System evaluation with elementary queuing, modelling, and statistical analysis. Memory management with paging, virtual memory, and multiprogramming. Process management, semaphores, deadlocks, and schedulers. Large programming project. Spring. Credit, 4 semester hours.

**445. Theory of Computation and Algorithms**

Prerequisites: CSC 305, CSC 325, CSC 355, and MAT 222.

Analysis of algorithms. Advanced data structures. Time and space complexity. Turing machines. Proof of correctness. As announced. 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.

**455. Systems Analysis and Design Project**

Prerequisites: CSC 305 and CSC 385.

Formal models of structured design and programming. Information hiding. Iterative enhancement. Structure of programming teams. Program libraries, walk-throughs and documentation. Development of a large software project by student teams. Fall. Credit, 4 semester hours.

**465. Database Management Systems**

Prerequisites: CSC 305 and CSC 385.

Goals of DBMS including data independence, relationships, logical and physical organizations, schema, and subschema. Hierarchical, network and relational models. Examples of implementation. Data descriptor languages. Query facilities. File organization. Index organization. Data integrity and reliability. As announced. Credit, 3 semester hours.

**495. Seminar in Computer Science**

Prerequisites: CSC 305, CSC 325, CSC 355, and MAT 222; permission of instructor. Advanced software topics. As announced. Credit, 3 semester hours.

**496. Seminar in Computer Science**

Prerequisites: CSC 305, CSC 325, CSC 355, and MAT 222; permission of instructor. Advanced hardware topics. As announced. 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. (p. 330).

## MUSIC

*Chairman:* ROBERT L. ROMINE

ROBERT M. DAWLEY

WILLIAM F. FRITZ

ELIZABETH W. MAISONPIERRE

HAROLD C. SLAGLE

GEORGE R. WALTER

GLENN R. UTSCH

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 with a Concentration in Performance

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)	50
Core Music Requirements	
MUS 100 or 141, 101 or 142, 113*, 114, 115, 159, 160, 181 or 159, 182 or 160, 193, 200, or 241, 201 or 242, 214, 215, 259, 260, 281 or 259, 282 or 260, 295*, 296*, 300 or 341, 301 or 342, 329, 334, 359, 360, 395, 401 or 441, 404, 459	41
Performance Concentration Requirements	
MUS 159***, 160, 236, 237, 259, 260, 332, 373, 359, 360, 402 or 442, 432, 445, 459, 460;	
**100-402, 141-442, 165-466, 156-457, 162-463, 335-435.	25
Music Electives	8
General Electives	3
	128
Total	

\*Courses are in Basic Studies.

\*\*4 hours of ensemble other than major ensemble are to be selected.

\*\*\*16 hours of applied credit must be completed in the major performance area.

Students who plan a major in music or music education should consult with the Department Chairman prior to registering for Basic Studies courses.

### Requirements for a Bachelor of Arts in Music with a Concentration in Music Industry

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)	50
Core Music Requirements: MUS 100 or 141, 101 or 141, 113*, 114, 115, 159, 160, 181 or 159, 182 or 160, 193, 200 or 241, 201 or 242, 214, 215, 259, 260, 281 or 259, 282 or 260, 295*, 296*, 300 or 341, 301 or 342, 329, 334, 359, 360, 395, 401 or 441, 404, 459	39
Music Industry Concentration Requirements MUS 171, 172, 191, 205, 271, 400, 420, 433, 499, BUS 227, 228, 307, 312, 415, ECN 201*.	35
Electives	3
Total	128

\*Courses are in Basic Studies.

Students who plan a major in music or music education should consult with the Department Chairman prior to registering for Basic Studies courses.

### 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 (see p. 66 for Teacher Education requirements)

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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
Music Elective	1
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 (see p. 66 for Teacher Education requirements)

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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; MUS 400	25
Electives	0
Total	<u>133-134</u>

\*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. 120)	1
Basic Studies Requirements (p. 70)*	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	0
Total	<u>137-138</u>

**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.120)	1
Basic Studies Requirements (p.70)*	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	0
Total	<u>137-138</u>

\* 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 Concentration in Music for the B.S. in Middle Grades Education (6-9).

	Sem. Hrs.
MUS 159-160 or 181 and 182, 191, 209 and/or 113, 114, 230, 296, or 396	18-21
MUS 100-463 (Performing organizations)	<u>2</u>
Total	20-23

### 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.

<b>Required Courses</b>		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		7 hrs. (or more)
Total		<u>18 (or more)</u>

\* 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:

<b>Required Courses</b>		Sem. Hrs.
MUS 100-201	Concert Choir	4 hrs.
MUS 329	Conducting	3 hrs.
MUS 390	Church Music	3 hrs.
Electives		8 hrs. (or more)
Total		<u>18 hrs. (or more)</u>

\* 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	Improvisation 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		<u>18 hrs</u>

## 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 1990 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 1991 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 1990 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 1990 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**  
Prerequisites: 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.

**433. Internship in Music Merchandising**

Restriction: Must be taken in final semester of study.

The internship will be performed off campus under the direction of a cooperating music sales and/or repair firm. Cooperating firm will work closely with Department of Music faculty in training and evaluation of the intern. Pass/Fail grading. Fall, Spring, 6 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. As announced. 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 per credit hour.
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)

### 133, 134. Class Piano for Non-Majors

A concentrated group study of keyboard harmony and playing techniques, designed for the student with little or no musical background. Fall, Spring. Credit, 1 semester hour each.

### 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**

Prerequisites: 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, 374; 473, 474 Chamber Ensemble**

The student will become familiar with representative literature for various small ensembles through rehearsal and performance. Fall, Spring. Credit, 1 semester hour each.

**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 (EDN 400)**

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

JEFFERY L. GELLER\*  
G. LEA HARPER, JR.  
MERRILL P. MILLER

J. THOMAS MORLEY  
P. ALBERT STUDDARD  
RAY K. SUTHERLAND

\*On leave

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. 120)	1	
Basic Studies Requirement (p. 70)*	50	

#### Courses for the Major:

30 hours in the department, 18-24 in the appropriate core.

A student may choose a concentration of 21-24 hours in *Philosophy* or in *Religion*; 6-9 hours must be taken in the other area. Possible distributions are:

Philosophy Emphasis		
Philosophy	21	24
Religion	9	6
Religion Emphasis		
Religion	21	24
Philosophy	9	6

## A. Required Core Major Courses

## Philosophy Emphasis Core (18 hours)

General Philosophy (6 hours): PHI 100 and PHI 101

Philosophy and Culture (3 hours): PHI 102, 204, or 205

History of Philosophy (3 hours): PHI 308, 309, or 400

Religion (6 hours): REL 130 and one other REL course\*

OR

## Religion Emphasis Core (24 hours)

Philosophy (6 hours): PHI 100 and one other PHI course\*

General Religion (3 hours): REL 105, 106, or 130

Biblical Religion (3 hours): REL 222 or REL 336

Comparative Religion (3 hours): REL 213, 216, 218, or 315

Religious Thought (6 hours); choose two of four:

REL 209, REL 319, REL/PHI 202, REL 405

Religion and Values (3 hours): REL 214, 324, or 417

## B. Electives in the Area of Emphasis: Philosophy or Religion

12 hours for Philosophy Emphasis

6 hours for Religion Emphasis

Electives

	47
Total	128

\*With advisor select 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 Humanity (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 Philosophy**  
A study of phenomenology, existentialism, post-modernism, logical positivism, ordinary language philosophy, and conceptual 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. 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 humankind 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 humankind. 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 an 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**

An analysis and evaluation of ethical theories and their application to business. Possible topics include economic justice, social responsibility of business, corporate responsibility, self-regulation and government regulation, duties to the environment, ethics of advertising, the rights and duties of employees, manufacturers and consumers. As announced. 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 Chairman. 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 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 to 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.

**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. As announced. 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. As announced. 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

PAUL A. FLOWERS  
JOHN E. REISSNER  
HAROLD J. TEAGUE

JOHN S. WALLINGFORD  
PETER WISH

The Physical Science Department currently offers a Bachelor of Science Degree with a major in Chemistry, including a Biomedical Concentration and a Concentration in Medical Technology. Students who have completed the program have been successful at entering professional schools, gaining employment in government and industry, as well as pursuing graduate studies in chemistry.

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.

Coordination of the interdepartmental Bachelor of Science Degree program in Science Education as well as the course offerings in Science Education are also offered through the Physical Science Department. The Department also cooperates with the Education Department in coordinating a science concentration for the B.S. in Middle Grades Education (6-9).

### Requirements for a Bachelor of Science Degree in Chemistry

	Sem. Hrs.
Orientation Requirements (p. 120)	1
Basic Studies Requirements (p. 70)*	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 Concentration in Science for the B.S. Degree in Middle Grades Education (6-9)

PHS 110, 108 or PHY 150, 206, BIO 100, 100L, 103, CHM 100, GLY 115, 115L or 100, 100L	19
One Course from: PHS 111, 156, BIO 102	3
Total	<u>22 hrs.</u>

### Requirements for the B.S. Degree in Science Education with a major in Chemistry or concentration in Physics (See Special Programs).

### Requirements and Course Sequence 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			
		<u>16</u>			<u>15</u>

#### 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
		<u>16</u>			<u>18</u>

#### 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	
		<u>18</u>			<u>18</u>

#### 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			
		<u>14</u>			<u>13</u>

**Requirements for a Bachelor of Science Degree in Chemistry with a Concentration in Medical Technology (See page 77 for a description of the program.)**

### 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			
		<u>18</u>			<u>17</u>

### 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
		<u>16</u>			<u>18</u>

### 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)	
		<u>17</u>			<u>17</u>

### Fourth Year

Clinical Training in Approved Hospital Program - 30 Semester Hours (See p. 77)

Requirements and Course Sequence for M.A.R.C. Training Program in Chemistry. For program description see p. 78.

### First Year

Fall			Spring		
CHM 100	Gen. Chemistry w/lab	4	CMH 101	Gen. Chemistry w/lab	4
CMA 105	Composition I	3	CMA 106	Composition II	3
MAT 107	College Algebra	3	MAT 108	Plane Trigonometry	3
BIO 100	Prin. of Biology w/lab	4	BIO 102	General Zoology w/lab	4
Basic Studies	(Physical Edn)	1	Basic Studies	(Physical Edn)	1
ORI 100	University Orientation	1	Basic Studies	(Humanities)	3
		<u>16</u>			<u>18</u>

### Second Year

Fall			Spring		
CHM 200	Qual. Anal. w/lab	4	CHM 301	Quan. Anal. w/lab	4
PHY 150	Introductory Physics	3	PHY 151	Introductory Physics	3
PHY 206	Human Anat. & Phys. w/lab	4	BIO 212	Human Anat. & Phys. w/lab	4
MAT 210	Intro. to Statistics w/lab	4	Basic Studies	(Humanities)	3
		<u>16</u>	Basic Studies	(Social Science)	3
					<u>18</u>

### Third Year

Fall			Spring		
CHM 300	Organic Chem. w/lab	4	CHM 301	Organic Chem. w/lab	4
BIO 221	Comp. Anatomy w/lab	4	CHM 498	Literature Seminar	1
BIO 371	Cell Biology w/lab	4	BIO 315	Microbiology w/lab	4
Basic Studies	(Humanities)	3	Basic Studies	(Humanities)	6
MAT 215	Calculus w/Applications	4	Advised Electives		3
		<u>19</u>			<u>18</u>

### Fourth Year

Fall			Spring		
CHM 311	Biochemistry	3	CHM 327	Instrumental Analysis	3
BIO 427	Prin. of Genetics w/lab	4	Basic Studies	(Social Science)	6
Basic Studies	(Social Science)	3	Advised Electives		4
Basic Studies	(Humanities)	3	CHM 411	Physical Chemistry with lab	4
CHM 410	Physical Chemistry with lab	4			
		<u>17</u>			<u>17</u>

**Pre-Engineering Program**

In affiliation with North Carolina State University, The University of North Carolina at Charlotte, and North Carolina A&T State University, the Department of Physical Science is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at Pembroke State University. Upon successful completion of this program, these students can transfer into their junior year at one of the above mentioned engineering schools.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the department secretary. Additional information may be obtained from the chairman of the Physical Science Department.

**Requirements for the Pre-Engineering Program**

**First Year**

<b>Fall</b>			<b>Spring</b>		
CMA 105	Composition 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
		17			16

**Second Year**

<b>Fall</b>			<b>Spring</b>		
MAT 316	Intermed. Calculus	4	MAT 322	Differential Equat.	3
PHY 200	University Physics I	4	PHY 201	University Phys. II	4
CSC 200	Intro to Comp. Prog.		ECN 201	Prin. of Economics I	3
	FORTTRAN	3	EGR 201	Engineer. Dynamics	3
or			Humanities/Social Science		3
CSC 250	Comp. Prog. & Algorithms (PASCAL)				
EGR 200	Engineering Statics	3			
Humanities/Social Science		3			
		17			16

## COURSES

## 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 hours.

**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 described 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 preengineering, 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, functions spaces as vector spaces, and elements of the theory of distributions. As announced. Credit, 3 semester hours.

**356. Modern Electronics**

Prerequisites: PHY 115 or 151 or 201 or equivalent.

An introduction to Analog and Digital Electronics. Problems and techniques of interfacing with laboratory instruments and computers. Spring. Credit, 3 semester hours.

**448. Special Topics**

Prerequisites: 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.

**SCIENCE EDUCATION (SCE)****300. Early Experiences for Prospective Science Teachers**

An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area. Fall, Credit, 1 semester hour.

**301. Practicum for Secondary Science Teacher**

Prerequisites: SCE 300 and at least 16 semester hours of science in area of concentration.

Two two-hour laboratories per week, practical experiences in setting up laboratories in the life and physical sciences. The student will be assigned to members of the participating science departments as laboratory assistants. Fall, Spring. Credit, 2 semester hours.

**400. Teaching Science in the Secondary School**

Prerequisites: SCE 300, 301.

Purposes, methods, materials and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. Spring, Credit, 3 semester hours.

## POLITICAL SCIENCE

*Chairman:* ROBERT O. SCHNEIDER

GIBSON GRAY  
H. MONTE HILL

ELIZABETH L. NORMANDY

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. 120)	1
Basic Studies Requirements (p. 70)*	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:	3
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	15
Electives	41
<b>Total</b>	<b>128</b>

### Requirements for a Bachelor of Arts Degree in Political Science: Pre-Law Major

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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, 355, 380, 430, or 452	
and	
Three additional courses in Political Science	9
Electives**	41
Suggested:	
CMA 101, 225, 302; PHI 100, 101	
Total	<u>128</u>

### Requirements for a Bachelor of Arts Degree in Political Science: Public Administration Major

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)*	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, 355, 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	<u>128</u>

\*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	3
Total	<u>21</u>

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	3
Total	<u>18</u>

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	12
Total	<u>18</u>

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 **Special Programs** section.

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 **Special Programs** section.

## 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. Spring, odd-numbered years. 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, even years. 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. Fall, odd-numbered years. 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, alternate odd-numbered years, beginning 1989. 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, alternate odd-numbered years, beginning 1989. 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, alternate even-numbered years, beginning 1990. 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. Spring, alternate even-numbered years, beginning 1990. 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, alternate even-numbered years, beginning 1988. 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. Spring, alternate even-numbered years, beginning 1988. 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. 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. 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, even-numbered years. 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 understanding 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. Spring, even-numbered years. 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. 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, even-numbered years. 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. Spring, even years. 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. Spring, odd numbered years. Credit, 3 semester hours.

### **360. Introductory Internship in Public Administration**

Prerequisite: PLS 100 or 101.

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.

**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. Fall. 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. Spring, odd-numbered years. 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. Spring and Fall, odd-numbered years. 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. 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. Spring, even-numbered years. 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. Spring. Credit, 3 semester hours.

**PSYCHOLOGY**

*Chairman:* PAUL W. KILLIAN, JR.

RAY VON BEATTY  
PATRICK A. CABE  
KATHRYN K. RILEIGH

MICHAEL STRATIL  
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. 120)	1
Basic Studies Requirements (p. 70)*	50
Major Requirements	40-46
Electives	31-37
Total	<hr/> 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 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 minors in Applied Gerontology and in Personnel and Organizational Leadership. For further details on these minors, see **Special Programs** section.

## 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**  
Prerequisite: PSY 101.  
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**  
Prerequisite: MAT 105 (or higher).  
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: PSY 208 strongly recommended.  
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.  
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**

Prerequisite: PSY 101.

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**

Prerequisites: Any three PSY courses.

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.

**305. Psychology of Adult Development and Aging**

Prerequisite: PSY 101.

The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. Fall, alternate years. Credit, 3 semester hours.

**312. Cognitive Processes**

Prerequisite: PSY 215.

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**

Prerequisite: PSY 101.

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**

Prerequisite: PSY 101.

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. Introduction to Personality**

Prerequisite: PSY 101.

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**  
Prerequisite: PSY 101.  
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**  
Prerequisites: Any three PSY courses.  
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**  
Prerequisite: PSY 208 recommended.  
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**  
Prerequisites: Permission of Department Head and PSY 101, 360, and 417 or 418.  
Interested students should have written 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**  
Prerequisites: 3 courses in PSY or permission of instructor and junior standing.  
Integration of diverse theoretical perspectives into a coherent framework for ana-

lyzing 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**

Prerequisites: PSY 360 and 375.

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**

Prerequisites: PSY 215 and at least one of: PSY 220, 360, 375.

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**

Prerequisites: Any two PSY courses.

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, SOCIAL WORK, AND CRIMINAL JUSTICE

*Chairman:* FRANK SCHMALLEGER

JOHN BOWMAN  
NORMAN LAYNE  
STEPHEN MARSON  
DAVID PATTERSON

JOHN RIMBERG  
HELEN ROBINSON  
CHERYL WAITES  
GARY WILLIS

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 Criminal Justice, Medical Sociology and Social Welfare.

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. 120)	1
Basic Studies Requirements (p. 70)*	50
Major Requirements	
SOC 201, 209, 220, 280, 303	15
Select 21 hours from other SOC elective courses (or SOC 499)	21
Electives	41
Total	128

\*Sociology majors who elect to study a second course in mathematics are advised to select Introduction to Statistics, MAT 210. 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*. Upon admission to the Social Work Program, students are given a copy of *The Student Social Work Handbook*. *The Handbook* outlines curriculum policy in detail. Approximately three to five per cent of the Social Work Majors pursue graduate study. In order to acquire a letter of recommendation for graduate school from the faculty, the student must successfully complete a statistics course (PSY 208 or SOC 210). All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend majors' meetings, and meet regularly with their advisors.

In order to gain employment in the North Carolina School system, the North Carolina Department of Public Instruction requires successful completion of the NTE or the GRE for certification in School Social Work. EDN 202, 227 and SWK 354 are recommended courses for the successful completion of the NTE. School Social Work is NOT recognized 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. 120)	1
Basic Studies Requirements (p. 70)	50
Major Requirements	
a. SWK 250, 345, 348, 380, 385, 391, 445, 448, 459, 470, 471	35
b. Select 12 hours from:	
PSY 208, SOC 303, 341, 375, 377; SWK 350, 354, 383, 384	12
Electives	31
Total	<u>128</u>



**Model Curriculum Guide: 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  
 Elective  
 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\*  
 SWK 459  
 PED 180  
 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. A justice agency internship is required.

**Requirements for a Bachelor of Arts Degree in Sociology with a Major in Criminal Justice**

	Sem. Hrs.
Orientation Requirement (p. 120)	1
Basic Studies Requirements (p. 70)* (Including three Prerequisite courses of SOC 201, PHI 100, and PLS 100 or 101)	50
Criminal Justice Core (all courses required)	19
1. CRJ 200 Intro. to Criminal Justice	
2. CRJ 240 Criminology (SOC 240)	
3. CRJ 300 Criminal Law	
4. CRJ 400 Criminal Procedure	
5. CRJ 470 Senior Seminar in Criminal Justice	
6. CRJ 480 Internship in Criminal Justice (4 hrs.)	
Criminal Justice Electives (from the following)	15
1. CRJ 210 Law Enforcement	
2. CRJ 230 Corrections	
3. CRJ 310 Introduction to Security	
4. CRJ 315 Criminal Investigation	
5. CRJ 318 Police Administration	
6. CRJ 320 The Courts	
7. CRJ 330 Probation and Parole	
8. CRJ 341 Juvenile Delinquency (SOC 341)	
9. CRJ 410 Organized Crime	
10. CRJ 415 Police Community Relations	
11. CRJ 450 Special Topics in Criminal Justice	
12. CRJ 499 Independent Study in Criminal Justice	
Transfer students must earn at least 15 hours in criminal justice course work from Pembroke State University.	
A Minor is required from the following: Sociology, Social Work, Psychology, Mental Health, Personnel and Organizational Leadership, Political Science, Legal Studies, or Public Administration. (A minor will not be required of those seeking a second major.)	18-21
Electives	<u>20-23</u>
Total	128

\*The Criminal Justice program at Pembroke State University is accredited by the North Carolina Criminal Justice Education and Training Standards Commission.

**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 the 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**

SOC 201 Sociological Concepts	3
SOC 209 Social Problems	3
12 hours of SOC lecture courses (or SOC 398, 399)	12
Total	<u>18</u>

**Requirements for a Minor in Criminal Justice**

CRJ 200 Introduction to Criminal Justice	3
CRJ 240 Introduction to Criminology	3
12 hours of CRJ lecture courses (or CRJ 499)	12
Total	<u>18</u>

**Requirements for a Minor in Medical Sociology**

SOC 270 or BIO 300 Medical Terminology/Vocabulary	2
SOC 280 Health and Society	3
13 hours chosen from the following:	
SOC 210, 304, 373, 375, 376, 377, 391, 398, 399;	
SWK 384; HED 311; BUS 308; PSY 216; BIO 103	13

**Requirements for a Minor in Social Welfare**

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
Correctional Social Work	SWK 350	3
School Social Work	SWK 354	3
Child Welfare Services	SWK 383	3
Social Gerontology	SWK 384	3
Understanding Social Research	SWK 391	3
Supervision in Human Services Organizations	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, Spring. Credit, 3 semester hours.

### II. GENERAL SOCIOLOGY

#### 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.

**240. Introduction to Criminology (CRJ 240)**

Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation of offenders. 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.

**341. Juvenile Delinquency (CRJ 341)**

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.

**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 (SWK 459)**

The same course as SWK 459. 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.

**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. Spring, 1990 and alternate years. 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.

\*Other Social Institutions courses include:

- SOC 105 Introduction to Cultural Anthropology (See Basic Studies Section)
- SOC 280 Health and Society (See Medical Sociology Section)
- SOC 312 Sports in Contemporary Society (See Modern Society Section)
- SOC 368 Law and Society (See Criminology and Criminal Justice Section)

### **Social Anthropology (American Indian Studies)\***

#### **458. American Indians Before Columbus (AIS 458)**

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.

\*Other Social Anthropology courses include:

- SOC 105 Introduction to Cultural Anthropology  
(See Basic Studies Section)

### **Method and Theory**

#### **210. Introduction to Statistics (MAT 210)**

The same course as CSC 210. Credit, 4 semester hours.

#### **220. Computers and Society**

An introduction to the impact of computers on modern society and computer applications in the social sciences. Fall. Credit, 3 semester hours.

#### **390. Junior Seminar on Sociological Concepts**

An intermediate-level course in sociological method and theory. As announced. Credit, 3 semester hours.

#### **391. Understanding Social Research (SWK 391)**

The same course as SWK 391. 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**

### **CRIMINAL JUSTICE (CRJ)**

#### **200. Introduction to Criminal Justice**

A survey of the history and philosophy of criminal justice, with particular emphasis on the organizational structure of police, courts and corrections. Fall, Spring. Credit, 3 semester hours.

#### **210. Introduction to Law Enforcement**

Prerequisite: CRJ 200.

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.

**230. Introduction to Corrections**

Prerequisite: CRJ 200.

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. Fall. 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.

**300. Criminal Law**

Prerequisite: CRJ 200.

An analysis of the substantive criminal law studied from the development of the common law tradition to the present. Focus on statutory definitions in general as well as the North Carolina Criminal Code. Fall. Credit, 3 semester hours.

**310. Introduction to Security**

An introductory survey of the security field. Included will be private, corporate, industrial, and retail applications. Comparisons between private and public policing will be made. As Announced. Credit, 3 semester hours.

**315. Criminal Investigation**

Prerequisite: CRJ 210.

A study of the methodology relating to the study of crime. Emphasis will be placed more on the theoretical than the applied issues. An emphasis will be placed on the developing "high technology" relating to criminal investigation. Spring. Credit, 3 semester hours.

**318. Police Administration**

Prerequisite: CRJ 210.

This course will seek to study the police bureaucracy. Included will be both an analysis of line and staff structures of an individual agency as well as the structure of the law enforcement establishment (local, state, national). Distinctions will be drawn between the law enforcement bureaucracy and other public service agencies. Fall. Credit 3 semester hours.

**320. The Courts**

Prerequisite: CRJ 200.

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.

**330. Probation and Parole**

Prerequisite: CRJ 230.

Origins, development, and contemporary practices in probation, parole, and community corrections. Includes the impact of these services on other elements of criminal justice. Spring. Credit, 3 semester hours.

**341. Juvenile Delinquency (SOC 341)**

Prerequisite: CRJ 240 (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. 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. Credit, 3 semester hours.

**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. Spring. Credit, 3 semester hours.

**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.

**400. Criminal Procedure**

Prerequisite: CRJ 300 or permission of the instructor.

A survey and analysis of due process rights of individuals in the criminal process. Emphasis will be on the impact of the Bill of Rights on the practices of police, prosecutors and judges and the remedies available for the violation of those rights. Spring. Credit, 3 semester hours.



**410. Organized Crime**

Prerequisite: CRJ 200.

A historical and contemporary review of the development and operation of organizations committed to criminal conduct. Emphasis will be placed on organized crime in America and the efforts to control it (especially federal RICO statutes). Spring. Credit, 3 semester hours.

**415. Police Community Relations**

Prerequisite: CRJ 210.

This course will study the interaction that occurs between the police and members of the community. Emphasis will be placed on the relationships with juveniles, addicts, minorities, and victims. Spring. 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.

**450. Special Topics in Criminal Justice**

This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

**470. Senior Seminar in 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.

**497. Experiential Learning II**

See Department Chairman. Fall, Spring, Summer. Credit, 3 semester hours.

**499. Independent Study in Criminal Justice**

Prerequisite: Acceptance by the Department Member who will supervise, and approval by the Department Chairman.

Restriction: Limited to seniors majoring in criminal justice 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.

**MEDICAL SOCIOLOGY (SOC)****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.

**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.

**472. 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. Spring 1988-89 and alternate years. 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: BIO 103; 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.

- 350. Correctional Social Work**  
Discussion and application of various Social Work methods will be included along with the history of treatment and rehabilitation in correctional institutions. Students will focus upon how a social worker provides services within the authoritarian setting of a correctional institution. Fall. Credit, 3 semester hours.
- 354. School Social Work**  
Prerequisite: SWK 250 or permission of instructor.  
An overview of school social work as an 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, 345.  
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.
- 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.

**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.

**470. Field Work I**

Prerequisite: SWK 348 and 380 and permission of instructor.

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 and permission of instructor.

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.

**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 Majors and Minors**

## CHANCELLOR'S SCHOLARS PROGRAM

*Director:* CHARLES R. JENKINS

### CHANCELLOR'S SCHOLARS COUNCIL

MARY BOYLES  
 ROBERT W. BROWN\*  
 JOSE J. D'ARRUDA  
 JOHN E. REISSNER  
 KATHRYN K. RILEIGH

ROBERT O. SCHNEIDER  
 KATHRYN M. SULLIVAN  
 PATRICIA D. VALENTI  
 RUDY D. WILLIAMS\*

\*Faculty Coordinator

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. Frontiers in Human Behavior**

Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of personality. Class presentations and discussion form a major portion of the course.

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.



## COLLEGE OPPORTUNITY PROGRAM

*Co-Directors:*

THERESA G. HALE

SANDRA M. STRATIL

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.

**DEPARTMENT OF AEROSPACE STUDIES**

*Director:* CAPTAIN MARVIN E. LANDS

MARIE BUTLER

**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 per month.

A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay \$100 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:* CAPTAIN MARSHALL FITE

OLIVER R. JOHNSON

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. 1 hour lab per week and 1 hour lecture. 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. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

**180. The Art of Self Defense (PED 180)**

An introductory course in the art of self defense. Taught by a qualified military instructor. Students may use the course as an alternate to 101 or 102.

**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. 1 hour lab per week and two hours lecture. Credit, 3 semester hours.

**202. Land Navigation and Tactics**

An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Spring. 1 hour lab per week and 2 hours lecture. 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. Three (3) lecture hours and one and a half (1) laboratory hours per week. 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. Three (3) lecture hours and three (3) laboratory hours per week. 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 and a half (1) laboratory hours 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. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours.

**421. The American Military Experience (HST 406)**

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.

## SCIENCE EDUCATION MAJOR

*Coordinator:* DR. PETER WISH

### PROGRAM ADVISORY COMMITTEE

DR. JOSE D'ARRUDA—Physics

DR. SUELLEN CABE—Earth Science

DR. HAROLD J. TEAGUE—Chemistry

DR. CARL FISHER—Education

DR. BONNIE KELLEY—Biology

The Departments of Biology, Education, Geology/Geography and Physical Science offer an interdepartmental Bachelor of Science Degree program in Science Education. This program is designed to prepare prospective teachers of science in Grades 9-12. Upon completion of the program graduates will be eligible for the North Carolina Secondary Science Comprehensive Certification. Students will be required to concentrate in one of the four major areas of science (biology, chemistry, physics or earth science) and to complete some course work in each of the other three areas. Course offerings in Science Education, as well as coordination of the program, are offered through the Physical Science Department.

### Requirements for a Bachelor of Science Degree in Science Education

1. Orientation and Basic Studies Requirements (see p. 120, p. 70) including special requirements for certification (see p. 66) and certain required and cognate courses (51 semester hours).

12 semester hours of Natural Science and Mathematics will count toward Basic Studies and toward major requirements. For the Earth Science concentration, GGY 102 will count as 3 hours toward major requirements.

2. Teaching Area Concentration

#### A. BIOLOGY

Required Biology courses (33 semester hours)

BIO 100: Principles of Biology

BIO 100L: Laboratory Investigation and Experiences in General Biology

BIO 101: General Botany

BIO 102: General Zoology

BIO 304: Principles of Ecology

BIO 371: Cell Biology

BIO 472: Principles of Genetics

9 semester hours in a biology concentration (Biology, Botany, Field Biology and Ecology, or Zoology)

Required cognate courses (38 semester hours)

MAT 107: College Algebra



MAT 215:	Calculus with Applications
CHM 100:	General Chemistry
CHM 101:	General Chemistry
CHM 300:	Organic Chemistry
GLY 100:	Physical Geology
GLY 100L:	Physical Geology Lab
GLY 115:	Earth Science
GLY 115L:	Earth Science Lab
PHY 150:	College Physics I
PHY 151:	College Physics II
PHY 206:	Physics Laboratory
PHY 207:	Physics Laboratory
PHY 448:	Special Topics

## B. CHEMISTRY

Required chemistry courses (31 semester hours)

CHM 100:	General Chemistry
CHM 101:	General Chemistry
CHM 200:	Qualitative Analysis
CHM 201:	Quantitative Analysis
CHM 300:	Organic Chemistry
CHM 301:	Organic Chemistry
CHM 410:	Physical Chemistry
CHM 498:	Literature Seminar

An additional three semester hours in chemistry (above 299)

Required cognate courses (39 semester hours)

MAT 109:	College Algebra and Trigonometry
MAT 221:	Calculus I
MAT 222:	Calculus II
BIO 100:	Principles of Biology
BIO 100L:	Laboratory Investigation and Experiences in General Biology
BIO 101:	General Botany
or	
BIO 102:	General Zoology
GLY 100:	Physical Geology
GLY 100L:	Physical Geology Lab
GLY 115:	Earth Science
GLY 115L:	Earth Science Lab
PHY 150:	College Physics I
PHY 151:	College Physics II
PHY 206:	Physics Laboratory
PHY 207:	Physics Laboratory
PHY 448:	Special Topics

## C. PHYSICS

Required physics courses (29 semester hours)

PHY 150:	College Physics I
PHY 151:	College Physics II
PHY 206:	Physics Laboratory
PHY 207:	Physics Laboratory
PHY 218:	Optics

- PHY 256: Modern Physics
- PHY 320: Electricity and Magnetism
- PHY 321: Electricity and Magnetism
- PHY 326: Heat and Temperature
- PHY 336: Mathematical Physics
- PHY 356: Modern Electronics

Required cognate courses (42 semester hours)

- MAT 109: College Algebra and Trigonometry
- MAT 221: Calculus I
- MAT 222: Calculus II
- MAT 322: Differential Equations
- BIO 100: Principles of Biology
- BIO 100L: Laboratory Investigations and Experiences in General Biology
- BIO 101: General Botany
- or
- BIO 102: General Zoology
- GLY 115: Earth Science
- GLY 115L: Earth Science Lab
- CHM 100: General Chemistry
- CHM 101: General Chemistry
- PHS 156: Astronomy
- PHY 448: Special Topics

#### D. EARTH SCIENCE

Required Earth Science courses (32 semester hours)

- GLY 100: Physical Geology
- GLY 100L: Physical Geology Lab
- GLY 101: Historical Geology
- GLY 101L: Historical Geology Lab
- GLY 226: Physical Oceanography
- GLY 262: Environmental Geology
- GLY 310: Mineralogy and Petrology
- GLY 325: General Paleontology
- GLY 362: Environmental Planning
- GLY 366: Geomorphology
- GLY 425: Stratigraphy and Sedimentology
- PHS 156: Astronomy

Required cognate courses (41 semester hours)

- MAT 107: College Algebra
- MAT 215: Calculus with Applications
- CHM 100: General Chemistry
- CHM 101: General Chemistry
- CHM 300: Organic Chemistry
- GGY 102: World Regional Geography
- BIO 100: Principles of Biology
- BIO 100L: Laboratory Investigations and Experiences in General Biology
- BIO 101: General Botany
- or
- BIO 102: General Zoology
- PHY 150: College Physics I
- PHY 151: College Physics II

PHY 206:	Physics Laboratory
PHY 207:	Physics Laboratory
PHY 448:	Special Topics

### 3. Professional Requirements (28 semester hours)

SCE 300:	Early Experience for Prospective Science Teachers
SCE 301:	Practicum for Secondary Science Teachers
SCE 400:	Teaching Science in the Secondary School
EDN 227:	Foundations of Education I
EDN 202:	Educational Psychology
EDN 308:	Psychology of Adolescence
EDN 419:	Teaching Content Area Reading
EDN 437:	Mainstreaming the Exceptional Student (Secondary)
EDN 445:	Foundations of Education II (Secondary)
EDN 448:	Student Teaching in the Secondary School

### 4. Electives (0)

#### TOTALS

BIOLOGY:	138 semester hours
CHEMISTRY:	137 semester hours
PHYSICS:	138 semester hours
EARTH SCIENCE:	137 semester hours

### Requirements for a Concentration in Science for the B.S. in Middle Grades Education (6-9)

PHS 100 and 109  
 BIO 100 and BIO 100L; BIO 103  
 CHM 100  
 GLY 115 or 100

#### COURSES: SCIENCE EDUCATION (SCE)

- 300. Early Experiences for Prospective Science Teachers**  
 An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area. Fall. Credit, 1 semester hour.
- 301. Practicum for Secondary Science Teacher**  
 Prerequisites: SCE 300 and at least 16 semester hours of science in area of concentration.  
 Two two-hour laboratories per week, practical experiences in setting up laboratories in the life and physical sciences. The student will be assigned to members of the participating science departments as laboratory assistants. Fall, Spring. Credit, 2 semester hours.
- 400. Teaching Science in the Secondary School**  
 Prerequisites: SCE 300, 301, and admission to Professional Semester.  
 Purposes, methods, materials and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. Spring. Credit, 3 semester hours.

**APPLIED GERONTOLOGY (MINOR)***Coordinator:* STEPHEN M. MARSON

The Programs in Biology, Psychology, Recreation, Sociology and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal linkages between the changes in biological functioning and their psychosocial adaptations. The minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life.

	<i>Courses</i>	<i>Sem. Hr.</i>
BIO 103	Human Biology	3
BIO 300	Medical Vocabulary OR	2
	SOC 270 Medical Terminology	
PSY 305	Psychology of Adult Development & Aging	3
REC 300	Introduction to Community Recreation	3
SOC 375	Death, Dying and Chronic Illness	4
SWK384	Social Gerontology	3
	Total	<u>18</u>

In order to successfully complete the Minor in Applied Gerontology, the student is required to enroll in a field practicum within his/her major. The internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.

## PERSONNEL AND ORGANIZATIONAL LEADERSHIP (MINOR)

*Coordinators:*

GIBSON GRAY

ED POWERS

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.

## WORLD STUDIES (MINOR)

*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	History
Communicative Arts	Political Science
Business Administration and Economics	Philosophy and Religion
Geography	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 Programs**

**Administrative Studies (M.S.A.S.)**

**Education (M.A.Ed.)**

## GRADUATE PROGRAMS

*Director: W. HOWARD DEAN*

### GENERAL INFORMATION

Pembroke State University offers a program of graduate studies leading to:

A Master of Science Degree in Administrative Studies

A Master of Arts Degree in Education

Graduate level (G) certification for teachers and school administrators in eight areas of specialization.

Special information can be found in the program descriptions below.

### SCHEDULE OF GRADUATE EXPENSES

#### Expenses Per Semester: Spring or Fall

Semester Hours	In-State	Out-of-State
3	\$ 92	\$ 935
6	156	1,421
9	358	2,044

Students who register for classes after the scheduled registration date has passed must pay a \$10 late fee.

If a student lives on campus, add \$960 for room and board per semester.

#### Expenses for Each 1990 Summer Term

Semester Hours	In-State	Out-of-State
3	\$124	\$ 967
6	170	1,435

If a student lives on campus, add \$285 for room and board term. A charge of \$15 will be made for 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 the 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 classifications 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 the Admissions section for more detailed information regarding residency status.

## THE GRADUATE PROGRAM IN ADMINISTRATIVE STUDIES

Director: DANIEL G. BARBEE

This interdisciplinary program offers graduate study leading to the Master of Science degree in Administrative Studies (M.S.A.S). The M.S.A.S. program was established in response to the career and professional development needs of administrators and managers in the region. This master's level program provides advanced study opportunities to qualified individuals from private, public, and nonprofit sectors interested in administrative and managerial careers. For those who are already in administrative and managerial positions, the program will refine, update, and improve their career and leadership potential. As an interdisciplinary program, Administrative Studies draws from a variety of disciplines to provide the knowledge and skill base necessary in the private, public, and nonprofit sectors.

NOTE: The Master of Science in Administrative Studies degree program was approved on June 9, 1989. Classes will be offered beginning Fall 1989 in the evenings. Complete details could not be provided in time for the publication of this catalog. If you are interested in the M.S.A.S program, contact Dr. Daniel G. Barbee, Director of Administrative Studies at Pembroke State University (Business Administration 118, Ext. 531).

## ADMISSION TO THE PROGRAM

For admissions to the Graduate Program in Administrative Studies 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 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. three letters of recommendation from employers, 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);
6. other information such as a personal interview may be required.

### PROGRAM SUMMARY

The M.A. in Administrative Studies program includes four main components:

Required Core Curriculum	24 Sem. hrs.
Option Area: 3 designed courses in area chosen: Organizational Leadership, or Administrative Technology/Information Systems	9 Sem. hrs.
Guided Electives	6 Sem. hrs.
Administrative Research Project	3 Sem. hrs.
<b>Minimum Total Hours</b>	<b>42</b>

## THE GRADUATE PROGRAM IN EDUCATION

*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.

### ADMISSION TO THE PROGRAM

#### 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 (English Education applicants may substitute NTE scores);
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.

## TEACHING ASSISTANTSHIPS

The graduate school offers a limited number of teaching assistantships. In order to receive an appointment, a student must meet the criteria and be accepted into the program. The student must be full time and be recommended by the Director of Graduate Studies and the department chairman in whose department the student is working toward a degree. The value of the stipend is determined by the time spent in assisting, the qualifications of the assistant, and the nature of the work to be assigned.

The general and specific duties of each assistant will be determined by the Director of Graduate Studies, department chairman, and the faculty supervisor. Various duties include the following: (1) assisting in instruction, (2) assisting with research, (3) supervising laboratory teaching; (4) grading papers; (5) proctoring examinations; and (6) holding tutorial sessions for undergraduate students.

## UNDERGRADUATE ENROLLMENT FOR GRADUATE 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 advisors prior to enrollment to plan their program and to meet with their advisors periodically for further advisement.

## REQUIREMENTS FOR THE MASTER'S DEGREE IN EDUCATION

### 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 work-shops 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.

**PROGRAMS 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 one of 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 545 - 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)**

	<b>Sem. Hrs.</b>
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 <ul style="list-style-type: none"> <li>a. Appropriate 400 Level Courses</li> <li>b. BIO 512 - Environmental Science</li> </ul>	



- 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 545 - Cultural Differences and Education

D. Elective(s) .....	3
E. Thesis .....	0-6
F. Independent Study .....	<u>0-3</u>
TOTAL HOURS (Minimum).....	30

\*\*Courses transferred from other Universities.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

### 3. Middle Grades Certification (6-9)\*

	<b>Sem. Hrs.</b>
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, 514-517, 520, 521, 537-540, 562-565, 566-569, EDN 432, 530; EED 542, 543, 544	
2. Reading**	
a. EDN 528, 530, and 534	
b. EDN 527 or 529 or 531 or 532 or 533 or 535	
3. Science; 12 hours selected from the following:	
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 545	
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; 12 hours selected from the following:	
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 may be used only as a second area of concentration. This area is considered to be a non-teaching concentration.

**4. Elementary Education (Reading Education)**

	<b>Sem. Hrs.</b>
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)**

	<b>Sem. Hrs.</b>
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) .....	30

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. PSY 422 - Seminar in Psycholinguistics*	
7. PHI 423 - Philosophy of Art and Beauty*	
8. SOC 545 - 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

	<b>Sem. Hrs.</b>
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 509 - 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 grade 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, cultural 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 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 functions, management of school facilities, community-school interaction, and intraschool 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 oppor-

tunities 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 emerging 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 applica-

tion 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 the 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.

**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.

**PHI 423. Philosophy of Art and Beauty**

Aesthetic values in nature, art, literature, music, and drama.

**SOC 545. 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 and Probability for the Secondary Mathematics Teacher**

The emphasis of this course will be on understanding various statistical concepts and techniques including measures of central tendency, correlation coefficients, hypothesis testing, analysis of variance, and inferential statistics. The fundamentals of probability that will be discussed include univariate and multivariate distributions, expectation, conditional distributions, and the law of large numbers.

**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. Advanced Topics in Algebra**

2- and 3-dimensional linear algebra over the numbers; geometric interpretations; and topics chosen to improve secondary teachers' breadth in and knowledge of Linear Algebra.

**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 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)

#### 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. Three full-day field trips required.

### b. Business Administration and Economics Department (ECN)

#### BIO 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

#### GLY 501. Earth Science

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.

#### GGY 503. Descriptive Regional Analysis

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)

#### 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)

#### 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)

#### 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)

**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.

**PLS 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.

**PLS 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)

**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.

**PSY 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.

**PSY 535. Introduction to Counseling for Elementary Teachers**

An introductory survey of counseling with emphasis on basic skills and knowledge of techniques, particularly as related to situations encountered by elementary classroom teachers. This course is both didactic (theories of counseling) and experiential (role playing in class). Opportunities for classroom discussion, professional feedback about skills, and video taping. As announced. Credit: 3.

**PSY 540. Special Topics in Counseling**

This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. As announced. Credit: 3.

### i. Sociology Department (SOC)

**SOC 545. 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.

**SOC 560. Education and Society**

This course serves the needs of public school teachers and administrators by analyzing social institutions in relation to public schools in the United States. No previous knowledge of academic sociology or cultural anthropology is assumed.

# 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.

\*On leave

\*\*Professor Emeritus

GEORGE T. AMMONS (1965), *Assistant Professor, Department of Business Administration and Economics*

B.S., UNC-Chapel Hill; CPA, State of North Carolina

ANDREW N. ASH (1989), *Associate Professor, Department of Biology*

B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto

DANIEL G. BARBEE (1988), *Associate Professor and Director of Master of Science in Administrative Studies Program*

B.A., Catawba College; M.A., Lehigh University; Ph.D., University of Tennessee

NANCY W. BARRINEAU (1998), *Assistant Professor, Department of Communicative Arts*

B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Georgia

RAY VON BEATTY (1972), *Associate Professor, Department of Psychology*

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

LEON M. BOLICH (1982), *Professor, 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 and Associate Vice Chancellor for Academic Affairs*

A.B., UNC-Greensboro; M.A., UNC-Chapel Hill; Ph.D., UNC-Greensboro

CAROL W. BREWER (1988), *Lecturer, Department of Mathematics and Computer Science*

A.S., St. Mary's Junior College; B.A., UNC-Chapel Hill; M.A.Ed., Pembroke State University

- LILLIAN D. BREWINGTON (1988), *Instructor, Circulation Librarian, Library Services*  
B.A., Pembroke State University; M.L.S., North Carolina Central University
- ELINOR V. BRIDGES (1989), *Director of Library Services*  
B.A., Wake Forest University; M.L.S., UNC-Greensboro; Ed.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), *Associate Professor, Department of History; Faculty Coordinator, Chancellor's Scholars Program*  
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
- NORMIE L. BULLARD (1988), *Instructor, Reference librarian, Library Services*  
B.S., Pembroke State University; M.L.S., North Carolina Central 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
- MARIE BUTLER (1988), *Assistant Professor, Department of Aerospace Studies (AFROTC)*  
B.S., Grambling College; M.A., Chapman College
- \*\*AVERY BUTTERS (1965), *Professor Emeritus, Department of History and Political Science*  
A.B., Passionist Seminary; A.M., Ed.M., Boston College; M.S., Catholic University of American; Ph.D., Fordham University
- PATRICK A. CABE (1989), *Associate Professor, Department of Psychology*  
B.A., M.A., University of Akron; Ph.D., Cornell University
- SUELLEN CABE (1987), *Assistant Professor, Department of Geology and Geography*  
B.A., University of Akron; M.S., Ph.D., UNC-Chapel Hill
- \*\*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, Department of History*  
A.B., M.A., M.A.L.S., Ph.D., The University of Michigan

- 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
- RONALD C. COCKRELL (1988), *Assistant Professor, Department of Education*  
B.A., M.S., California State University; Ed.D., University of San Francisco Graduate School of Education
- 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, 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
- BRUCE J. DEHART (1989), *Assistant Professor, Department of History*  
B.A., Greensboro College; M.A., Ph.D., UNC-Chapel Hill
- ADOLPH L. DIAL (1958), *Resident Consultant, Department of American Indian Studies*  
B.A., Pembroke State University; Ed.M., C.A.G.S., Boston University; L.H.D., Greensboro College; L.H.D., Pembroke State University
- BEN JAY DRYMON (1977), *Senior 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
- DAVID K. ELIADES (1967), *Professor and Chairman, 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
- CARL M. FISHER (1967), *Professor, Department of Education*  
B.S., M.S., Ph.D., Florida State University

- MARSHALL FITE (1987), *Assistant Professor and Director, Department of Military Science (AROTC)*  
 B.S., University of Oklahoma
- PAUL ANTHONY FLOWERS (1989), *Assistant Professor, Department of Physical Science*  
 B.S., St. Andrews College; Ph.D., University of Tennessee
- JAMES R. FREDERICK (1988), *Assistant Professor, Department of Business Administration and Economics*  
 B.A., University of Michigan; M.A., Ph.D., Wayne 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
- \*JEFFERY L. GELLER (1983), *Assistant Professor, Department of Philosophy and Religion*  
 B.A., California State University (Northridge); M.A., Ph.D., Duke University
- \*\*GRACE E. GIBSON (1966), *Professor Emeritus, Department of Communicative Arts*  
 B.A., UNC-Greensboro; M.A., Duke University
- JOSEPH W. GOLDSTON (1977), *Professor, Department of Mathematics and Computer Science*  
 B.S., M.S., Ph.D., UNC-Chapel Hill
- GIBSON H. GRAY (1971), *Professor, 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 Co-Director of 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
- NORRIS O. HARVEY (1982), *Lecturer, Department of Mathematics and Computer Science*  
 B.S., Fayetteville State University; M.Ed., Jackson State University
- ROBERT C. HERSCH (1980), *Associate Professor, 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 Philippines; Ph.D., Northern Illinois University
- \*\*JAMES HUBBARD (1965), *Professor Emeritus, Department of Psychology*  
 B.A., M.A., University of Richmond; B.D., Union Theological Seminary; Th.M., Pittsburgh Theological Seminary

- THOMAS H. JACKSON (1988), *Lecturer, Department of Mathematics and Computer Science*  
B.S., Pembroke State University; M.S., College of William and Mary
- \*\*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 and 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
- OLIVER R. JOHNSON (1988), *Professor, Department of Military Science (AROTC)*  
B.S., West Point; M.S., Indiana University
- 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), *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 and Chairman, Department of Psychology*  
A.B., M.A., East Carolina University; Ph.D., North Carolina State University
- STANLEY KNICK (1986), *Director/Curator and Research Assistant Professor, Native American Resource Center*  
B.A., UNC-Greensboro; M.A., Ph.D., Indiana 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.F., 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
- MARVIN E. LANDS (1988), *Assistant Professor and Director, Department of Aerospace Studies (AFROTC)*  
B.A., Laverne University; M.A., Golden Gate University
- NORMAN R. LAYNE, JR. (1977), *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 and Chairman, Department of Education*  
 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
- ZOE WOODSELL LOCKLEAR (1988), *Assistant Professor and Director of Teacher Education Field Experiences*  
 B.S., Pembroke State University; M.Ed., Ph. D., UNC-Chapel Hill
- STEVEN McCARTNEY (1988), *Instructor and Acquisitions/Collection Development Librarian, Library Services*  
 B.S., University of Southwestern Louisiana; M.L.S., University of Southern Mississippi
- RAYMOND McDANIEL, JR. (1987), *Lecturer, Department of Mathematics and Computer Science*  
 B.A., Harding University; M.S., Arkansas State 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), *Associate Professor, Department of Education*  
 B.S., Livingstone College; M.S., North Carolina A&T State University; Ed.D., Pennsylvania State University
- ELIZABETH MAISONPIERRE (1988), *Lecturer, Department of Music*  
 B.M., Ohio Wesleyan University; M.M., D.M.A., University of Maryland
- 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
- \*\*I. RUTH MARTIN (1953), *Professor Emeritus, Department of Philosophy and Religion*  
 B.A., Meredith College; M.R.E., Southwestern Baptist Theological Seminary; M.A. Emory University
- BRUCE W. MATTOX, SR., (1988), *Professor and Director of Economic Development*  
 B.S., University of Tennessee; Ph.D., Oregon State University
- 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, 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
- MERRILL P. MILLER (1989), *Visiting Assistant Professor, Department of Philosophy and Religion*  
B.A., Grinnell College; M.Div., Union Theological Seminary; M.A., Columbia University; Ph.D., Columbia University
- SONI MARTIN-MORAN (1989), *Lecturer, Department of Art*  
B.A., Pembroke State University; M.F.A., UNC-Greensboro
- J. THOMAS MORLEY (1989), *Visiting Assistant Professor, Department of Philosophy and Religion*  
B.A., M.A., University of Maryland; Ph.D., University of Tennessee
- 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
- C. DOUGLAS NORMAN (1989), *Associate Professor, Department of Communicative Arts*  
B.S., Tennessee Polytechnic Institute; M.A., George Peabody College; Ed.D., University of Tennessee
- ELIZABETH NORMANDY (1987), *Assistant Professor, Department of Political Science.*  
B.A., UNC-Chapel Hill; M.A., American University; Ph.D., University of South Carolina
- KIM O'CONNOR (1989), *Lecturer, Department of Health, Physical Education and Recreation*  
B.S., Ohio University; M.A., UNC-Chapel Hill
- SARA OSWALD (1988), *Lecturer, Department of Communicative Arts*  
A.B., St. Peter's College; M.A., Rutgers University
- JOSEPH B. OXENDINE (1989), *Chancellor*  
A.B., Catawba College; Ed.M., Ed.D., Boston University
- LINDA E. OXENDINE, (1982), *Assistant Professor and Chairman, Department of American Indian Studies*  
B.A., UNC-Chapel Hill; M.Ed., Pennsylvania State University
- JOHN ALAN PARNELL (1987), *Lecturer, Department of Business Administration and Economics*  
B.S.B.A., M.B.A., M.A.Ed., East Carolina University
- DAVID PATTERSON, (1988), *Associate Professor, Department of Sociology and Social Work*  
B.A., Newberry College; M.S., Ph.D., Florida State University
- 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
- 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; Head Women's Basketball 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
- EDWARD L. POWERS (1988), *Professor and Chairman, Business Administration and Economics Department*  
 B.S.B.A., M.B.A., West Virginia University; Ph.D., University of South Carolina
- \*\*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), *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. Averell Harriman Institute for Advanced Study of the Soviet Union (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 College; M.A., Presbyterian School of Christian Education; 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
- 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 and Mary; CPA, State of New Jersey; L.H.D., Pembroke State University
- 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. SCHMALLEGGER (1975), *Professor and Chairman, Department of Sociology, Social Work and Criminal Justice*  
B.B.A., University of Notre Dame; M.A., Ph.D., Ohio State University
- ROBERT O. SCHNEIDER (1982), *Assistant Professor and Chairman, 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), *Assistant Professor, Library Services; Cataloger*  
A.B., M.S.L.S., UNC-Chapel Hill
- 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
- SHARON L. SHARP (1988), *Assistant Professor, Department of Education*  
B.A., State University of New York at Albany; M.A., Ed.D., West Virginia 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, Department of Psychology*  
B.A., M.A., Ph.D., University of Florida
- SANDRA M. STRATIL (1985), *Lecturer, Department of Communicative Arts, and Co-Director of College Opportunity Program*  
B.A., M.A., Morehead State University; A.M.Ed., Morehead State University

- THOMAS O. STROMMER (1988), *Associate Professor, Mathematics and Computer Science Department*  
B.S., M.S., Ph.D., University of Washington in Seattle
- 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; Director of Teacher 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
- 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 and Chairman, Department of Health, Physical Education and Recreation*  
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
- 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
- GLENN R. UTSCH (1988), *Associate Professor, Department of Music*  
M.B., West Chester University; M.M., Manhattan School of Music; Ed.D., Teachers College
- 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), *Professor and Chairman, Department of Art*  
B.F.A., Oklahoma State University; M.F.A., Tulane University
- RICHARD R. VELA (1981), *Associate Professor, Department of Communicative Arts; Director of Advisement and Retention*  
B.A., M.A., University of Dallas; Ph.D., UNC-Chapel Hill

- CHERYL E. WAITES (1985), *Assistant Professor, Department of Sociology and Social Work*  
 B.A., Hunter College; M.S.W., Fordham University, ACSW, MCSW
- 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
- 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; Faculty Coordinator, Chancellor's Scholars Program*  
 B.A., Millsaps College; M.A., University of Mississippi; Ph.D., UNC-Chapel Hill
- GARY W. WILLIS (1989), *Associate Professor, Department of Sociology, Social Work, and Criminal Justice*  
 B.S., Illinois Wesleyan University; M.A., Appalachian State University; J.D., Stetson Law School
- LOCORD WILSON (1986), *Instructor, Library Services; Assistant Director of Public Services*  
 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), *Professor, Department of Physical Science*  
 B.S., Campbell University; M.S., Ph.D., North Carolina State University
- GEORGE WOOD (1988), *Lecturer, Department of Communicative Arts*  
 B.A., Duke University; M.F.A., UNC-Greensboro
- 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
- ALAN J. YOST (1987), *Lecturer, Department of Mathematics and Computer Science*  
 B.S., M.S., Marshall University
- DAVID D. ZEIGLER (1989), *Assistant Professor, Department of Biology*  
 B.S., Tarleton State University; M.S., Ph.D., University of North Texas

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\*On Leave

\*\*Professor Emeritus

## PART-TIME FACULTY

- WILLIAM M. ALEXANDER (1983), *Part-Time Lecturer, Department of Philosophy and Religion*  
A.B., Davidson College; B.D., Louisville Presbyterian Seminary; S.T.M., Harvard University; Ph.D., Princeton Theological Seminary
- MICHELE A. BARKER (1988), *Part-Time Lecturer, Department of Biology*  
B.S., College of Charleston, S.C.; M.S., Ph.D., NC State University
- CLAUDE W. BERRY, JR. (1979), *Part-Time Lecturer, Department of Mathematics and Computer Science*  
B.S., M.A.Ed., Pembroke State University
- NILA CHAMBERLAIN (1983), *Part-Time Lecturer, Department of Art*  
A.B., Glenville State College; M.A., Memphis State University
- ANNIE H. COATES (1986), *Part-Time Lecturer, Department of Business Administration and Economics*  
B.S., St. Andrews Presbyterian College; M.A., University of Georgia
- MANUEL CONLEY (1988), *Part-time Lecturer, Department of History*  
B.G.S., University of Nebraska-Omaha; M.A., Boston University
- JACK D. COOK (1988), *Part-Time Lecturer, Department of Communicative Arts*  
B.S., Evangel College; M.Ed., Auburn University
- ROBERT DECARLO (1986), *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
- ALVIS RAY GRIFFIN, JR. (1988), *Part-Time Lecturer, Department of Political Science*  
B.A., Atlantic Christian College; M.P.A., NC State University
- TIMOTHY HALEY (1988), *Part-time Lecturer, Department of Music*  
B.M., Lawrence University Conservatory; M.M., East Carolina University
- 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
- DOLORES 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
- DONALD W. LOFTIS (1988), *Part-Time Lecturer, Department of Philosophy and Religion*  
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- JOHN D. MASTERS (1987), *Part-Time Lecturer, Department of Business Administration and Economics*  
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- WILLIAM J. MOORE (1988), *Part-Time Lecturer, Department of Business Administration and Economics*  
B.S., Pembroke State University; J.D., UNC-Chapel Hill
- LYN M. MORROW (1985), *Part-Time Lecturer, Department of Art*  
A.S., Stratford College; B.S., Atlantic Christian College; M.F.A., UNC-Greensboro
- DENNIS V. O'BRIEN (1973), *Part-Time Lecturer, Department of Psychology*  
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- JAMES H. OXENDINE (1983), *Part-Time Lecturer, Department of Mathematics and Computer Science*  
B.S., Pembroke State University; M.M., University of South Carolina
- JOHN A. ROBINSON (1981), *Part-Time Lecturer, Department of Philosophy and Religion*  
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- MATTHEW JOHN ROONEY (1987), *Part-Time Lecturer, Department of Geology and Geography*  
B.A., SUNY; M.A., UNC-Chapel Hill
- RON SANDERS (1988), *Part-time Lecturer, Department of Philosophy and Religion.*  
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- JAMES SANDERSON (1987), *Part-Time Lecturer, Department of Sociology and Social Work*  
B.A., Pembroke State University; M.A., Webster University
- MICHAEL SIDELINGER (1988), *Lecturer, Department of Business Administration and Economics*  
B.S.B.A., East Carolina University; M.B.A., Campbell University
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B.A., M.S.W., UNC-Chapel Hill
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B.M., UNC-Chapel Hill
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B.S., Marquette University; M.A., University of South Carolina; Ph.D., Florida State University
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A.B., Duke University; M.A.T., UNC-Chapel Hill
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B.A., Stephens College; M.A., Southern Illinois University
- VINCENT W. WINNIES (1980), *Part-Time Lecturer, Department of Music*  
B.S., Pembroke State University



**CHIEF EXECUTIVES\***  
of  
**PEMBROKE STATE UNIVERSITY**

O.H. BROWN, *Acting President* (1940-1942)

B.S., North Carolina State; Ph.D., Johns Hopkins University

RALPH D. WELLONS, *President* (1942-1956)

A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

WALTER J. GALE, *President* (1956-1962)

B.S., New Jersey State Teachers College; M.Ed., Ed.D., Duke University

ENGLISH E. JONES, *President* (1962-1972); *Chancellor* (1972-1979); *Chancellor Emeritus* (1979-1981)

B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H., Pembroke State University

PAUL R. GIVENS, *Chancellor* (1979-1989)

B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

JOSEPH B. OXENDINE, *Chancellor* (1989- )

B.A., Catawba College; M.Ed., Ed.D., Boston University

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\*This list includes chief executives since the institution became a totally collegiate-level institution. Prior to 1940, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when Pembroke State University became a constituent institution of The University of North Carolina.

## SUMMARY OF ENROLLMENT

1988-89

## SUMMER SESSION, 1988

First Term .....	1082
Second Term .....	832
Total Enrolled .....	1,914

## FALL SEMESTER, 1988

Freshman .....	791
Sophomores .....	562
Juniors .....	448
Seniors .....	513
Special .....	180
Graduate .....	341
Total Number Enrolled .....	2,835

## SPRING SEMESTER, 1989

Freshman .....	652
Sophomores .....	501
Juniors .....	507
Seniors .....	530
Graduate .....	349
Special .....	165
Total Number Enrolled .....	2,704

## DEGREES CONFERRED, MAY 1989

Bachelor of Science and Applied Science .....	238
Bachelor of Arts .....	91
Master of Arts .....	103
Total Number of Degrees Conferred .....	432

## UNIVERSITY ENROLLMENT, FALL 1988

Men .....	1,104
Women .....	1,731
Total Enrollment .....	2,835

## OUT-OF-STATE STUDENTS 1988-89

Alabama .....	0
Alaska .....	1
Arizona .....	0
Arkansas .....	0
California .....	1
Colorado .....	0
Connecticut .....	0
District of Columbia .....	0
Delaware .....	0
Florida .....	9

Georgia .....	1
Idaho .....	0
Illinois .....	0
Indiana .....	1
Iowa .....	0
Kansas .....	0
Kentucky .....	4
Louisiana .....	0
Maine .....	0
Maryland .....	7
Massachusetts .....	2
Michigan .....	4
Minnesota .....	1
Mississippi .....	0
Missouri .....	1
Montana .....	0
Nebraska .....	0
Nevada .....	0
New Hampshire .....	1
New Jersey .....	2
New York .....	10
Ohio .....	3
Oklahoma .....	1
Pennsylvania .....	2
Rhode Island .....	1
South Carolina .....	11
Texas .....	0
Utah .....	0
Vermont .....	1
Virginia .....	13
Washington .....	1
West Virginia .....	0
Wisconsin .....	0

## FOREIGN STUDENTS, Fall 1988

7

ENROLLMENT BY COUNTIES  
OF NORTH CAROLINA, FALL 1988

Alamance .....	14
Alexander .....	0
Alleghany .....	1
Anson .....	13
Ashe .....	0
Avery .....	0
Beaufort .....	0
Bertie .....	0
Bladen .....	128
Brunswick .....	12

SUMMARY OF ENROLLMENT

Buncombe .....	1	Lincoln .....	1
Burke .....	2	Macon .....	0
Cabarrus .....	3	Madison .....	0
Caldwell .....	0	Martin .....	2
Conder .....	0	McDowell .....	1
Carteret .....	6	Mecklenburg .....	11
Caswell .....	1	Mitchell .....	0
Catawba .....	9	Montgomery .....	2
Chatham .....	3	Moore .....	67
Cherokee .....	0	Nash .....	2
Cleveland .....	3	New Hanover .....	13
Columbus .....	122	Onslow .....	10
Craven .....	8	Orange .....	2
Cumberland .....	410	Pamlico .....	0
Currituck .....	0	Pasquotank .....	0
Dare .....	0	Pender .....	0
Davidson .....	3	Perquimans .....	2
Davie .....	0	Person .....	1
Duplin .....	4	Randolph .....	8
Durham .....	12	Richmond .....	100
Edgecombe .....	0	Robeson .....	1,316
Forsyth .....	6	Rockingham .....	7
Franklin .....	0	Rowan .....	4
Gaston .....	3	Rutherford .....	0
Gates .....	0	Sampson .....	12
Graham .....	0	Scotland .....	221
Granville .....	0	Stanly .....	1
Green .....	0	Stokes .....	0
Guilford .....	17	Surry .....	0
Halifax .....	7	Swain .....	1
Harnett .....	13	Transylvania .....	2
Haywood .....	0	Tyrrell .....	0
Henderson .....	2	Union .....	3
Hertford .....	0	Vance .....	1
Hoke .....	69	Wake .....	55
Hyde .....	0	Warren .....	3
Iredell .....	3	Washington .....	0
Jackson .....	0	Watauga .....	1
Johnston .....	13	Wayne .....	7
Jones .....	0	Wilkes .....	1
Lee .....	3	Wilson .....	0
Lenoir .....	1	Yadkin .....	1

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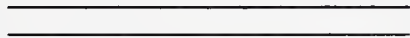
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Student's name

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

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