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Record of the University of North Carolina at Chapel Hill

THE SCHOOL OF EDUCATION



ANNOUNCEMENTS FOR 1971 - 1972







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THE UNIVERSITY OF NORTH CAROLINA

(Six Component Institutions)

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HERMAN BROOKS JAMES, B.S., M.S., Ph.D., Vice President—Research and Public Service Programs (effective September 1, 1970)

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By the act of the General Assembly of 1931 the University of North Carolina at Chapel Hill, the North Carolina College for Women at Greensboro, and the North Carolina State College of Agriculture and Engineering at Raleigh were merged into The University of North Carolina.

By the act of the General Assembly of 1963 effective July 1, 1963, The University of North Carolina comprised: The University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro and North Carolina State of The University of North Carolina at Raleigh.

By the act of the General Assembly of 1965 effective July 1, 1965, The University of North Carolina comprised: The University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro, The University of North Carolina at Charlotte, and North Carolina State University at Raleigh.

By the act of the General Assembly of 1969 effective July 1, 1969, The University of North Carolina comprises: The University of North Carolina at Chapel Hill, The University of North Carolina at Asheville, The University of North Carolina at Charlotte, The University of North Carolina at Greensboro, The University of North Carolina at Wilmington, and North Carolina State University at Raleigh.

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

Members of the Board of Trustees are elected by the Legislature, and the Governor of North Carolina is chairman ex officio.

The chancellors of the component institutions are responsible to the President as the principal executive officer of The University of North Carolina.

Record of the University of North Carolina at Chapel Hill

MARCH 3, 1971

NUMBER 761

**THE ONE HUNDRED AND
SEVENTY-SEVENTH SESSION**

The School of Education

The School of Education is a member of the American Association of Colleges for Teacher Education and is accredited by the National Council for Accreditation of Teacher Education. Approved programs of professional preparation for elementary school teachers, secondary school teachers, supervisors, principals and other administrators are provided. Graduate programs leading to the master's degree and the doctor's degree in Education are available to qualified candidates.

ANNOUNCEMENTS FOR THE SESSION—1971-1972

UNIVERSITY CALENDAR

1971-1972

SUMMER SESSION, 1971

First Term

June 7, Monday	Registration.
June 8, Tuesday	First day of classes.
June 12, Saturday	Regular classes in all departments.
June 26, Saturday	Regular classes in all departments.
July 9, Friday	Last day of classes.
July 12-13, Monday-Tuesday	Final examinations.

Second Term

July 15, Thursday	Registration.
July 16, Friday	First day of classes.
July 17, Saturday	Regular classes in all departments.
August 18, Wednesday	Last day of classes.
August 19, Thursday	Reading Day.
August 20-21, Friday-Saturday	Final examinations.

FALL SEMESTER, 1971

August 24, Tuesday	Fall Semester opens.
August 25-27, Wednesday-Friday	Orientation
August 30-31, Monday-Tuesday	Freshman and Transfer registration.
September 1, Wednesday	Graduate and Upper-classmen registration; Drop-Add for preregistered students.
September 2, Thursday	First day of classes.
November 24, Wednesday 1:00 P.M.	Thanksgiving vacation begins.
November 29, Monday 8:00 A.M.	Instruction resumed.
December 10, Friday	Last day of classes.
December 11-12, Saturday-Sunday	Reading Days.
December 13-22, Monday-Wednesday	Final examinations.
December 22, Wednesday	Christmas Vacation Begins at 5:00 p.m.

SPRING SEMESTER, 1972

January 10, Monday	Spring Semester opens.
January 11, Tuesday	Registration.
January 12, Wednesday	First day of classes.
March 13, Monday	Spring vacation begins.
March 20, Monday	Instruction resumed.
April 27, Thursday	Last day of classes.
April 28-30, Friday-Sunday	Reading Days.
May 1-10, Monday-Wednesday	Final examinations.
May 14, Sunday	Commencement.

RECORD OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Published by THE UNIVERSITY OF NORTH CAROLINA PRESS

Issued 13 times a year as follows: 2 in January, 3 in February, 3 in March, 3 in April, 1 in May,
and 1 in June

Second-class postage paid at Chapel Hill, N. C. 27514

Send all Undeliverable Copies and Changes of Address to Director of Admissions,
University of North Carolina, Chapel Hill, N. C. 27514

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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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CLAIBORNE STRIBLING JONES, Ph.D., Assistant to the Chancellor
CORNELIUS OLIVER CATHEY, Ph.D., Dean of Student Affairs
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JAMES REUBEN GASKIN, Ph.D., Registrar and Director of Institutional Research
LYLE VINCENT JONES, Ph.D., Dean of the Graduate School and Vice Chancellor
1C. ARDEN MILLER, M.D., Vice Chancellor, Health Sciences
2CECIL G. SHEPS, M.D., Vice Chancellor, Health Sciences
JOHN CHARLES MORROW III, Ph.D., Provost
CHARLES MILTON SHAFFER, B.S. Comm., Director of Developmental Affairs

THE SCHOOL OF EDUCATION

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NEAL H. TRACY, Ed.D., Associate Dean, Professor of Education
ROY E. HARKIN, Ph.D., Associate Dean, Assistant Professor of Education

The Administrative Board^{3, 4}

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WILLIAM J. KOCH, Ph.D., Professor of Botany (1972)
R. STERLING HENNIS, Ph.D., Associate Professor of Education (1972)
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Faculty

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LESTER B. BALL, Ed.D., Professor of Education
J. HUNTER BALLEW, Ph.D., Associate Professor of Education
JACK E. BLACKBURN, Ed.D., Associate Professor of Education
CARL S. BLYTH, Ph.D., Chairman, Department of Physical Education,
Professor of Physical Education
JOHN C. BRANTLEY, Ph.D., Assistant Professor of Education

1. Resigned February 1, 1971.

2. Effective February 1, 1971.

3. The Chancellor, the Provost, the Director of Admissions, and the Dean of Student Affairs are ex officio members of the board.

4. Dates indicate expiration of terms.

- CARL FRASER BROWN, Ph.D., Professor of Education
 NOEL-DAVID BURLESON, Ph.D., Lecturer of Education
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- JOHN W. HUTHER, Ph.D., Assistant Professor of Education
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 ANNIE LEE JONES, Ed.D., Professor of Education
 MARY FRANCES KELLAM, A.M., Associate Professor of Physical Education
 ARNOLD KIMSEY KING, Ph.D., Professor of Education; Vice President—
 Institutional Studies
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 MARY TURNER LANE, Ph.D., Associate Professor of Education
 ROBERT A. LASSITER, Ph.D., Associate Professor of Education
 DAVID L. LILLIE, Ed.D., Associate Professor of Education
 BILLY WADE LOVINGOOD, Ph.D., Associate Professor of Physical Education
 BOBBIE B. LUBKER, M.A., Instructor of Education
 CHARLES E. MATTHEWS, Ph.D., Assistant Professor of Education
 PAUL METZGER, Ed.D., Assistant Professor of Physical Education
 MARLYS M. MITCHELL, Ph.D., Assistant Professor of Education
 JAMES M. MORROW, Ph.D., Assistant Professor of Education
 JAMES L. PAUL, Ed.D., Associate Professor of Education
 WILLIAM HENRY PEACOCK, Ph.D., Professor of Physical Education
 JOHN W. PELOSI, Ph.D., Assistant Professor of Education
 ARNOLD PERRY, Ed.D., Professor of Education
 WILLIAM DECATUR PERRY, Ed.D., Professor of Education
 RICHARD C. PHILLIPS, Ph.D., Associate Professor of Education
 HOYT A. PONDER, Ph.D., Assistant Professor of Education

WALTER B. PRYZWANSKY, Ed.D., Assistant Professor of Education
 WALTER WAGNER RABB, A.M., Associate Professor of Physical Education
 GILBERT G. RAGLAND, Ed.D., Associate Professor of Education
 DAVID H. REILLY, Ed.D., Associate Professor of Education
 DWIGHT C. RHYNE, Ed.D., Assistant Professor of Education
 MICHAEL Z. RONMAN, Ed.M., Assistant Professor of Physical Education
 NEILL ALBERT ROSSER, Ed.D., Professor of Education
 PHILLIP C. SCHLECHTY, Ph.D., Associate Professor of Education
 ROBERT NEILL SCOTT, Ed.D., Associate Professor of Education
 H. DOUGLAS SESSOMS, Ph.D., Professor of Recreation Administration
 GEORGE EDWARD SHEPARD, Ed.D., Professor of Physical Education
 DONALD EDMUND SKAKLE, M.Ed., Assistant Professor of Physical Education
 MARIAN SMALLEGAN, A.B., M.A., Ed.D., Lecturer
 ROY E. SOMMERFELD, Ph.D., Professor of Education
 JOSEPH J. SPARLING, Ph.D., Assistant Professor of Education
 THOMAS A. STEIN, Ph.D., Associate Professor of Recreation Administration
 GARY B. STUCK, Ed.D., Assistant Professor of Education
 LUTHER RAYMOND TAFF, Ph.D., Associate Professor of Education
 DONALD GENTRY TARBET, Ed.D., Professor of Education, Director of the
 Summer School
 GERALD UNKS, Ph.D., Assistant Professor of Education
 BARBARA WASIK, Ph.D., Assistant Professor of Education
 EUGENE RAY WATSON, Ph.D., Associate Professor of Education
 KINNARD PAUL WHITE, Ph.D., Associate Professor of Education
 THOMAS KING WHITE, Ph.D., Assistant Professor of Education
 RALPH E. WILEMAN, Ed.D., Associate Professor of Education
 MARVIN D. WYNE, Ed.D., Assistant Professor of Education
 PATRICIA S. YELL, Ed.D., Assistant Professor of Education

Emeritus Professors

OLIVER KELLY CORNWELL, Ed.D., Professor of Physical Education
 ARTHUR MELVILLE JORDON, Ph.D., Professor of Education
 WILLIAM JOHN MCKEE, Ph.D., Professor of Education in Extension Teaching
 THELMA GWINN THURSTONE, Ph.D., Professor of Education

Graduate Appointments

LOUIS BALMER, B.S., M.S., Graduate Assistant
 JAMES D. BLACKBURN, B.A., MAT, Graduate Assistant
 SUE BOWDEN, B.A., MAT, Graduate Assistant
 DAWSON CARR, B.S., MAT, Graduate Assistant
 THOMAS CHENG, B.A., M.A., Graduate Assistant
 J. MILFORD CLARK, A.B., MAT, Graduate Assistant
 CHARLES COBLE, A.B., MAT, Clinical Instructor
 THOMAS DANEK, B.A., B.D., Th.M., Teaching Assistant
 ROLAND W. DOEPNER, B.A., M.Ed., Instructor

BEN DRYMON, B.S., M.Ed., Graduate Assistant
STELLA ELLER, B.S., Graduate Assistant
NORMAN ELLIS, B.A., M.A., Teaching Assistant
KENNETH C. ELMORE, A.B., M.Ed., Instructor
SUSAN FEAMSTER, B.S., Graduate Assistant
GEORGE FLEETWOOD, B.S., M.S., Graduate Assistant
WILLIAM FOIL, B.S., M.Ed., Graduate Assistant
HENRY FUNDERBURK, B.S., M.Ed., Graduate Assistant
DONNA GREGORY, B.A., Research Assistant
DONALD HAYES, B.A., M.E., Teaching Assistant
RUTH ANN HINES, B.A., M.Ed., Teaching Assistant
PIERCE J. HOWARD, B.A., M.A., Teaching Assistant
J. VERNON HOYLE, B.S., MAT, Instructor
THOMAS HUEY, A.B., Graduate Assistant
ALVIN D. HUFF, B.S., M.Ed., Administrative Assistant
MARY HUGENSCHMIDT, B.A., M.Ed., Clinical Teaching Specialist
ARTHUR HUROW, B.S. B.A., Graduate Assistant
GAYLE HYATT, A.B., M.Ed., Instructor
FREDERICK INGOLD, A.B., MAT, Teaching Assistant
CHARLES KLINE, A.B., M.Ed., Graduate Assistant
LARRY LIGGETT, B.S., MAT, Graduate Assistant
VIVIAN LILLIE, B.S., M.A., Instructor
JACK LYDAY, A.B., MAT, Teaching Assistant
KENNETH McCHESNEY, B.A., Graduate Assistant
GEOFFREY McGRAW, B.A., MAT, Teaching Assistant
CECIL MAIN, B.S., M.Ed., Graduate Assistant
LEE, MEYER, B.S., M.S., Instructor
HARRIS MUNNS, A.B., MAT, Teaching Fellow
FRANK PARKER, B.S., M.A., Teaching Assistant
DOUGLAS PEARSON, A.B., M.Ed., Graduate Assistant
RICHARD PECK, B.S., MAT, Teaching Assistant
ALFRED ROBERSON, B.S., NCS, Graduate Assistant
YONINA ROSENTHAL, B.A., M.Ed., Graduate Assistant
CECILE ROUSSELL, A.B., M.A., Administrative Assistant
NANCY SELF, B.A., M.A., Teaching Assistant
DONALD E. TAYLOR, B.S., M.Ed., Instructor
ROBERT T. TAYLOR, B.A., M.Ed., Teaching Assistant
NANCY WALTERS, BFA, Graduate Assistant
ALBERT WEST, B.S., MACT, Administrative Assistant
NEWSOM WILLIAMS, A.B., M.A., Teaching Assistant
HENDRIEKIE ZIRINSKY, A.B., MAT, Teaching Assistant

NOTE: Selected members of public school faculties serve as cooperating staff members in the undergraduate teacher education program in the School of Education.

THE UNIVERSITY

The University of North Carolina at Chapel Hill is situated in the Piedmont section of the state, twelve miles from Durham, thirty miles from Raleigh, and fifty miles from Greensboro. Chapel Hill is listed by one of the nation's leading periodicals as being among the twenty-four best places in which to live in the United States.

The University opened its door to students in 1795 and thereby became the nation's first state university. Its origin may be traced to Section XLI of the North Carolina Constitution of 1776, which declared that "all useful learning shall be duly encouraged and promoted in one or more universities."

Sponsored by William Richardson Davie, "father of the University," the University was chartered by the General Assembly through an act passed December 11, 1789, which declared that "in all well regulated Government, it is the indispensable duty of every Legislature to consult the Happiness of a rising Generation, and endeavor to fit them for an honorable Discharge of the Social Duties of Life, by paying the strictest attention to their Education." On December 21, 1789, the General Assembly passed an accompanying act providing for the erection of buildings and for the support of the University through escheats and arrearages due the state.

By constant struggle and periodic appeals for private benefactions, the institution grew and increased its influence in the state and region. Since 1881 the General Assembly has made regular appropriations for operation and maintenance of the University. From time to time special appropriations were made to provide new programs and to enlarge the physical plant.

Originally a small classical school, administered by a succession of "presiding professors," the University grew into a creditable liberal arts college. Just prior to the War between the States, the University was the second largest institution of higher learning in the United States.

The emphasis placed upon scholarship, research, academic freedom, and inspired teaching has attracted to the University serious students, competent teachers and outstanding research specialists. Forty-nine states, the District of Columbia, and fifty-five foreign countries and United States possessions are represented in the enrollment of more than 18,000 students.

Students of all races are equally welcome in the University of North Carolina. Persons of all racial backgrounds may apply for and accept admissions, confident that the policy and regular practice of the institution will protect them from discrimination.

THE SCHOOL OF EDUCATION

The progenitor of both the present University Summer Session and the School of Education was the University Normal School. The Summer Normal School, established as a part of the University in 1877, is believed to have been the first such summer school in the nation. Although this school was temporarily discontinued at Chapel Hill in 1884 in favor of similar but smaller schools throughout the state, the ideas which fostered it have never been discarded. This pioneer school had a double significance for the University. It firmly established the importance of the Summer School and led immediately, in 1885, to the establishment of a Department of Pedagogy which became the School of Education in 1913.

The School of Education is located in Peabody Hall, the original portion of which was completed in 1913. During 1959-60 major alterations and additions to this building were made so as to provide one of the finest facilities for teacher education to be found anywhere among the nation's schools and colleges. The new structure is modern in every respect and is completely air-conditioned. Special rooms for demonstration, observation, testing, research and study have been provided in addition to regular classroom and library space.

The School serves the cause of public education in the state in four distinct ways. It plays a leading role in the education of teachers and administrators for the schools of the state and region; it helps to train college and university teachers who will participate in teacher education programs; it assists in conducting research on public school problems; and it renders service to the public schools of the state as a professional school and as a source of specialized technical assistance.

The teacher education program at the University is one of the oldest in the state. In a broader sense this function has been performed since the University first opened its doors. The improvement of the quality of education has been emphasized from the beginning and the University is now supplying teachers to all sections of the state. Patterns of teacher education developed in the School of Education have greatly influenced professional programs in other institutions in the southern region. It was in the teacher institutes conducted by the University that the state's professional organization for teachers, the North Carolina Education Association, had its beginnings. The earlier drive for a state public school system received much of its impetus from the teachers and alumni of the University.

Graduate programs for the training of school administrators, public school teachers, and college teachers of Education have long held a significant place in the program of the University. Graduate programs in the School of Education, and the earlier Department of Education, have operated within the framework of the Graduate School. Students completing graduate programs in Education at the University have given significant leadership in the development of better educational programs for the schools and colleges of the state and nation.

ADMISSION AND SELECTION

A non-refundable non-deductible application fee of \$10.00 must be submitted with the application for admission. An applicant who has been offered admission reserves his place by the payment of a \$25.00 non-refundable deposit which is credited toward the first semester's tuition.

Any student in attendance at the University, or whose application for admission has been approved by the University Admissions Office, and who has attained at least the rank of junior, is eligible to apply for admission to the School of Education. A student may apply for admission to the School of Education at the end of his freshman year if he has achieved an average of *B* during his freshman year and has met certain other conditions stated in the General Catalogue and the Undergraduate Bulletin. A student who is enrolled in another school or college of the University must, at the time he makes application, present permission from his dean to transfer to the School of Education. One who has already earned the A.B. degree or its equivalent is eligible to file application for admission as a "special student."

All admissions are conditional. The Admissions Committee, instructors and advisers maintain close touch with the student during the first two terms. In addition to grades, instructors prepare evaluation reports for each student. Various tests may be given during the first term and special services are available if the student needs and wishes help. Final action on admission requests is taken after one or two terms. The Committee considers each student on the basis of academic aptitude, personal adjustment, and professional attitudes.

COUNSELING

All members of the staff participate in the counseling and guidance program. In this way faculty members and students have

an opportunity to work together and become better acquainted. The adviser assists the student in planning his course of study, although final responsibility for selecting courses and meeting graduation requirements rests with the student.

SCHOLARSHIPS, FELLOWSHIPS, AND LOANS

Scholarships

The University awards a number of scholarships each year to undergraduate students without regard to particular fields of study. For additional information, one should write to the Director of Student Aid, Vance Hall, Chapel Hill, North Carolina.

Fellowships and Teaching Assistantships

The School of Education awards annually a limited number of fellowships and teaching assistantships to advanced graduate students. The Department of Physical Education awards a number of assistantships to graduate students majoring in physical education. These may vary in number and in the amount of the stipend from year to year.

Loans

The University, within available loan funds, makes loans to students on the basis of applications showing a detailed analysis of the individual's necessary University expenses and his available income from sources outside the University, along with a record of the applicant's academic achievements and a statement of his educational objective.

Student loans are administered subject to the following regulations:

1. Any loan must be for necessary educational expenses and shall not exceed \$1,000 in any one calendar year or a total of \$5,000 for any student. The Loan Fund Committee may limit loans to a student to an amount less than \$5,000.

2. Loans are made only to students who demonstrate need for financial assistance and capability of maintaining good standing. Entering students may apply provided they have good to superior academic ability.

3. Loans bear 3 per cent interest. No payments on principal are required and no interest is charged while a student is enrolled on a full-time basis in The University of North Carolina at Chapel Hill. At the request of the borrow, interest and payments on principal may be waived for a period of not longer than three years while the borrower is in military service. In accepting this waiver the borrower agrees to notify the Loans Collection Office of his address and status on July 1 of each year.

4. Loans may be made without security and without endorsement to students twenty-one years of age or over, who are deemed competent to execute a legal contract in the state of North Carolina. Loans made to students who are under twenty-one will require endorsement.

5. Loans are to be repaid according to a periodic plan of repayment agreed upon by the borrower and the Loans Collection Office. Loans must be repaid within ten years. The period of repayment may be extended under justifiable circumstances.

In addition to its regular loan funds, the University administers a National Defense Student Loan Fund in keeping with provisions of the National Defense Education Act of 1958. Policies governing loans from this fund are the same as those for other University loans. To be eligible for a National Defense Student Loan one must be a full-time undergraduate or graduate student; he must be in need of the amount of his loan to pursue his course of study (not to exceed \$1,000 per year); and he must be, in the opinion of the University, capable of maintaining good academic standing. Preference is given to those who plan to teach and those with a superior capacity or preparation in science, mathematics, or a modern foreign language.

A desirable feature of the National Defense Student Loans is that 50 per cent of the loan plus interest is canceled in the event the borrower becomes a full-time teacher in a public elementary or secondary school. Such cancellation is at the rate of 10 per cent per year up to five years. In the event of death or permanent and total disability of the borrower, the obligation of the borrower is canceled.

For further information one should write to University Student Loan Funds Office, Vance Hall, Chapel Hill, North Carolina.

State Scholarship Loans

The North Carolina General Assembly has set up a scholarship loan fund for prospective teachers. Present funds provide for approximately 450 loans of \$350 each for undergraduate students who are planning to enter the teaching profession. All state scholarship loans bear interest at the rate of 4 per cent per annum and after September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree. Following graduation, each full year of service as a teacher in a North Carolina public school will cancel up to \$350 of the loan plus the accrued interest on that amount. Loans are restricted to North Carolina residents and may be secured only for attendance at a North Carolina college or university.

Those desiring further information or application blanks for the state scholarship loans should address their correspondence to Prospective Teachers' Scholarship Loan Funds, State Department of Public Instruction, Raleigh, North Carolina. Applications must be filed by March 1 in order to be considered for the following school year.

The James S. Tippet Memorial Loan Fund

This fund of approximately \$1,200 was presented to the University in 1959 by friends and former students as a memorial to the late Professor Tippet of the School of Education. Money from this fund is loaned in small sums on an emergency basis to students in elementary education. These loans require no interest for the first ninety days; thereafter, the interest rate is 3 per cent.

FEES AND EXPENSES

Fees and Expenses for Each Semester

Tuition (North Carolina resident)	\$112.50
Tuition (Out-of-State student)	475.00
Fees	88.50

Residence Status for Tuition Payment

1. *General:* The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition,

a legal resident must have maintained his domicile¹ in North Carolina for at least six months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this State.

2. *Minors:* The legal residence of a person under twenty-one years of age at the time of his first enrollment in an institution of higher education in this State is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court order to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.

A minor student whose parents move their legal residence from North Carolina to a location outside the State shall be considered to be a nonresident after six months from the date of removal from the State.

For the purpose of determining residence requirements under these rules, a person will be considered a minor until he has reached his twenty-first birthday. Married minors, however, are entitled to establish and maintain their residence in the same manner as adults. Attendance at an institution of higher education as a student cannot be counted as fulfilling the six-month domicile requirement.

3. *Adults:* A person twenty-one years of age or older is eligible for in-state tuition if he has maintained continuous domicile in North Carolina for the six months next preceding the date of enrollment or re-enrollment, exclusive of any time spent in attendance at any institution of higher education. An in-state student reaching the age of twenty-one is not required to re-establish residence provided that he maintains his domicile in North Carolina.

1. Domicile is synonymous with legal residence. A person's domicile is his permanent dwelling place. It is the place where he is generally understood to reside with the intention of remaining there indefinitely or of returning there when absent. It is presumed that a person whose domicile is in North Carolina is registered to vote, files a North Carolina State Income Tax and other reports, and complies with other obligations of persons resident in North Carolina.

4. *Married Students*: The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a non-resident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least six months under the same conditions as she could if she were single.
5. *Military Personnel*: No person shall be presumed to have gained or lost in-state residence status in North Carolina while serving in the Armed Forces. However, a member of the Armed Forces may obtain in-state residence for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least six months next preceding his or their enrollment or re-enrollment in an institution of higher education in this State.
6. *Aliens*: Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.
7. *Property and Taxes*: Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.
8. *Change of Status*:² The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina and may not thereafter be changed except: (a) in the case of a nonresident student at the time of his first enrollment who, or if a minor his parents, has subsequently maintained a legal residence in North Carolina for at least six months, and (b) in the case of a resident who has abandoned his legal residence in North Carolina for a minimum period of six months. In either case, the appropriate tuition rate will become effective at the beginning of the term following the six-months period.

2. To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least six months next preceding the date of first enrollment or re-enrollment in an institution of higher education in the State. Attendance at an institution of higher education as a student cannot be counted as fulfilling the six-month domicile requirement. A person twenty-one years of age or older is eligible for in-state tuition if he has maintained continuous domicile in North Carolina for the six months next preceding the date of enrollment or re-enrollment, exclusive of any time spent in attendance at any institution of higher education.

9. *Responsibility of Students:* Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the admissions officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Office of Admissions of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.
10. *Appeals of Ruling of Admission Officers:* Any student or prospective student may appeal the ruling of the the admissions officer in writing to the Chancellor of the institution. The Chancellor may use any officer or committee which he deems appropriate in review of the appeal. Appeal of the Chancellor's ruling may be made to the President of the University; such appeals to be filed with the Chancellor and forwarded by him to the President.

Miscellaneous Fees

Any student registering later than the time appointed must pay an additional fee of \$5.00.

Payments and Refunds

For a complete statement concerning fees, see the Undergraduate Bulletin. There is no special fee for any education course.

Bills for the fall semester are payable at the time of registration. Bills for the spring semester are payable at the Cashier's Office on the first day of the semester, and thereafter according to a schedule announced. Failure to pay or make the proper arrangements for payment results in the assessment of an extra fee of \$5.00.

A student withdrawing within the first week of any semester is charged only a registration fee of \$8.50. If he withdraws after the first week, his bill will be prorated on the basis of one-tenth for each week (or part of a week) he attends. No refund will be made after the ninth week of any semester.

HOUSING, FOOD, LAUNDRY, AND LINEN SERVICE

The University reserves the right to approve the housing of all students whether they live on or off the campus. Each University student is required to maintain a correct local address with the University. By Trustee action the administration is authorized to establish minimum standards of health, safety, and general welfare in regard to housing and to require that students maintain their residence in quarters which comply with these standards.

UNIVERSITY-OPERATED FACILITIES

Residence Hall Accommodations: The University provides residence hall accommodations for approximately 6700 students in its graduate center, men's and women's undergraduate residence halls, and coeducational undergraduate residential facilities. All residence halls, or residential areas, offer snack bars, TV rooms, special study and typing rooms, coin laundry, vending machines, private telephones, and social facilities. Some provide limited kitchen facilities; all are near recreational areas, parking lots and food service. Rooms are rented for the academic year, September through May with the option to cancel at the end of the Fall Semester. Rent does not cover the occupancy during periods when the University is not officially in session. A newly accept student wishing to live in University Residence Halls should mail the full semester's rent along with the room reservation card to the University Cashier. If for any reason a student wishes to cancel the room reservation, the Office of Residence Life must be notified on or before July 1 for the fall semester, and on or before January 15 for the spring semester. The rent payment, less \$25.00, is refundable upon cancellation made by the above dates. After these dates, rent payments are not refundable except for: illness which prevents enrollment or causes withdrawal; military draft; death in the family; dismissal for disciplinary or academic reasons.

Rates: Men—semester rent is \$156.00 per person in a double room (\$231.00 for limited number of single rooms). This amount includes a \$5.00 residence hall social fee and \$1.00 key deposit. *Women*—semester rent is \$195.00 per person in a double room (\$290.00 for a very limited number of single rooms). This includes a \$5.00 residence hall social fee.

All rooms are furnished. The University's pillow, linen, and

blanket rental service is described on page 22. Students may elect to provide their own bedding.

The occupant of a room will be held directly responsible for all damage to the room and its furniture.

No pets may be kept in University residence halls or housing units. Outside aeriels, cooking appliances, and air-conditioning units may not be used. Irons, self-contained coffee pots, and, under certain conditions, refrigerators are exceptions. A limited number of refrigerators are permitted in the residence halls. Contact the Office of Residence Life for details.

After registration, rent for residence halls will not be refunded unless the student withdraws from the University during the first nine weeks of a semester because of illness (if recommended by the Director of Student Health Service), death in the family, dismissal for disciplinary or academic reasons, or military draft. A student dismissed or otherwise withdrawn from the University is expected to leave the University residence within 72 hours.

Residence Hall Tenancy: Students already living in a residence hall and desiring to retain rooms for the next academic year must make application as follows: Pay a \$25.00 deposit to the University Cashier, and file a room reservation card with the Office of Residence Life by a date announced by the Director of Residence Life. The deposit is forfeited on cancellation after June 10th.

Room assignments will be cancelled and deposit forfeited unless rent for the fall semester is paid in full by July 1.

Room reservation for either of the two summer terms is made upon payment of the full amount of rent for one term, refundable if cancellation is received by June 1 for the first summer term, and by July 13 for the second summer term.

Housing Units for Married Students: The University has a limited number of housing units for married students. It is the general policy of the University to give priority to the applications of married graduate students.

Most of the apartments are unfurnished. There are a few pre-fab apartments in Victory Village which rent for \$38.00 to \$50.00 per month. Minimum rent for the newer brick apartments in Odum Village is \$82.00 per month for one bedroom units, \$92.00 per month for two bedroom apartments, including electric stoves, refrigerators, heat, and water. A limited number of two-bedroom apartments are furnished and rent for \$110.00.

Early application to the Director of Residence Life is urgently recommended. Married students, especially married foreign students, should not bring their families to Chapel Hill until their housing arrangements have been settled.

The Office of Residence Life maintains listings of off-campus accommodations. Satisfactory arrangements for these places are best made by applying in person.

Conditions of Tenancy: The University reserves the right to make changes in room assignments. The University also reserves the right to require any student whom it considers, for any reason, an undesirable tenant to vacate a Residence hall room. The right to occupy a room is not transferable and terminates with the expiration of the lease. Sale or transfer of a student's right to occupancy will be considered a fraudulent transaction and will result in forfeiture of the room by the lessee and the room becomes available for assignment by the University Housing Office. The University reserves the right to make changes at any time in room rent and other charges stated in this section.

Student Dining Facilities: Dining facilities are operated in locations convenient to residence halls and meals are offered at reasonable rates.

Privately Owned Residence Hall Accommodations— University Square

Nearly 800 women and 700 men are housed in privately owned Granville Towers. The location is just off the UNC campus about one block from the Carolina Inn.

These supervised residence halls, one for women and one for men, have a cafeteria dining commons. The fee charged includes room and board. Further information is available from Granville Towers, University Square, Chapel Hill, N. C.

Arrangements for these accommodations should be made direct with Granville Towers Business Office.

Laundry, Linen, Pillow, and Blanket Service

Laundry Service: Finished laundry service at reasonable cost is provided by the University Laundry Department to students who wish to use it. This service is available on a Cash-and-Carry basis at any of eight Laundry Call Offices. (Students desiring to do so may use the deposit system in lieu of Cash-and Carry).

Additional Laundry Services: Wash-Dry-Fold service (nothing finished) is available at any of the University Laundry Call Offices. This is an economical, Cash-and-Carry service and is separate from the finished laundry service.

Linen Rental Service: For students who do not wish to provide their own linen, the University Laundry will furnish two sheets, one pillow case, and three bath towels each week on an exchange basis. This service is available at all Laundry Call Offices. A fee of \$33.00, which includes a \$5.00 refundable deposit, for the school year (September through May) is payable when service is requested.

Pillows may be rented for \$1.55 for the school year. Blankets are available for a deposit of \$5.00 each, with provision for a refund of \$2.00 when blanket is returned in good condition.

DRY CLEANING: Complete dry cleaning service is available at all University Laundry Call Offices on a Cash-and-Carry basis.

ADDITIONAL INFORMATION

Policies, Procedures, and Disciplinary Actions In Cases of Disruption of Educational Process

The following statement has been incorporated in the ByLaws of the Board of Trustees of the University, and is quoted for the information of all members of the University Community.

Section 5-1. Policies Relating to Disruptive Conduct

The University of North Carolina has long honored the right of free discussion and expression, peaceful picketing and demonstrations, the right to petition and peaceably to assemble. That these rights are a part of the fabric of this institution is not questioned. They must remain secure. It is equally clear, however, that in a community of learning willful disruption of the educational process, destruction of property, and interference with the rights of other members of the community cannot be tolerated. Accordingly, it shall be the policy of the University to deal with any such disruption, destruction or interference promptly and effectively, but also fairly and impartially without regard to race, religion, sex or political beliefs.

Section 5-2. Definition of Disruptive Conduct

(a) Any faculty member (the term "faculty member," wherever used in this Chapter V, shall include regular faculty members, fulltime instructors, lecturers, and all other persons exempt from the North Carolina State Personnel System [Chapter 126 of the General Statutes as amended] who receive compensation for teaching, or other instructional functions, or research at the University), any graduate student engaged in the instructional program, or any student who, with the intent to obstruct or disrupt any normal operation or function of the University or any of its component institutions, engages, or incites others to engage, in individual or collective conduct which destroys or significantly damages any University property, or which impairs or threatens impairment of the physical well-being of any member of the University community, or which, because of its violent, forceful, threatening or intimidating nature or because it restrains freedom of lawful movement, otherwise prevents any member of the University community from conducting his normal activities within the University shall be subject to prompt and appropriate disciplinary action, which may include suspension, expulsion, discharge or dismissal from the University.

The following, while not intended to be exclusive, illustrate the offenses encompassed herein, when done for the purpose of obstructing or disrupting any normal operation or function of the University or any of its component institutions: (1) occupation of any University building or part thereof with intent to deprive others of its normal use; (2) blocking the entrance or exit of any University building or corridor or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room; (3) setting fire to or by any other means destroying or substantially damaging any University building or property, or the property of others on University premises; (4) any possession or display of, or attempt or threat to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any University building or on any University campus; (5) prevention of, or attempt to prevent by physical act, the attending, convening, continuation or orderly conduct of any University class or activity or of any lawful meeting or assembly in any University building or on any University campus; and (6) blocking normal pedestrian or vehicular traffic on or into any University campus.

(b) Any person engaged in the instructional program who fails or refuses to carry out validly assigned duties, with the intent to obstruct or disrupt any normal operation or function of the University or any of its component institutions, shall be subject to prompt and appropriate disciplinary action under this Chapter V if (but only if) his status is such that he is not subject to the provisions of Section 4-3 of Chapter IV.

Section 5-3. Responsibilities of Chancellors

(a) When any Chancellor has cause to believe that any of the provisions of this Chapter V have been violated, he shall forthwith investigate or cause to be investigated the occurrence, and upon identification of the parties involved shall promptly determine whether any charge is to be made with respect thereto.

(b) If he decides that a charge is to be made, he shall, within thirty (30) days after he has information as to the identity of the alleged perpetrator of the offense but in no event more than twelve (12) months after the occurrence of the alleged offense, (i) refer the case to the appropriate existing University judicial body, or (ii) refer the matter to a Hearing Committee drawn from a previously selected Hearings Panel which, under this option, is required to implement action for violation of Section 5-2 (a) or (b) of this Chapter. If the case is referred to an existing University judicial body under (i) above, the procedural rules of that body shall be followed, and subsections (c) through (f) below shall not be applicable. If the matter is referred to a Hearing Committee under (ii) above, the procedural rules prescribed in subsections (c) through (f) below shall be followed.

(c) The accused shall be given written notice by personal service or registered mail, return receipt requested, stating:

(1) The specific violations of this Chapter V with which the accused is charged.

(2) The designated time and place of the hearing on the charge by the Hearing Committee, which time shall not be earlier than seven (7) not later than ten (10) days following receipt of the notice.

(3) That the accused shall be entitled to the presumption of innocence until found guilty, the right to retain counsel, the right to present the testimony of witnesses and other evidence, the right to cross-examine all witnesses against him, the right to examine all documents and demonstrative evi-

dence adverse to him, and the right to a transcript of the proceedings of the hearing.

(d) The Hearing Committee shall determine the guilt or innocence of the accused. If the person charged is found guilty, the Hearing Committee shall recommend to the Chancellor such discipline as said body determines to be appropriate. After considering such recommendation the Chancellor shall prescribe such discipline as he deems proper. In any event, whether the person is found guilty or not guilty, a written report shall be made by the Chancellor to the President within ten (10) days.

(e) Any person found guilty shall have ten (10) days after notice of such finding in which to appeal to the President of the University. Such an appeal if taken shall be upon the grounds set forth in Section 5-5.

(f) Any accused person who, without good cause, shall fail to appear at the time and place fixed for the hearing of his case by the Hearing Committee shall be suspended indefinitely or discharged from University employment.

(g) A Chancellor, unless so ordered or otherwise prevented by court, shall not be precluded from carrying out his duties under this Chapter V by reason of any pending action in any State or Federal court. Should a delay occur in prosecuting the charge against the accused because the accused or witnesses that may be necessary to a determination of the charge are involved in State or Federal court actions, the time limitations set forth above in this Section 5-3 shall not apply.

(h) Conviction in any State or Federal court shall not preclude the University or any of its officers from exercising disciplinary action in any offense referred to in this Chapter V.

(i) Nothing contained in this Chapter V shall preclude the President or any Chancellor from taking any other steps, including injunctive relief or other legal action, which he may deem advisable to protect the best interests of the University.

Section 5-4. Aggravated Acts or Threatened Repetition of Acts

(a) The Chancellor of each of the component institutions of the University shall appoint an Emergency Consultative Panel which shall be composed of not less than three (3) nor more than five (5) faculty members and not less than three (3) nor more than

five (5) students who shall be available to advise with the Chancellor in any emergency. No member of such Panel shall serve for more than one (1) year unless he be reappointed by the Chancellor. The Chancellor may make appointments, either temporary or for a full year, to fill any vacancies which may exist on the Panel.

(b) If, in the judgment of the Chancellor, there is clear and convincing evidence that a person has committed any of the acts prohibited under this Chapter V which, because of the aggravated character or probable repetition of such act or acts, necessitates immediate action to protect the University from substantial interference with any of its orderly operations or functions, or to prevent threats to or acts which endanger life or property, the Chancellor, with the concurrence as hereinafter provide of the Emergency Consultative Panel established pursuant to (a) above, may forthwith suspend such person from the University and bar him from the University campus; provided, however, that in the event of such suspension the person suspended shall be given written notice of the reason for his suspension, either personally or by registered mail addressed to his last known addresses, and shall be afforded a prompt hearing, which, if requested, shall be commenced within ten (10) days of the suspension. Except for purposes of attending personally any hearings conducted under this Chapter V, the bar against the appearance of the accused on the University campus shall remain in effect until final judgment has been rendered in his case and all appellant proceedings have been concluded, unless such restriction is earlier lifted by written notice from the Chancellor.

(c) A quorum of the Emergency Consultative Panel provided for in (a) above shall consist of not less than four (4) of its members, and the required concurrence shall have been obtained if a majority of such quorum shall indicate their concurrence. The Chancellor shall meet personally with members of such Panel at the time he seeks concurrence, if it is feasible to do so. However, if the circumstances are such that the Chancellor deems it not to be feasible to personally assemble such members, then he may communicate with them or the required number of them individually by telephone or by such other means as he may choose to employ, in which event he may proceed as provided in (b) above after the required majority of such members have communicated their concurrence to him.

(d) In the Chancellor's absence or inability to act, the President may exercise the powers of the Chancellor specified in this Section 5-4 in the same manner and to same extent as could the Chancellor but for such absence or inability to act.

Section 5-5. Right of Appeal

Any person found guilty of violating the provisions of this Chapter V by the Hearing Committee referred to in Section 5-3 shall have the right to appeal the finding and the discipline imposed upon him to the President of the University. Any such appeal shall be in writing, shall be based solely upon the record, and shall be limited to one or more of the following grounds:

- (1) That the finding is not supported by substantial evidence;
- (2) That a fair hearing was not accorded the accused; or
- (3) That the discipline imposed was excessive or inappropriate.

It shall be the responsibility of the President to make prompt disposition of all such appeals, and his decision shall be rendered within thirty (30) days after receipt of the complete record on appeal.

Section 5-6. No Amnesty

No administrative official, faculty member, or student of the University shall have authority to grant amnesty or to make any promise as to prosecution or non-prosecution in any court, State or Federal, or before any student, faculty, administrative, or Trustee committee to any person charged with or suspected of violating Section 5-2 (a) or (b) of these Bylaws.

Section 5-7. Publication

The provisions of this Chapter V shall be given wide dissemination in such manner as the President or Chancellors may deem advisable, and shall be printed in the official catalogues which may be issued by each component institution of the University.

Procedures for Use in Case of Refusal by Graduate Student Service Appointees Who Are Not Subject to Code Section 4-3 To Perform Validly Assigned Duties

The following statement has been promulgated by the University Administration and is quoted for the information of all

members of the University Community.

In the event that any graduate student fails or refuses to carry out validly assigned duties with the intent to obstruct or disrupt any normal operation or function of the University, the procedures given below will be followed. In these procedures the term "dean" identifies the deans of professional schools.

I. Administrative Procedures

1. The dean or department chairman in whose school or department the graduate student is appointed will immediately inquire into the alleged conduct. He shall, in writing, notify the graduate student involved that he is beginning an inquiry into the alleged conduct, which shall be briefly described. On the basis of his inquiry, he shall make a concise written finding of fact with respect to whether it appears that there did occur a failure or refusal to carry out validly assigned duties with the intent to obstruct or disrupt any normal operation or function of the University. He shall transmit one copy of the finding to the Chancellor and one to the graduate student involved.

2. If the inquiry indicates that the graduate student has failed or refused to carry out validly assigned duties with the intent to obstruct or disrupt any normal operation or function of the University, then the dean or chairman shall suspend the graduate student with pay from all duties until (a) the Chancellor has determined that no charge is to be made with respect thereto or (b) a final decision with respect thereto has been reached following a hearing before the body to which the matter is referred by the Chancellor.

3. If the Chancellor decides that a charge is to be made with respect to the matter and that it is to be referred to the appropriate existing University judicial body (rather than to the Hearing Committee referred to in Code Section 5-3), it shall be handled in the manner set forth below.

II. Hearing Procedures

1. The dean or chairman shall convene by written directive the Grievance Committee set up by faculty action on January 10, 1969 (see Appendix B of Faculty Legislation).

2. The dean or chairman shall, in writing, notify the graduate student of the convening of the hearing committee and shall provide the chairman of the hearing committee with a concise written

summary of the charges of violation based upon the findings of the inquiry.

3. Upon convening of the hearing committee and receipt of the written charges, the chairman of the hearing committee shall forthwith set a time and place for the hearing by written notification to the graduate student and shall make the necessary arrangements for conducting the hearing. Unless manifestly impossible for reasons of specific unfairness to the graduate student or gross inconvenience to members of the hearing committee or to necessary witnesses, the hearing shall be set to commence not later than five (5) days after receipt by the graduate student of the written notice of the convening of the hearing committee. Failure on the part of the graduate student to attend the hearing without adequate cause shall result in automatic permanent suspension without pay.

4. The hearing shall be conducted on the written charges to determine their truth or falsity. The department chairman or dean who initiated the proceedings has the responsibility for presenting witnesses or documentary evidence to establish the charges. The graduate student shall be accorded the right to counsel of his own choosing, to confront and cross-examine the witnesses against him, and to examine all documents and demonstrative evidence against him. He shall have the right to present testimony of witnesses and other evidence in his own behalf.

5. A complete transcript of the proceedings shall be furnished at the expense of the University.

6. Promptly upon the close of the hearing, the hearing committee shall render its decision, and that decision shall be presented in writing to the graduate student and his department chairman or dean.

III. Disciplinary Action and Appeal Procedure

1. If the decision is adverse to the graduate student, the department chairman or dean who initiated the proceedings shall determine what disciplinary action is to be taken.

2. An appeal may be taken in the manner described in paragraph C of Appendix B to the Faculty Legislation on University Government.

Firearms and Other Weapons Prohibited.—The possession of bowie knives, dirks, daggers, loaded canes, sword canes,

machetes, pistols, rifles, repeating rifles, shotguns, pump guns, or other firearms or explosives upon any University campus or in any University owned or operated facility, unless explicitly permitted by the appropriate Chancellor or his designated representative in writing, is forbidden. Violation of this prohibition constitutes grounds for suspension from the University.

DEGREES

At the undergraduate level, the School of Education offers the degrees of Bachelor of Arts in Education, Bachelor of Science in Science Teaching, Bachelor of Science in Health Education, and Bachelor of Music Education. Work leading to these degrees is under the supervision of the School of Education.

At the graduate level the School of Education offers with the Graduate School, the degrees of Master of Arts, Master of Arts in College Teaching, Master of Arts in Teaching, Master of Education, Doctor of Philosophy, and Doctor of Education.

DEGREES WITH HONORS

Students in the School of Education are encouraged to pursue honors work in their specialized subject matter fields. Students may be admitted to departmental honors programs on application to the department honors adviser in their specialized subject matter field after consultation with their adviser in the School of Education.

GENERAL REGULATIONS

The School of Education operates within the framework of the University proper. Following is a brief statement of most needed information.

Attendance.—Regular class attendance is a student obligation, and each student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists which permits a student to be absent from any given number of class meetings.

Instructors will keep attendance records in all classes. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will report the facts to the student's academic dean for appropriate action.

Holidays.—Students enrolled in student teaching will observe the holiday schedule of the school in which they are placed rather than the University schedule.

Examinations.—The examination schedule for each term as officially announced is not subject to change either by instructor or by student. The Dean's Office and the Infirmary are the agents with authority to excuse a student from an examination. An examination for an individual student may not be set ahead of the scheduled time.

Dropping and Adding Courses.—Except for unforeseen circumstances, the registration as approved by the adviser, the Dean's Office, and by the Registrar's Office is the final one for the term. Courses may be added officially only during the time designated for this in the "Calendar of Events." To drop a course officially the student secures in writing: (1) permission from his adviser, (2) the instructor's statement of his standing in the course at the time of his request to withdraw, and (3) the approval of the Dean's Office. If the approval is granted and he is passing the course, the student drops it without grade; if not, he drops it with the grade of *F*. A course dropped "unofficially," without the approval of the Dean's Office, is recorded with the grade of *F*. No course is dropped during the last two weeks of the term. No refund is allowed for a course dropped after the first four class sessions.

Eligibility.—The following regulations govern continuation of residence at the University and transfer from one school to another within the University.

- (1) In order to remain in residence at The University of North Carolina at Chapel Hill, undergraduate students in the Division of Academic Affairs are required to meet the following cumulative point-hour ratio requirements at the beginning of the indicated semesters of college work:

Semester	Minimum Requirement
3	1.25
5	1.50
7	1.75
9	1.90

Note: For method of computing quality points, see section (c) under "Graduation Requirements."

- (2) These cumulative point-hour ratio requirements replace all previous requirements for academic eligibility to continue in residency in the University.
- (3) Any student academically eligible to continue in residence under these cumulative point-hour requirements is also eligible for transfer to an upper college when he has completed the course requirements and semester-hour requirements for transfer from the General College. A professional school, through its administrative board, may specify required marks for General College courses that are to be counted toward the student's major or as prerequisite to his major field of study.
- (4) In order to graduate, a student is required to achieve the cumulative point-hour ratio of 2.00 (required for graduation) in a total number of hours not to exceed 45 hours beyond minimal graduation requirements for a student with his major.
- (5) Under exceptionally extenuating circumstances clearly beyond the control of the student and upon the recommendation of the student's dean, an appeal from the foregoing requirements may be considered by the Readmissions Committee of the School of Education.

Eligibility for Education Courses.—The grade of *D* on a course in education carries no credit toward a degree in education. Any student who makes a *D* or lower on a course in education may register for a further education course only with the permission of the Dean of the School of Education. No student who has made lower than *C* on a methods course will be allowed to proceed with student teaching.

Eligibility for the Professional Block Program.—Every student is required to submit a formal application for admission to the Professional Block Program. This should be done at least three weeks before the beginning of the preregistration period preceding the semester for which the application is being made. With the approval of his adviser, a student who has earned a total of 90 semester hours, including Education 41 and Education 71 with a grade of *C* or above, will be allowed to enter the "block" program provided the following requirements have been met:

1. The student has completed all General College requirements.
2. The student has achieved a quality-point ratio of 2.0 or higher on all work taken at this University.

3. The student has removed all "incompletes," "absences" and "composition conditions."
4. The student must have a C average or better in his major courses taken in this University (those required for North Carolina certification), and the approval of his adviser.

No student who receives a rating below C on any professional block course at mid-semester or who does not demonstrate personal and professional characteristics essential for successful teaching will be permitted to proceed with student teaching without special permission of the Coordinating Committee.

The student who has completed a bachelor's degree program at an accredited institution will ordinarily be permitted to enter the professional block program provided:

1. He has an undergraduate major which is compatible with the School of Education's current program of teacher education, i.e., a major which is essentially the same as one of those offered through the School of Education.
2. He has satisfactorily completed work in both a survey course in education and educational psychology, or the equivalent.

Degree students interested in this program should consult one of the advisers in the School of Education before making formal application.

Graduation Requirements.—To secure a degree from the School of Education, a student must meet each of the following requirements.

- (a) A minimum of 124 semester hours credit.
- (b) A minimum of forty courses, twenty of which should be of junior or senior standing.
- (c) An over-all average grade of at least C. This average is computed on the basis of *all* courses taken at *this* University and is based on the following point system. An *A* equals 4 points per semester hour, *B* equals 3 points, *C* equals 2 points, *D* equals 1 point, and *F* equals 0 points. Under this system a student must achieve a quality-point ratio of 2.0. (For the method of computing the C average, see the section on Eligibility for Graduation in the Undergraduate Bulletin.)
- (d) A distribution of courses during the first two years that corresponds to that of the General College of the University, and a distribution of courses in the junior and senior

years that meets the student's particular major pattern as described below.

- (e) A satisfactory teaching major in elementary education, in junior high school education, or in the teaching of one of the subject areas at the secondary school level. The student must secure a grade of C or better on professional course work in the School of Education.

In connection with the requirements listed above it should be noted that each student is personally responsible for counting, from term to term, the number of courses and hours he has received and the requirements he has yet to meet. All such matters should, however, be discussed with the adviser. Complete records are kept in the office of the School of Education.

Two semesters before the expected time of graduation the student should consult with his adviser and with the Dean's Office. At this time he should file an application-for-a-degree card. All fees must be paid before a student may receive his degree.

Commencement exercises are held only in June of each year; diplomas, however, are also awarded at the close of the summer session in August and at the close of the fall semester in January. A student in residence during the spring semester, upon written request to and approval by the Dean, may receive his degree in *absentia*.

HONORARY SOCIETIES

Undergraduates in the School of Education who meet the requirements are eligible for election to Phi Beta Kappa.

A chapter of Phi Delta Kappa, a professional fraternity for men, is maintained at the University and elects outstanding undergraduate and graduate men to membership.

The Frank Porter Graham Chapter of the Student National Education Association, a member of the Department of Future Teachers of the North Carolina Education Association, is active on the campus and is open to both undergraduate men and women enrolled in the School of Education.

PLACEMENT SERVICE

A Placement Bureau is operated by the School of Education, Peabody Building, as a service agency for teachers beginning their work and for those who desire new positions. Students should

register with the Bureau at least one semester before graduation and maintain contacts with it throughout the year. Recommendations of candidates will depend upon their records in scholarship, citizenship, and all-around development. The School of Education will make every effort to place qualified graduates, but cannot guarantee employment.

The Placement Bureau also maintains placement services for graduate students in the School of Education. Graduate students in Education are assisted by the Bureau, in placement in positions in supervision, guidance, administration, higher education, and teaching.

There is no charge for placement service to students or for former students the year following attendance at the University. A fee of \$2.00 is charged for placement service to former students not registered in the University during the preceding year.

The University Placement Service, 204 Gardner Hall, aids students and alumni in finding positions in business, industry, government, and higher education.

RESEARCH AND FIELD SERVICES

Research and field services are administered through the Bureau of Educational Research and Service. Additional services to school systems are administered in cooperation with other University organizations. The types of service available are as follows:

(a) *Consultative and Advisory Services.* The School of Education will make available to administrative units service in such curriculum areas as reading, guidance, and testing. Assistance can also be provided in conducting workshops, teachers' conferences, and extended study of special problems.

(b) *Survey Services.* The staff of the School of Education will assist in surveys of local school systems. Special attention can be given to building programs, administrative organization, and instructional activities.

(c) *Graduate Centers.* In some cases it will be possible and advisable to organize centers in which graduate courses will be taught. Such centers are now in operation in Charlotte, Greensboro, Goldsboro, and Winston-Salem. A limited number of graduate Education courses are offered there each semester and students may earn up to six semester hours of graduate residence credit.

(d) *Off-Campus Courses.* Some courses at the graduate level are offered in a limited number of centers in cooperation with the Extension Division for certificate renewal credit and for professional improvement. Such courses do not reduce the residence requirements for a graduate degree, and the amount of work is taken for graduate credit cannot exceed six semester hours.

(e) *Saturday Morning Classes and Night Classes.* The School of Education in each fall and spring semester offers Saturday morning classes and night classes in Chapel Hill for students on the graduate level. These courses are for professional school personnel who are in service, and any full-time teacher admitted to the Graduate School is eligible to take three semester hours of full-time residence credit each semester, provided he has the prerequisites for the course offered.

(f) *Correspondence Courses.* Some of the courses listed in this catalogue are offered as correspondence courses through the Bureau of Correspondence Instruction of the Extension Division, located in Abernethy Hall. These courses may be used for undergraduate credit only.

(g) *Test Sales and Service.* Most standardized tests used by schools can be purchased at a saving in time and money from the Bureau of School Tests and Materials, Extension Division, Abernethy Hall.

THE PROGRAMS IN EDUCATION

General College Program

Students preparing to enter the School of Education are expected to meet the following requirements during the freshman and sophomore years:

English 1, 2, 21

Foreign language 3, 4, 21 or 1, 2, 3, 4 (if deficient in high school units, 1, 2, 3, 4, 21)

Mathematics 1-2 or 15 and 31 or 32 or 33; or Greek 1-2 or 3-4; or Latin 1-2 or 3-4; or Logic; or Philosophy 20-21; or Information Science 18 (Math 17 and 18 required for elementary majors)

Modern Civilization 1-2

Three courses in laboratory science, including one in physical science and one in biological science

Physical Education 1, 2, 3, 4

One course from anthropology, economics, history, philosophy, sociology, or political science

Six electives from the list of General College Electives.

Students preparing to teach science should choose mathematics, in preference to Greek or Latin, and science courses from the list of electives.

Students preparing to teach the social studies or history should arrange to take History 21-22 and Economics 31-32 from the list of courses in social studies and electives.

Students preparing to teach in the elementary school may take Geography 38 as one of their science courses, and should take History 21-22, Music 41, and Political Science 41.

General College Electives

Courses proposed by Departments and Approved by the Administrative Board of the General College

Anthropology41

Art31, 33, 44, 45, 46

Astronomy31

Botany11, 44

Chemistry11-12, or 11-21, 43, 44, 51

ClassicsGreek 1-2, 3, 4, 21, 22

Latin 1-2, 3, 4, 21, 22, 51, 52, 53

Classics 31, 32 (courses in English translation)

Dramatic Art	30, 31, 51, 57
Economics	31, 32
Education	41
English	22, 23, 26
Geography	38, 48
Geology	11, 42
German	1-2, 3, 4, 21, 22, 31, 32
History	30, 31, 41, 42, 44, 45, 46, 47, 48, 49, 21-22
Journalism	53
Mathematics	31, 32, 33, 41, 51, 62
Music	14, 15, 41, 42, 43, 44, 45, 47, 48
Philosophy	20, 21, 22, 31, 41
Physical Education ..	41 (men), 42 (women), 77
Physics	20, 24, 25, 26, 27
Political Science	41, 42, 51, 52, 56
Psychology	26, 27, 28
RTVMP	45, 58
Religion	28, 30, 32, 45
Romance Languages	French 1-2, 3, 4, 14, 15, 21, 22, 50, 51, 52
	Note: 21 is to count as an elective only when General College language requirements are met by 1-2, 3, 4.
	Italian 1-2, 3, 4, 14, 15
	Portuguese 1-2, 3, 4, 14, 15
	Spanish 1-2, 3, 4, 14, 15, 21, 22, 50, 51, 52
	Note: 21 is to count as an elective only when General College language requirements are met by 1-2, 3, 4.
Russian	1-2, 3, 4, 21, 22
Sociology	51, 52
Zoology	11, 41

PROFESSIONAL COURSES

Required professional courses in both elementary and secondary sequences are as follows:

Elementary:

Ed. 41	Education in American Society (3)
52	Materials and Methods in the Language Arts (3)
71	Educational Psychology (3)
72a	Child Growth and Development (3)
61	Theory and Practice of Teaching in the Elementary School (6)
62	Student Teaching in the Elementary School (6)

Special Education:

- Ed. 41 Education in American Society (3). (The School).
- Ed. 52 Materials and Methods in the Language Arts (3).
- Ed. 71 Education Psychology (3). (The Pupil).
- Ed. 72a Child Growth and Development (3). (The Pupil).
- Ed. 65 Theory and Practice of Teaching the Mentally Retarded in the Elementary School (6). (The School, Methods and Materials, Practicum).
- Ed. 66 Student Teaching in Elementary School (6).

SECONDARY

- Ed. 41 Education in American Society (3).
- Ed. 71 Educational Psychology (3).
- Ed. 72b Adolescent Growth and Development (3).
Appropriate courses in Theory and Practice Teaching (12).

PROGRAM FOR STUDENTS PLANNING TO BECOME EARLY CHILDHOOD OR INTERMEDIATE TEACHERS

Graduation with a degree in early childhood or intermediate education requires 124 semester hours credit, of which 98 semester hours are devoted to the general education of the student. In addition to the General College requirements, the student is required to take at least two courses in geography, in American history, in art, in music, and in health and physical education. At least one course is required in American government and in children's literature. Intermediate education students should elect other courses which will allow for specialization in one or two subject areas.

The early childhood-intermediate school teacher needs to understand the development and organization of the public school system, the basic psychological principles which affect learning, patterns of growth and development of children, and the materials and methods which are most effective in promoting learning on the part of children. These experiences are culminated in a carefully supervised program of observation and student teaching in a public school. Twenty-four semester hours are devoted to these pre-professional and professional courses.

Prior to the senior year the early childhood-intermediate education major will have courses entitled *Education in American*

Society and Educational Psychology. Materials and Methods in the Language Arts should be taken the semester immediately preceding enrollment in the student-teaching block. One full semester of the senior year is devoted to professional courses. In the first part of the semester the student will register for courses entitled *Child Growth and Development*, and *Theory and Practice of Teaching in the Elementary School*. These courses are developed in a block of time—each morning, with afternoon laboratories when appropriate. This makes it possible to organize the content of this period around topics which cut across each of the designated courses. As an illustration, while the students are studying the area of social studies they learn the physical, mental, and emotional characteristics of children which influence growth in this area, they learn of the organization of the school for a program in social studies, and they learn the materials and methods used in teaching social studies. Similar treatment is given to the areas of science and health, arithmetic, the broader concepts of methods of teaching.

During the last part of the semester the student is assigned to a classroom in a public school for full-time observation and student teaching. The student teaching is considered an extension of the methods course and is carried out under close supervision by one of the staff members who worked with the student in the first part of the semester.

This program qualifies the graduate for certification in North Carolina and in most other states. In instances when the student knows that he will teach in another state he should refer to the requirements listed by the State Department of Education of that state for guidance.

Early childhood-intermediate certification requires the subject matter listed below. Some of this work should be completed during the first and second years of the college program.

Subject	Semester Hours
1. English	12
Courses required for degree plus Children's Literature. Electives recommended are Advanced Grammar and Speech.	
2. American History and Government	9
Required:	
a. American History	6 s.h.
b. Government	3 s.h.
3. Geography	6
Principles and Regional Recommended	
4. Fine and Industrial Arts	12
Required:	
a. Art (Art 45 required)	6 s.h.
b. Music	6 s.h.

5. Health and Physical Education	6
Required:	
a. Principles, Practices, and Procedures in Physical Education for Elementary Schools	3 s.h.
b. Principles, Practices, and Procedures in Health for Elementary Schools	3 s.h.
6. Mathematics 17 and 18 required	6

PROGRAM FOR STUDENTS PLANNING TO TEACH IN SECONDARY SCHOOLS

Students who wish to prepare themselves for teaching in the secondary schools of North Carolina or other states may complete requirements for the bachelor's degree and at the same time meet certification requirements by first complementing the General College program at the University (freshman and sophomore years), or the equivalent, and then completing a teaching major in the subject field of their particular interest and taking required professional courses in the field of education. In this program certain elective course are possible in the junior and senior years.

The course work in education begins with Education 41, *Education in American Society*, and is followed by Education 71, *Educational Psychology*. Although these courses are normally taken in that sequence, students who enter the School of Education by transfer from other schools or as post-baccalaureate special students may take these courses concurrently.

In the student's senior year, during either the fall or the spring semester, he is enrolled for a block of courses in education which normally requires the full time of the student for the semester. Admission to this part of the work requires regular enrollment in the School of Education, or enrollment as a special student. This particular semester of study is divided into two parts. The first part is devoted to intensive course work in the School of Education studying the secondary school, adolescent growth and development, and the methods and materials needed for successful teaching. The second part is spent in student teaching in some North Carolina high school under the joint supervision of an experienced high school teacher and a member of the staff of the School of Education. By the end of this semester the student will have been introduced to the job of teaching in a real situation and will have had some actual teaching experience with careful guidance.

PROGRAM FOR JUNIOR HIGH SCHOOL TEACHERS

The University is one of a small number of institutions offering a special program for the training of junior high school teachers.

There is a great demand for junior high school personnel now, and candidates who are especially interested in the younger adolescent are urged to follow this program. At present, the professional phase of this program (student teaching) is offered only during the spring semester. As interest in it increases it will be offered both semesters. Even though North Carolina issues no Junior High School certificate *per se* a very large percentage of beginning English and Social Studies teachers will be teaching at this level, and it is felt that the majority of the University's prospective teachers in these areas should prepare themselves specifically for it.

Students who wish to teach at the junior high school level should consult their advisers in the School of Education.

PROGRAMS FOR HIGH SCHOOL TEACHERS

Students will qualify for the appropriate bachelor's degree offered by the School of Education by meeting other requirements as prescribed elsewhere in this Catalogue and the Undergraduate Bulletin of the University, and by following one of the programs outlined in this section.

In the past students were encouraged to develop a major teaching field and also a minor or second field. Today the trend is toward one's gaining a greater depth in a single field of study. Students who wish to explore the possibility of a second teaching field, however, should consult their adviser.

Art.—Students who choose art as their major teaching field are required to have a minimum of thirty-nine semester hours in art. The specific courses are as follows:

Art 30, 44, 46, 49, 61, 63A, 63B, 84, 153, and one other art history course; and three other art courses.

Students are encouraged to take up to 6 hours of craft study at Penland during summer sessions. The Art Department of UNC Chapel Hill does not concentrate on crafts and future teachers will strongly benefit from experiences at Penland. Arrangements have been made for this credit to transfer as part of the requirements in Art.

Distributive Education.—Students who choose distributive education as their teaching field will take the following courses or alternates which are approved by their adviser:

Economics 31, 32

Business Administration 91, 160, 165

Geography 152

Three courses from the following group: Business Administration 71, 72, 130, 150, 161, 162, 166, 180, Economics 81.

One course from the following: Art 61, English 32, Psychology 26, Sociology 51, Speech 40.

English.—Students who choose English as their teaching field will take the following:

English 1-2, 21, 30, 36, 58, and 81 or 82

Speech 40 or 41

One of the following: English 52, 54, 60, 64, 66

One of the following: English 72, 73, 78

Two electives in literature (one of these may be taken during the freshman or sophomore year).

French.—Students who choose French as their major teaching field, should take, in addition to French 3-4 and 21, the following:

French 50, 51, 52, 53, 60, 61, 145.

German.—Students who choose German as a major teaching field should take, in addition to German 3, 4, and 21, the following: German 22, 31 or 32, 90, 191.

Three courses in German Literature approved by the adviser.

Health and Physical Education.—Students who choose health and physical education as their teaching field will take the following:

Physical Education 75, 76, 77, 78, 79, 86, 87, 88, 89.

In addition, men will take Physical Education 41, 65, 66, 67; women will take Physical Education 42, 55, 56, 57.

Health Education.—Students who choose health education as their teaching field will take the following:

Anthropology 41

Bacteriology 51 or 151

Zoology 11

Psychology 26

Sociology 51 and 52 or 62

EDFO 108 or Public Health 135

Public Health 18, 19, 110a, 110b.

Latin.—Students who choose Latin as their major teaching field will take the following:

Latin 3-4, 21, 71, 81, 82.

Four courses from the following: Latin 51, 52, 53, 54, 55, 56, 57, 58, 59.

Mathematics.—Students who choose mathematics as their teaching field will take the following:

Mathematics 31, 32, 33, and 34.

Mathematics 134 or Mathematics 136

Mathematics 117

In addition to the above, three courses in mathematics numbered 111 or above must be taken. Probability, geometry, and advanced calculus are recommended.

Music.—Students who choose music as their teaching field will, upon completion of the described program, be awarded the Bachelor of Music Education degree. Since the General College requirements for this program vary somewhat from those of other programs in teacher education, the music education student should take note of these differences which are outlined in the Undergraduate Bulletin. Those majoring in this area will take the following music courses or their equivalents.

Music 1, 2, 14, 15, 44, 45, 47, 48, 61, 62, 64, 68

Music 101 or 162 or 165

Applied Music: Major, four to seven semesters

Minors, two to four semesters

Ensemble, seven semesters.

Natural Science.—Students who choose science as their teaching field will, upon completion of the prescribed program, be awarded the B.S. in Science Teaching degree. All science courses taken while the student is in the General College may count toward the degree requirements. *Students who choose this program are encouraged to complete at least four science courses while in the General College.*

Students who choose the B.S. in Science Teaching degree program must complete foundation courses and must select one science teaching field as a major:

Foundation Courses: Botany 11; Chemistry 11-21; Geology 11 or 41; Mathematics 15 and 31; Physics 24-25; and Zoology 11.

In addition to the above foundation courses or their equivalents, the student will select one of the following major programs:

Biology: Bacteriology 51; Chemistry 61 and Chemistry 61L; 2 electives in Botany, and 2 electives in Zoology.

Chemistry: Chemistry 43, 51, 61 and 61L, 2 electives in Chemistry; Astronomy 31 or Physics elective.

Physics: Astronomy 31, Mathematics 32; Physics 54, 55, 58, 101, and one elective in Physics.

Earth Science: Geology 42, 101, 110, 111, and one Geology elective; Astronomy 31; Geography 38.

Social Studies.—Students who choose social studies as their teaching field must have the following courses or their equivalents:

Modern Civilization 1-2

History 21, 22

Four additional history courses numbered above 50 with two from the area of European or world history and two from the area of American history.

The following courses or alternatives approved by their adviser in the School of Education:

Political Science 41 and 86 or 88

Sociology 51 and Sociology 70 or 75 or 122 or Anthropology 135 or 136

Economics 31 and 32

Geography 152 or 153 and one of the following: 154, 157, 158, 159, 165, 166, 167, 183.

Spanish.—Students who choose Spanish as their teaching field will take the following:

Spanish 3-4, 21, 50, 51, 52, 71, 72, 145, and one Spanish elective numbered above 50.

Speech.—Students who choose speech as their teaching field will take the following courses or alternates which have been approved by their adviser:

Speech 40, 41, 44, 183

Speech 45 or 54 or 87

Speech 50 or 140 or 170

Dramatic Art 31 or 51 or 62

RTVMP 40 or 60 or Speech 141

Any combination of additional courses in speech, dramatic art and RTVMP to make a minimum total of 30 semester hours.

PROGRAMS IN SPECIAL EDUCATION

The School of Education recognizes that opportunities are increasing for teachers and administrators who have the academic training and professional experience in working with children who

have unusual educational needs. These children have been called "exceptional children" and a unique field, Special Education, has been developed within the general educational program to meet these needs.

Programs offered in Special Education conform to the Standards and Guidelines as set forth in the approved program approach to teacher education and certification in the State of North Carolina. Certification requirements to be completed before the senior year are identical to those listed for elementary education. (page 39.) The programs in Special Education are designed for teachers who are seeking either the Class A Special Education Teacher's Certificate or an advanced degree in Special Education. Experienced teachers or college graduates who have completed standard requirements for a teacher's certificate may enter the program.

Course offerings are designed to provide the basic competencies which every teacher of exceptional children must have, as well as to develop competency and understanding in a particular area of exceptionality. Courses are offered in the area of specialization throughout the year and during the summer session.

The specialized courses in the undergraduate program constitute thirty (30) units of concentration within the senior year. Completion of the General College requirements (freshman and sophomore years) enables students to be admitted to the School of Education. When students decide to major in special education, they are assigned a faculty adviser from the special education staff. Ordinarily, however, special education majors will be advised to complete, by the end of the junior year, all the subject-matter requirements outside the School of Education which are described under the Program in Elementary Education. In addition, they will be expected to take, during the junior year, Education 41 (Education in American Society) and Education 71 (Educational Psychology). Graduation requirements (124 semester hours, minimum of forty courses) are the same as for other students in the School of Education. Summer courses, prior to or immediately following the senior year program, may be utilized when necessary to fulfill requirements, except that Education 41 and Education 71 must be taken before beginning the senior year.

Throughout the entire program, special education majors will receive frequent opportunities and encouragement to observe, visit, and work with exceptional children in clinic, child development center, institutional, and public school settings.

During the fall semester, seniors are required to take the following three-unit courses.

EDSP	130	Introduction to Exceptional Children
EDSP	135	Psychology of Mental Retardation
EDFO	108	Mental Hygiene in Teaching
Education	52	Materials & Methods In the Language Arts
Elective In Special Ed.		Ordinarilly Psychology 146, Behavior Disorders

The spring semester for senior students is organized as a student teaching block, with two distinct phases of eight weeks each. During the first phase the students register for Education 72a (Child Growth and Development, three hours) and Education 65 (Methods and Materials of Teaching Mentally Retarded Children, six hours). Guided observation and limited participation, which was begun during the fall semester, is intensified during this period. During the second phase of the spring semester, students are fulltime student teachers under the direction of both University faculty and the local participating teacher. Student teaching placement is ordinarily made within a fifty-mile radius of Chapel Hill.

Teachers of Mentally Retarded Children

There is a growing need for teachers in our public shools who are trained to provide appropriate learning experiences for mentally retarded children. The demand greatly exceeds the supply. This need was recognized by the 1963 General Assembly when it passed legislation providing state funds for medical research, education of children and teachers, and new facilities for mentally retarded children. In May of 1964 funds were received from the U. S. Office of Education under provisions of Public Law 88-164 for the preparation of professional personnel in the education of mentally retarded children and youth. As a result of this State and Federal support, the program of courses in mental retardation has been greatly expanded to provide preparation of teachers in the senior year at the undergraduate level and at both the master's and doctoral levels. Additional specialized personnel have been added to the staff. The Chapel Hill area has excellent opportunities for observations and laboratory experiences for students specializing in the educational management of mentally retarded children. Several scholarships, fellowships, and traineeships from the State and Federal Government for the academic year and the twelve weeks summer session are available to promising students who wish to make a career in teaching the mentally retarded. All

applications must be filed with the Director of Special Education and should be submitted no later than February 1 for the academic year and April 15 for the summer session.

Speech Therapy Program

It has been estimated that between 3 and 4 percent of the school population is in need of professional speech therapy services. Teachers have long recognized the need for trained persons to work with children who have speech disorders. To help meet the need for trained personnel in speech correction, the School of Education offers courses in both terms of the Summer Session for students planning a career in Speech Therapy. New courses are being added to meet the demands of students in this field of preparation.

Programs to Meet Certification Requirements

Programs should be planned in consultation with the Director of the Program in Special Education. Persons interested in entering any of the programs in Special Education should have some course work in psychology or be willing to undertake some. Supporting courses, and electives to complete the thirty hours needed for certification, may be chosen from sociology, psychology, and education.

FIFTH-YEAR PROGRAM IN TEACHER EDUCATION FOR GRADUATES OF LIBERAL ARTS COLLEGES

Graduates of liberal arts programs may be admitted to the School of Education for a program including further study in selected academic fields and leading to professional certification for secondary school teaching.

Entering classes begin in September, February, June or July, and those who begin in June may complete the program in fifteen months. During the program students complete courses requirements and also engage in a supervised field experience as *associate teachers* in selected public schools. While engaged in the field experience *associate teachers* not only have opportunities for directed observation of pupils and experienced teachers, but also actively participate in teaching and directing other school activities. The *associate teacher* works under the direction of the school

system and University supervisors. All *associate teachers* will receive payment from the participating school systems.

Students preparing for secondary school teaching will complete the following program of studies or the equivalent:

1. Education G51: (Foundations of Education: 6 semester hours).
2. Appropriate course in Theory and Practice of Teaching selected subject field (3 semester hours).
3. Supervised Field Experience (9 semester hours).
4. A graduate major of 18 semester hours in selected teaching field.
5. A graduate minor of 12 semester hours in education.

Upon satisfactory completion of the program, students will be awarded the Master of Arts in Teaching degree and will be eligible for a teacher's certificate in almost every state in the nation. Liberal arts graduates who desire more information about this program should write to: Dr. Jack E. Blackburn, Director, Fifth-Year Program, 201 Peabody Hall, The University of North Carolina at Chapel Hill.

CURRICULUM IN RECREATION ADMINISTRATION

The undergraduate major in Recreation Administration is designed to provide a wide range of educational experiences for those entering into any one of the several recreational specialties. Attention is focused upon the general arts and skills of recreation work which may be adapted to such fields of service as public recreation administration, therapeutic recreation, youth leadership, and recreation for older Americans.

Undergraduate Major: Psychology 26, Sociology 51, and Sociology 52, preferably taken before the junior year, are required of all majors and are prerequisite to other courses except where otherwise indicated. The major consists of seven courses: Education 41, 71, and 73, EDSP 175, and three of the following: EDSP 171, 172, 173 and 177. The required fieldwork is to be taken during the summer between the junior and senior years. Fieldwork consist of 240 hours in one or two supervised recreation agency settings.

The other junior-senior courses must include: Economics 61, Physical Education 83a or 88, Political Science 41 and 133, Sociology 65, Speech 37, English 32 or Journalism 53 or 56, Dramatic Arts 30 or 31 or 51, and Art 44 or 45.

GRADUATE EDUCATION

The graduate degrees of the University are granted under regulations established by the Graduate Faculty and administered by the Administrative Board of the Graduate School.

The School of Education working under the Graduate School offers the Master of Arts, the Master of Arts in Teaching, the Master Arts in College Teaching, the Master of Education, the Doctor of Philosophy, and the Doctor of Education degrees.



Applicants who hold either the bachelor or master of arts degree from recognized colleges or universities accredited by a regional or general accrediting agency will be considered for admission to the Graduate School upon the presentation of official credentials. Such credentials must show the completion of at least eighteen semester hours of appropriate course work in education with an average grade of *B* or better. In cases of insufficient preparation, prerequisite courses which do not carry graduate credit will be prescribed. Regulations of the Graduate School also require that an applicant submit scores from the Aptitude Section of the Graduate Record Examination and that the application be supported by three letters of recommendation.

Provisional admission may be granted to applicants who do not meet all the formal requirements. Such students may qualify as candidates for higher degrees, with the approval of the major department and the Administrative Board of the Graduate School, upon the satisfactory completion of the prerequisite work.

The fields in the School of Education in which an area of graduate emphasis may be chosen are as follows:

- Early Childhood Education
- Elementary Education
- Secondary Education
- Administration and Supervision
- Guidance and Personnel Work
- Physical and Health Education
- Educational Psychology
- History and Comparative Education
- Special Education

Distributive Education
Higher Education
Adult Education
School Psychology
Student Personnel Services in Higher Education
Research in Education
Vocational Rehabilitation Counseling
Reading and Language Arts
Recreation Administration

ADMISSION TO CANDIDACY

Admission to the Graduate School is not tantamount to admission to candidacy for a graduate degree. Formal application for *admission to candidacy* must be submitted to the Administrative Board of the Graduate School on proper forms which are supplied by the Graduate Office. This application may not be filed earlier than the first week of the second semester of residence. It must be approved, in candidacy for a master's degree, no later than the date specified by the Graduate School Calendar of Events. Approval of the application is dependent on the following: (a) the work of the student in the Graduate School prior to the time when the application is filed; (b) on the certification by the major department that the student is qualified to continue advanced work with a program planned in satisfaction of the requirements for the degree; (c) on the presentation of certificates of proficiency in the foreign languages if they are required for the degree; and (d) on the removal of any special conditions imposed by the department or by the Administrative Board.

It should be noted that this distinction between admission to the Graduate School and admission to candidacy for a degree does not necessarily involve any extension of the time required for the degree. Properly qualified students will register at once with the approval of the departments interested, for advanced courses, and all advanced courses completed according to the rules for graduate work will be credited toward the degree.

Credit for graduate work to be applied in satisfaction of requirements for the master's degree, not to exceed six semester hours, may be transferred to The University of North Carolina at Chapel Hill from member institutions of the Association of American Universities. Such transfer must be recommended by the head of the department in which the student does his major work and is subject to the approval of the Administrative Board. This transfer does not reduce the minimum residence period.

DEGREE REQUIREMENTS

A full statement of all requirements for a degree program is carried in the Graduate Catalogue. Only a summary of these requirements is shown in this bulletin.

Summary of the Requirements for Higher Degrees

Master of Arts

The course requirements for the Master of Arts degree are designed to meet a wide variety of individual needs. At the same time, they are restrictive enough to insure the academic foundations necessary for professional competence. The requirements are as follows:

1. A bachelor's degree from a recognized institution.
2. Eighteen semester hours of appropriate undergraduate courses in education, or the equivalent.
3. Thirty semester hours in courses of advanced character are required for the master's degree. At least two full semesters of residence or part-time residence sufficient in amount for completion of 30 semester hours credit is necessary to meet residence requirements. All work credited toward the degree must be completed within a period of five years.
4. A reading knowledge of one modern foreign language. This requirement must be satisfied prior to admission to candidacy.
5. Application for admission to candidacy for the master's degree must be filed no later than the date specified in the Graduate Calendar of Events.
6. Of the 30 semester hours graduate work required, 18 to 21 must be in the department of the major and 9 to 12 in the department of the minor. The thesis may count for 3 to 6 semester hours in the major.
7. A written examination in the field of the major.
8. An oral examination covering the entire field of study.
9. A thesis.

Doctor of Philosophy

1. Admission is the same as for the master's degree.
2. A minimum of two years of graduate study, at least one of which must be at this University. All work credited toward the degree must be completed within a period of eight years.
3. A reading knowledge of French and German. (An approved research skill may be substituted for the second language.)

4. Application for admission to candidacy must be filed not later than the deadline date for the submission of the dissertation in that semester in which the student expects to graduate.

5. Application for a degree must be filed not later than the deadline date listed in the Calendar of Events. Application must be refiled by the same deadline dates if candidate fails to graduate at the expected time.

6. A major adequately covering the field of major interest and at least 15 semester hours in a minor, which may or may not be in a different department.

7. A doctoral oral examination covering the entire field of study.

8. A written examination in the field of major interest.

9. A final oral examination.

10. A dissertation.

Professional Degrees

Master of Arts in Teaching

This degree is designed especially to meet the needs of those who are seeking to fulfill a graduate certification program. The M.A.T. program of studies is designed for:

(a) Graduates of liberal arts programs who desire to fulfill undergraduate requirements for certification in the secondary school and pursue graduate study in the teaching field and in education.

(b) Graduates of teacher education programs who have completed the requirements for the North Carolina Class A Certificate or its equivalent, but who wish to continue study toward a graduate degree and graduate certificate.

(c) Experienced teachers who may wish to continue graduate work for graduate certification.

Requirements for the degree:

1. The regular requirements for admission to the Graduate School and a transcript showing approximately 18 semester hours of appropriate undergraduate courses in education, or satisfactory completion of the Fifth Year Program in Teacher Education.

2. A minimum residence period of two semesters or part-time residence sufficient in amount for completion of the course requirement. All work credited toward the degree must be completed within a period of five years.

3. A major in a teaching field and a minor in education.

4. At least 30 graduate semester hours, with 18 to 21 in the teaching field and 9 to 12 in education; or 18 in the teaching field, 6 in education and the remaining 6 in the major, the minor, or a third department. (6 semester hours in Education must be taken at UNC-CH.)

5. Application for admission to candidacy for the master's degree must be filed no later than the date specified in the Graduate Calendar of Events.

6. A written comprehensive examination in the field of the major.

7. Satisfactory completion of approved supervised student teaching, or satisfactory completion of the field experience under the Fifth-Year Program or the equivalent.

Master of Arts in College Teaching

See page 63 for degree requirements.

Master of Education

The Master of Education degree is offered for early childhood and elementary school teachers, administrators, supervisors, and other special service school personnel.

Requirements for this degree are:

1. The regular requirements for admission to the Graduate School and a transcript showing approximately 18 semester hours of appropriate undergraduate courses in education. (Prospective school counselors who have not completed the undergraduate course work in education may meet degree and North Carolina Counselor certification requirements by completing Education 311 in addition to other degree requirements.)

2. Thirty semester hours in courses of advanced character are required for the master's degree. At least two full semesters of residence or part-time residence sufficient in amount for completion of 30 semester hours credit is necessary to meet residence requirements. All work accredited toward the degree must be completed within a period of five years.

3. A major in education.

4. Of the 30 semester hours of graduate work required, 18 to 21 must be in education and 9 to 12 in the department of the minor; or 18 in education, 6 in a minor, and the remaining 6 in either education, the minor, or a third department. The thesis may count 3 to 6 semester hours in the major. (For majors in guidance and personnel work, this option does not reduce the course requirements.)

5. Application for admission to candidacy for the master's degree must be filed no later than the date specified in the Graduate School Calendar of Events.

6. A written comprehensive examination in the field of the major.

7. The option of submitting a thesis as 3 to 6 semester hours in the major field, in which case there is a final oral examination on the thesis.

Doctor of Education

Candidates for this degree will be carefully examined with respect to previous scholarship, type of experience, success in professional activities, and purpose in working for the degree.

Requirements for this degree include:

1. A bachelor's degree from a recognized institution.
2. Three years of successful teaching and/or administrative experience. Any case in which justifiable deviation from this rule of eligibility occurs will be decided by the Graduate School in conference with the School of Education.
3. A minimum residence of six semesters or three academic years with at least two semesters of continuous residence at the University.
4. A major in either the broad area of administration and supervision or in the supervision of instruction in a special area. In addition, appropriate supporting courses in the School of Education are required. The minor must include at least 15 semester hours of graduate credit in an outside and related department or departments. Courses in the minor for a student who takes a major program in the area of the supervision of science and mathematics education must be selected from courses in science and mathematics approved by the student's committee and the Administrative Board of the Graduate School.

5. A reading knowledge of one modern foreign language.
 - (a) The submission of a transcript from an institution approved by a regional accrediting association, showing undergraduate credits in a modern foreign language covering at least nine semester hours with an average grade of at least C; or
 - (b) A student who has not satisfied this requirement of a modern foreign language in undergraduate study may satisfy it by successfully completing six semester hours in a modern foreign language taken in this institution or in some other approved college or university; or, by successfully passing the reading knowledge examination administered by the appropriate language department.
6. Competence in the use of research instruments. Prior to this examination the student's competence in the use of the research instruments pertinent to the proposed dissertation will be tested by a committee of the faculty of the School of Education and a report of the tests made to the Graduate School.
7. Doctoral oral examination covering the entire field of study.
8. Application for a degree must be filed not later than the deadline date listed in the Calendar of Events. Application must be refiled by the same deadline dates if candidate fails to graduate at the expected time.
9. Written examination in the field of major interest.
10. A final oral examination.
11. A dissertation.

Typical Course Patterns for Selected Masters' Programs

In an effort to give the prospective graduate student some idea of course patterns for different masters' programs, the following "typical" examples are given. These are not designed to modify the function of the graduate adviser, however, and the student should remember that programs are frequently altered in terms of the adviser's perception of the student's needs. (For titles and descriptions of courses outside the School of Education the student should see the Graduate School Catalog.)

Educational Administration: One course from the following: EDFO 100, 101, 120, 123, 220, 241, 242.

EDSP 290, 291, 292, 390, EDCI 200, and one Educ. elective.

Six semester hours from one of the following cognate areas: Political Science, Sociology, Economics, History, Anthropology, Social Psychology.

One elective from either Education or the cognate area.

Early Childhood Education: EDCI 120, 121, 220, 321, 322, and EDFO 101. (A student pursuing course work in teaching, rather than supervision of programs for young children, may elect six hours from an approved list of professional elementary education courses in lieu of EDCI 220 and 322.)

Required Subject Matter Courses: Library Science 123 and Speech 191 (A student should elect six hours from an approved list of courses in sociology and anthropology or six hours from approved courses in psychology in addition to Library Science 123 and Speech 191.)

Elementary Education: EDCI 200, 202, and EDFO 100 or 101.

Three Education electives related to elementary education.

Either two electives from each of two minor areas appropriate to the teaching field or four electives from one minor area appropriate to the teaching field.

Educational Psychology: EDFO 100, 101, 106, and 280.

Two courses from the following: Educ. 172, 180, 185, 271, 272. EDFO 201, 301, 302, EDSP 130 and 135.

Two courses from one outside area such as Psychology, Sociology or Information Sciences.

Two electives from Education or the outside area.

Guidance: EDSP 200, 201, 202, 206, 208, and 209.

Two courses each from two of the following minor areas: Psychology, Sociology, or Economics.

Research in Education: EDFO 106, 280, 281, 285 and 286.

Three appropriate courses from the area of Foundations of Education.

Two appropriate courses in Psychology from such courses as: Psychology 122, 126, 132, 133, 148, or two appropriate courses in Sociology from such as Sociology 121, 125, 133, 155.

The program leading to the master's degree in Research in Education is designed to prepare individuals to conduct research and evaluation activities in a public school setting.

Master of Arts in Teaching (for secondary teachers): MAT degree candidates must complete one course from each of two of the three categories listed below *or*, before enrolling in other courses, be able to verify by transcript that the equivalent courses have been completed at an accredited institution *or* verify the equivalency by examination. (Six hours in Education must be taken at UNC-CH.)

Category I: EDFO 120, 220, and 223.

Category II: EDCI 200, 202, 204, 206, 240, 245, 246, and 247.

Category III: EDFO 100, 101, 106, and 201.

There are so many possible majors within this particular degree program that typical six-to-eight-course patterns cannot be listed. An adviser must be consulted for possible patterns of courses.

Special Education: (Mental Retardation): EDFO 100, EDSP 135, 225, and 233.

Two courses from Psychology 126, 133, 140, 146; or two courses from Sociology 121, 125, 102, 155, 168, 181.

Student Personnel Services in Higher Education: EDFO 280, EDCI 250, 261, EDSP 201, 205, 208, 302, and thesis.

Minor courses selected from Business Administration, Psychology, or Sociology (either four courses from one area or two courses from each of two areas).

GRADUATE PROGRAMS IN SPECIAL EDUCATION

The School of Education offers programs of graduate study leading to the M.A., M.Ed., and the Ph.D. in Special Education of the mentally retarded. A summer program of training in speech correction can also lead to an M.Ed. degree.

Master's Program

The master's program in Special Education requires a minimum of thirty (30) semester hours of graduate study including a practicum. The practicum experience is designated to fit the needs of the individual student, depending largely on the type and length or lack of background in dealing with exceptional children and adults. Practicum settings include public school and institutional special classes; mental health and developmental evaluation clinics; recreation programs; day schools and nurseries; child development center; public school administration of special education services; speech and hearing center; and special schools for the blind, cerebral palsied, etc.

The School of Education has moved to meet the rapidly increasing demand for coursework in Special Education beyond the bachelor's degree by providing a comprehensive summer schedule of courses, off-campus courses during the academic year at the graduate centers in Charlotte and Winston-Salem, and through the regular evening and Saturday only courses in Chapel Hill. Applicants for admission to the master's program in Special Education should consult the degree requirements for the M.A. and M.Ed. described in the Graduate School Catalogue. The usual pattern of courses is designed for certified teachers working for graduate degrees; other patterns can be designed in accordance with the needs and goals of the student, but usually require considerable additional coursework.

Doctoral Program

To begin a course of study leading to the Ph.D., the student must gain admission to the Graduate School in the usual manner. The specific requirements for the Ph.D. in Special Education of the mentally retarded include an internship of at least one semester's duration. The internship at the doctoral level is more intensive but includes most of the types of experiences listed above under the master's program. Added to this list of internship settings are possibilities for internships in college teaching and in research.

Foreign language, dissertation, written and oral examination requirements are discussed in full detail elsewhere in this Catalogue.

Two-Year Graduate Program in School Administration

The School of Education of The University of North Carolina at Chapel Hill offers a two-year graduate program in school administration specifically designed to meet two sets of criteria. The first set of criteria includes those developed by the American Association of School Administrators in its current and continuing program for the professionalization of school administration. A complete statement of these criteria may be found in the AASA publication, *Professional Administrators for America's Schools*. The second set of criteria is that adopted by the North Carolina State Board of Education as the basis for the initial and advanced certificates for principals and superintendents which were authorized July 1, 1961, and revised effective July 1, 1965.

In addition to the above, the two-year graduate program meets the accreditation standards of the National Council for the Accreditation of Teacher Education and the School of Education commitment to continuous improvement of its preparation programs.

For unconditional admission to the two-year graduate program a student must meet the admission requirements of the Graduate School and the School of Education. Provisional admission may be granted to applicants who do not meet all of the formal requirements. Students admitted provisionally may gain entrance to the program by completing satisfactorily those requirements specified at the time of entrance by the Graduate School and the School of Education.

The program requires two academic years of study in residence or the equivalent in summer sessions and special courses offered for employed school personnel during the school year. A minimum of one year of this work must be done at the University. Of the last 30 semester hours in the program, a minimum of 18 must be taken at the University. Students who earned the master's degree at the University will have met the minimum 30 semester hours residence requirement, so may transfer up to 12 of the last 30 semester hours. To be transferred, however, the credit must be pertinent and must be taken at an institution approved by NCATE for the two-year graduate program or doctoral program in school administration, and earned by the student while regularly enrolled in such a program.

It is possible to meet the requirements for the degree of Master of Education and the beginning principal's certification in the first year and to complete the two-year program later. It is also possible, subject to evaluation of course work completed, to enter the program at the beginning of the sixth year of work after having completed the master's program at some other approved institution or in some other area of education. Because the School of Education must certify to the State Department of Public Instruction that the candidate for the advanced principal's certificate or the superintendent's certificate has completed a two-year program pertinent to the requested certification, any graduate work not applicable to the two-year program will not be accepted and all work proposed for transfer will be subject to action by an evaluation committee.

Two-Year Graduate Program in Supervision

Among the special two-year graduate programs in Education at the University of North Carolina is one designed especially for supervisors of instruction. The program fulfills requirements for the Advanced Certificate in Supervision based on two years of approved graduate study as set forth by the State Board of Education in 1962 and, like other graduate programs at U.N.C., meets the criteria of the National Council for Accreditation of Teacher Education (NCATE).

Programs for individuals are tailored to meet specific needs such as those for elementary school supervision, secondary school supervision or supervision of special subjects. Included in the total of 60 semester hours of graduate work are 12 semester hours in supervision and administration, 12 semester hours in curriculum and instruction and 12 to 18 semester hours in some subject area outside the field of professional education such as English, history, geography or mathematics. Psychological Foundations of Education are included in the program for a minimum of 6 semester hours and a research course and field study carrying 6 to 9 semester hours of credit are required. The remaining credit, 9 to 12 semester hours, is elective credit used to increase the candidate's competence in his particular field of work.

Requirements of the program with reference to admission, transfer of credits, residence, time allowed for completion, field study, research and examinations are in effect the same as those outlined above in the two-year graduate program in administration.

Persons desiring further information about the program should write to the Dean of the School of Education, The University of North Carolina at Chapel Hill.

Two-Year Graduate Program for School Psychologists

The School of Education is offering a program for the training of school psychologists. The program requires a minimum of 60 semester hours of graduate study and is designed to meet the requirements for certification as established by the State Board of Education. Applicants for admission to the program must qualify for admission to graduate study in Education or Psychology. It is expected that during the course of the program the student will qualify for either the M.A. or M.Ed. with a major in School Psychology. For further information write to Dean, School of Education, The University of North Carolina at Chapel Hill.

Sixth-Year Program in Counselor Education

The purpose of this curriculum is to provide an advanced program of counselor education which is aimed at meeting the local and national demands for greater depth and breadth of educational experiences than can be provided at the master's level. The program will provide thirty semester hours of credit beyond the master's degree, constituting a "second year" of graduate training. This program has been approved under the new "institutional approval" program endorsed by the North Carolina State Board of Education. For further information, write to Dean, School of Education, The University of North Carolina at Chapel Hill.

Master of Arts in College Teaching

The Master of Arts in College Teaching Program is under the direction of an interdepartmental committee and is designed to provide prospective teachers for the two-year college, a strong liberal education with graduate study in one or two fields, professional preparation in areas related to philosophical concepts of the two-year colleges in higher education, the college curriculum and instruction, and opportunities to participate in a supervised internship.

Recognizing the need for well-prepared teachers whose responsibilities demand special academic and professional competencies, the following two-year masters degree program (48 semester hours) has been established:

1. Major Area of Study—36 semester hours including:

- a. 15-21 hours in *one* department or degree curriculum,
- b. 9-12 hours in same department as above or in a second department, and
- c. 6-9 hours in allied subjects.
- d. The selection of the major area of study should be made after consultation with, and approval of, the assigned adviser from the selected academic area. The major area should be built upon a strong undergraduate major or minor with appropriate supporting courses.

2. Professional Area—12 semester hours including:

- a. Concepts in the development of junior colleges and education (EDCI 260)—3 hours.
- b. The college curriculum with major emphasis upon the community college (EDCI 208)—3 hours.
- c. A one semester internship under the direction of a selected college teacher and supervised by University staff from the major and professional area. Concurrent seminar in instructional theory and practice. (EDCI 360)—6 hours. Students may register for the internship (6 semester hours) only after the completion of a minimum of 24 semester hours (18 in the major area and EDCI 208 and 260 for 3 semester hours each). Students completing the internship at the University of North Carolina may register for the internship concurrently with the above courses. The degree of *Master of Arts in College Teaching, M.A.C.T.*, will be awarded upon satisfactory completion of the above graduate program and a comprehensive written examination in the major department (15-21, semester hours).

Admission, Residence and General Regulations: All applications for admission are received and reviewed by the Graduate School. The Graduate Record Examination and letters of recommendation are used to supplement

transcripts of previous academic training. All students must be in residence a minimum period of two semesters including the intern semester and additional full-time or part-time residence sufficient in amount for completion of the course requirement. All work credited toward the degree must be completed within a period of five years. General Regulations as stated by the Graduate School are applicable to this program. For additional information write to Director, Master of Arts in College Teaching, 101 Peabody Hall, The University of North Carolina at Chapel Hill.

Master of Education—Vocational Rehabilitation Counseling

The Graduate Curriculum in Rehabilitation Counseling is a two-year training program leading to a Master of Education Degree, with a major in Vocational Rehabilitation Counseling. Scholarships are available to students who meet the regular requirements for admission to the Graduate School and who present a transcript showing eighteen semester hours of appropriate undergraduate courses in education or the equivalent.

The purpose of this graduate program is to prepare students to assume positions as Rehabilitation Counselors with the North Carolina Division of Vocational Rehabilitation, the State Commission for the Blind, and other public and private rehabilitation facilities. For additional information contact Dean, School of Education, The University of North Carolina at Chapel Hill.

Master of Science in Recreation Administration

The Master of Science degree in Recreation Administration is offered through the School of Education. The program requires EDSP 271, 375, 376, and EDFO 393 as prerequisites to graduation. Students emphasizing recreation for the ill and disabled are required to take EDSP 272 and 273. Those electing recreation for older Americans, or senior center management options are required to take EDSP 276, 277, 278, and 279. EDUC 73, or permission of the instructor is prerequisite to all other recreation administration courses.

COURSES OF INSTRUCTION¹

Courses for Undergraduates

The professional work in preparation for teaching must be taken over a two-year period. Juniors should plan their programs accordingly and begin their work promptly in order to meet the requirements. Education 41 should be taken during the first semester of the junior year, and may be taken by sophomores in residence on the campus. Education 71 should be taken the second semester of the junior year.

- 41 **EDUCATION IN AMERICAN SOCIETY (3). (The School.)** This course or its equivalent is required of all prospective teachers. Considers (1) the historical, philosophical, sociological, and political forces affecting the nature of American education; (2) the structure of the school system; and (3) the current issues in American Education. **Fall and spring.** Staff.
- 52 **MATERIALS AND METHODS IN THE LANGUAGE ARTS (3).** This course is required of all elementary education majors and should be taken during the semester preceding student teaching. Also open to other education majors. **Fall and spring.** Brown, Lane, Jones.
- 71 **EDUCATIONAL PSYCHOLOGY (3). (The Pupil)** Required of all prospective teachers. Second course in the professional sequence and should be taken during the junior year. Psychological principles pertinent to successfully guiding the growth, learning and adjustment of children; the learner, the learning process and the learning situation. **Fall and spring.** Coop; Staff.
- 72a **CHILD GROWTH AND DEVELOPMENT (3).** Required of all prospective elementary school teachers. To be taken during the first half of the semester in which student teaching is done. **Fall and spring.** Sparling.
- 72b **ADOLESCENT GROWTH AND DEVELOPMENT (3).** Required of all prospective secondary school teachers. To be taken during the first half of the semester in which student teaching is done. **Fall and spring.** Scott, Stuck, Coop.
- 73 **COMMUNITY RECREATION (3).** Foundations of organized recreation; theories, principles and objectives, socio-economic factors, and relationships with other social institutions. **Fall and spring.** Staff.

THEORY AND PRACTICE OF TEACHING (6 each). Open only to seniors in the School of Education. Staff.

In this block program, time is devoted to study of school organization, appropriate methods and materials of teaching.

- 61 **THEORY AND PRACTICE OF TEACHING IN THE ELEMENTARY SCHOOL (Fall and spring);**
- 65 **THEORY AND PRACTICE OF TEACHING THE MENTALLY RETARDED IN THE ELEMENTARY SCHOOL (Spring);**
- 81 **THEORY AND PRACTICE OF TEACHING OF ENGLISH IN THE SECONDARY SCHOOL (Fall, spring);**
- 85 **THEORY AND PRACTICE OF THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL (Fall, spring);**

1. The listing of a course in the catalogue does not obligate the University to offer the course in any particular year.

- 89 **THEORY AND PRACTICE OF THE TEACHING OF MATHEMATICS
IN THE SECONDARY SCHOOL (Fall);**
- 91 **THEORY AND PRACTICE OF THE TEACHING OF SCIENCE IN THE
SECONDARY SCHOOL (Spring);**
- 93 **THEORY AND PRACTICE OF THE TEACHING OF PUBLIC HEALTH
(Spring);**
- 95 **THEORY AND PRACTICE OF THE TEACHING OF LANGUAGE ARTS
AND SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL (Spring).**

METHODS AND MATERIALS IN TEACHING (3 each). (Teaching).

These courses are taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. Staff.

Note: Students deficient in quality points will not be admitted to the professional block program.

- 63 **HEALTH AND PHYSICAL EDUCATION (Spring);**
- 67 **SPEECH (Spring);**
- 69 **DISTRIBUTIVE EDUCATION (Spring);**
- 75 **INSTRUMENTAL MUSIC (Spring);**
- 76 **CHORAL MUSIC (Spring);**
- 77 **ART (Spring);**
- 83f **FRENCH (Spring);**
- 83g **GERMAN (Spring);**
- 83s **SPANISH (Spring);**
- 87 **LATIN (Spring).**

STUDENT TEACHING (6 each).

Student teaching is designed to emphasize learnings in the three areas of **The School, The Pupil, and Teaching**, as outlined in many states plans of professional courses. It is conducted on a full-time basis during the second half of the semester indicated and is carried out under University supervision in cooperating public schools in the State. Open only to seniors in the School of Education. Staff.

- 62 **ELEMENTARY GRADES (Fall, spring);**
- 64 **HEALTH AND PHYSICAL EDUCATION (Spring);**
- 66 **MENTALLY RETARDED (Spring);**
- 68 **SPEECH (Spring);**
- 70 **DISTRIBUTIVE EDUCATION (Spring);**
- 78 **INSTRUMENTAL MUSIC (Spring);**
- 79 **CHORAL MUSIC (Spring);**
- 80 **ART (Spring);**

- 82 **ENGLISH (Fall, spring);**
- 84f **FRENCH (Spring);**
- 84g **GERMAN (Spring);**
- 84s **SPANISH (Spring);**
- 86 **SOCIAL STUDIES (Fall, spring);**
- 88 **LATIN (Spring);**
- 90 **MATHEMATICS (Spring);**
- 92 **SCIENCE (Spring);**
- 94 **PUBLIC HEALTH (Spring);**
- 96 **JUNIOR HIGH (Spring).**
- 99 **THE SECONDARY SCHOOL (3).** This course meets six hours each week during the first half of the semester in which student teaching is done. Required of all secondary teachers majoring in distributive education, health and physical education, instrumental music, vocal music, art, French, German, Spanish, speech, Latin or public health. Includes the development of both the rationale and the practices of secondary education, with an integrated treatment of current curriculum and organizational questions and conflicts. **Spring.** Staff.

Courses for Fifth-Year Program

The following courses are open only to students in the Fifth-Year Program or students with a bachelor's degree and special permission.

- G51 **PHILOSOPHICAL AND PSYCHOLOGICAL CONCEPTS IN AMERICAN EDUCATION (6).** Fall, spring, and summer. Staff.

THEORY AND PRACTICE OF TEACHING (3-12 each). Summer and fall.

- G75 **THEORY AND PRACTICE OF THE TEACHING OF INSTRUMENTAL MUSIC**
- G76 **THEORY AND PRACTICE OF THE TEACHING OF CHORAL MUSIC**
- G77 **THEORY AND PRACTICE OF THE TEACHING OF ART**
- G81 **THEORY AND PRACTICE OF THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL**
- G83f **THEORY AND PRACTICE OF THE TEACHING OF FRENCH IN THE SECONDARY SCHOOL**
- G83g **THEORY AND PRACTICE OF THE TEACHING OF GERMAN IN THE SECONDARY SCHOOL**
- G83s **THEORY AND PRACTICE OF THE TEACHING OF SPANISH IN THE SECONDARY SCHOOL**
- G85 **THEORY AND PRACTICE OF THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL**

- G87 **THEORY AND PRACTICE OF THE TEACHING OF LATIN IN THE SECONDARY SCHOOL**
- G89 **THEORY AND PRACTICE OF THE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL**
- G91 **THEORY AND PRACTICE OF THE TEACHING OF SCIENCE IN THE SECONDARY SCHOOL**
- G95 **THEORY AND PRACTICE OF THE TEACHING OF LANGUAGE ARTS AND SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL.**

Note: Fifth-Year students may register for the appropriate Theory and Practice course for three semester hours during the summer and for nine additional hours during the field experience in the fall semester for a total of twelve semester hours.

Courses for Graduates and Advanced Undergraduates

Undergraduates who are not in the School of Education must get the permission of the Dean to enroll in these courses.

Note: Most of the graduate courses in education are also available in one or both of the two terms of the summer session. See the catalogue of the Summer Session. For graduate courses for teachers and school administrators offered on Saturday and in the late afternoon and evening at Chapel Hill see separate announcements available in advance of each semester's work. Some of these courses are offered off-campus in Graduate Centers in Greensboro, Raleigh, Charlotte, Kinston, Goldsboro, and Winston-Salem. Separate announcements are made of these each semester. For graduate courses in physical education see page 85.

Courses offerings are categorized by major divisions and by program areas. Courses numbered 100 to 199 are open to qualified advanced undergraduate students, and to graduate students. Courses numbered 200, and above, are open only to graduate students.

EDUCATIONAL FOUNDATIONS

Psychological Foundations

- EDFO 100 **PSYCHOLOGICAL FOUNDATIONS OF EDUCATION** (3) The nature and relevance of educational psychology; sources and interpretation of educational and psychological data; components of teacher-learning situations, evaluation, and reporting. **Fall and spring.** Sommerfeld, Scott, Stuck, Coop.
- EDFO 101 **PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE** (3). Theories of child and adolescent development plus research findings which aid in the understanding of human behavior and development. **Fall and spring.** Sommerfeld, Scott, Stuck.
- EDFO 103 **PSYCHOLOGY OF ADULT LEARNING: INTERACTION OF VALUES, PERSONALITY AND COGNITION** (3). This course will study the interaction of personality, motivation, values, attitudes, and cognition of students from late adolescence through middle age. A research project applying the course, content to an area of the student's concern will be required. **Spring.** Chambers.

- EDFO 106 **EDUCATIONAL MEASUREMENT AND EVALUATION** (3). Basic concepts in measurement and evaluation. The role of evaluation in curriculum construction and revision and in the improvement of instruction. **Spring**. Sommerfeld, Reilly.
- EDFO 108 **MENTAL HYGIENE IN TEACHING** (3). Prerequisite, introductory courses in psychology and education. The role of the teacher in the socialization and development of emotional health in children as accompanying academic development. Sources of problems and implications. **Fall and spring**. Rosser.
- EDFO 201 **PSYCHOLOGY OF LEARNING IN THE SCHOOL** (3). Prerequisite, Educ. 71 or equivalent. A study of learning in the school setting; fundamental concepts, issues: evaluation of materials and experiences; curriculum innovations as they relate to learning principles. **Spring**. Stuck.
- EDFO 207 **THEORY AND USE OF INDIVIDUAL INTELLIGENCE TESTS** (3). Prerequisites, EDFO 106 or equivalent and permission of the instructor. **Summer session**. Reilly.
- EDFO 301 **SEMINAR IN HUMAN DEVELOPMENT AND INDIVIDUAL DIFFERENCES** (3). Individual differences and problems of conduct. **Fall**. Coop, Stuck.
- EDFO 302 **SEMINAR IN HUMAN LEARNING AND COGNITION** (3). Prerequisite, one and preferably two courses in educational and developmental psychology. Psychology of learning (theoretical aspects) and psychology of learning (practical applications). **Spring**. Sommerfeld, Stuck.
- EDFO 303 **PROBLEMS IN EDUCATIONAL MEASUREMENT** (3). May be repeated for credit. Prerequisites, EDFO 106, permission of instructor. **Fall and spring**. Staff.
- EDFO 305 **PROBLEMS IN EDUCATIONAL PSYCHOLOGY** (3-6). Study and development of original investigations. Prerequisite, permission of instructor. Staff.

Social Foundations

- EDFO 120 **SOCIAL FOUNDATIONS OF AMERICAN EDUCATION** (3). A study of the historical developments, philosophical theories and social force influencing American Education. Not appropriate in a doctoral program. **Fall, spring and summer**. Holton, Schlechty, Phillips, Unks.
- EDFO 123 **CULTURAL CONSTRAINTS IN EDUCATIONAL DEVELOPMENT** (Anthro. 147) (3). An anthropological analysis of social structure, land tenure, poverty, health and illness, population pressures and education, linking the concerns of the Carolina Population Center, The School of Education, and the Department of Anthropology. **Spring**. Burleson.
- EDFO 220 **PHILOSOPHY OF MODERN EDUCATION** (3). A comparative study of the current philosophies of education with particular attention to their impact on solutions offered to problems currently recognized in American education. **Fall**. King, Holton, Phillips.

- EDFO 221 **PHILOSOPHICAL ISSUES IN THE PRESENT CRISIS IN EDUCATION.** (3). An examination of the nature, methods, and limits of education and what makes it possible by a philosophic exploration of mind and language. Emphasis on habits, skills, motivation, experience and discursive thought and their roles in the formation of an educated mind. **Summer.** Adams.
- EDFO 223 **EDUCATIONAL SOCIOLOGY** (3). An application of sociological theory and research to problems of concern to educators. **Fall.** Schlechty.
- EDFO 228 **THE SCHOOL IN AN URBAN SETTING** (3). This course is designed as a seminar to explore the implications of urbanization for educational agencies. Particular attention will be given to public schools. **Spring.** Schlechty.
- EDFO 321 **SEMINAR IN EDUCATIONAL PHILOSOPHY** (3-6). Repeat for credit. Topics in educational philosophy to be determined by the students with the instructor. **Fall and spring.** Holton.
- EDFO 323 **PROBLEMS IN THE PHILOSOPHICAL FOUNDATIONS OF EDUCATION** (3 or more) Prerequisites, EDFO 220 and 221, or equivalents. **Spring.** Staff.
- EDFO 324 **PROBLEMS IN THE SOCIOLOGICAL FOUNDATIONS OF EDUCATION.** (3 or more) Prerequisites, EDFO 220 and 223, or equivalents. **Spring.** Staff.
- EDFO 325 **PROBLEMS IN THE ANTHROPOLOGICAL FOUNDATIONS OF EDUCATION.** (3 or more) Prerequisites, EDFO 123, and Anthropology 121 and 122, or equivalents. **Spring.** Staff.

History and Comparative Education

- EDFO 241 **EUROPEAN FOUNDATIONS OF MODERN EDUCATION** (History 130) (3). A survey of the development of western education in Europe from ancient times until the beginning of the twentieth century. **Fall.** King, Holton, Phillips.
- EDFO 242 **SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES** (History 170) (3). A survey of the social forces influencing the development of American education from the period of colonization to the early years of twentieth century. **Spring.** King, Holton, Phillips.
- EDFO 245 **COMPARATIVE EDUCATION** (3). A study of education in other cultural settings with implications for the student of American education. **Spring and summer session.** Holton, Perry.
- EDFO 341 **PROBLEMS IN HISTORY OF EDUCATION** (3 or more) Prerequisites, EDFO 241 and 242, or equivalents. **Fall and spring.** Staff.
- EDFO 342 **PROBLEMS IN COMPARATIVE EDUCATION** (3 or more) Prerequisites, EDFO 245, or equivalent. **Spring.** Staff.

Educational Research

- EDFO 280 **STATISTICS FOR EDUCATIONAL RESEARCH, I** (3). Orientation to statistics; principals and methods of descriptive statistics: central tendency, variability, the normal curve, standard scores, centiles, correlation; introduction to statistical inference: sampling, t , Chi square, simple analysis of variance; introduction to non-parametric methods. Applications to educational research. **Fall**. Sommerfeld, Tracy, White.
- EDFO 281 **STATISTICS FOR EDUCATIONAL RESEARCH, II** (3). Sampling probability and statistical inference: introduction to sampling theory, introduction to probability theory, multiple classification analysis of variance, interaction, analysis of covariance, linear regression, partial correlation, multiple correlation, multiple regression; further consideration of non-parametric techniques. **Spring**. White, Sommerfeld.
- EDFO 285 **PROCEDURES IN EDUCATIONAL RESEARCH** (3). Prerequisite, EDFO 280 or permission of the instructor. An orientation to research methods, problems, and procedure in historical, survey, developmental, and comparative studies; criteria for evaluating research; and the communication of research findings. **Spring**. Sommerfeld, Tracy, Stuck, White.
- EDFO 286 **DESIGN OF EDUCATIONAL RESEARCH PROJECTS**. (3). Prerequisites, EDFO 280, 281 and 285 (which may be taken concurrently), or permission of the instructor. The designing, conducting, and analyzing of significant school-oriented research problems; relationship between hypotheses and research procedures—the appropriate use of statistical techniques; methods of control; sampling procedures; data collecting procedures. Introduction to computer techniques. Sommerfeld, White.
- EDFO 385 **DOCTORAL RESEARCH SEMINAR** (3). Prerequisites, two courses in graduate education. Permission of instructor. **Fall and spring**. Members of the graduate faculty.

General School of Education Registrations

- EDFO 390 **SEMINAR IN EDUCATION** (3). Prerequisites, two courses in graduate education. Permission of instructor. **Fall and spring**. Members of the graduate faculty.
- EDFO 393 **MASTER'S THESIS** (3 or more). **Fall and spring**. Members of the graduate faculty.
- EDFO 394 **DOCTORAL DISSERTATION** (3 or more). **Fall and spring**. Members of the graduate faculty.
- EDFO 400 **GENERAL REGISTRATION** (3).

CURRICULUM AND INSTRUCTION

Curriculum Theory and Development

- EDCI 200 **THE SCHOOL CURRICULUM** (3). Open to seniors and graduate students with 15 semester hours of credit in education or by permission of the instructor. The history and purposes of the curriculum; principles and techniques of curriculum construction; trends and practices in curriculum revision in the modern schools. **Fall and spring.** Blackburn, Hennis, Perry.
- EDCI 202 **ELEMENTARY EDUCATION IN THE UNITED STATES** (3). **Fall.** Jones, Lane, Price, Cobbs.
- EDCI 204 **THE JUNIOR HIGH SCHOOL** (3). **Fall.** Staff.
- EDCI 206 **SECONDARY EDUCATION IN THE UNITED STATES** (3). The American high school, its history, evolving development and structure, purposes and functions, curriculum, and significant trends causing rapid changes and its extension today. **Fall and spring.** Staff.
- EDCI 208 **THE COLLEGE CURRICULUM** (3). Prerequisite, EDCI 261 or the equivalent or permission of the instructor. A study of the theories of general education and the determinants and issues of the curriculum in the college; an analysis of research and policy in relation to academic procedures. **Spring.** Staff.
- EDCI 209 **CURRICULUM THEORY** (3). An advanced course in curriculum theory, research and experimentation. Study and evaluation of recent curriculum reports and system-wide curriculum developments including provisions for the atypical and culturally deprived student. **Spring and summer.** Blackburn.
- EDCI 303 **PROBLEMS IN THE CURRICULUM** (3). May be repeated for credit. Prerequisites, two courses in graduate education. **Fall and spring.** Staff.

Educational Media

- EDCI 111 **AUDIO-VISUAL INSTRUCTION: TECHNIQUES AND MATERIALS** (3). **Fall, spring, and summer.** Wileman, Gale.
- EDCI 113 **INTRODUCTION TO INSTRUCTIONAL MATERIAL PRODUCTION** (3). The planning and production of two and three dimensional instructional materials, television graphics, slides, overhead transparencies, manipulative tactile materials and audio recordings. Wileman.
- EDCI 211 **SYSTEMATIC INSTRUCTIONAL DEVELOPMENT** (3). The course delineates systematic strategies for instructional development including: task analysis, instructional system analysis, criteria for media selection, criteria for sequencing, instructional management and control techniques, and cost effectiveness. **Summer.** Gale.

Early Childhood Education

- EDCI 120 **EARLY CHILDHOOD EDUCATION** (3). The development of early childhood education; growth and development characteristics of very young children; providing an environment for learning; and organizing and administering programs and services. **Summer**. Day.
- EDCI 121 **THE CURRICULUM OF EARLY CHILDHOOD EDUCATION** (3). The objectives of early childhood education; and curricula in language development, science, social living, number, music, art, and dramatic play. **Summer**. Day.
- EDCI 220 **ORGANIZATION AND SUPERVISION OF PROGRAMS FOR YOUNG CHILDREN** (3). A course concerned with organizational structures of schools for young children focusing on students, staff, finances, physical plant, school services, public relations, and curriculum. Required of early childhood majors assuming supervisory roles. **Fall**.
- EDCI 321 **PRACTICUM PROBLEMS IN EARLY CHILDHOOD EDUCATION RELATED TO TEACHING** (3). Prerequisites, EDCI 120 and 121. Supervised experiences in observation and teaching internship experience in programs for young children. **Spring**. Day.
- EDCI 322 **PRACTICUM PROBLEMS IN EARLY CHILDHOOD EDUCATION RELATED TO SUPERVISION AND ADMINISTRATION** (3). Prerequisites, EDCI 120 and 121 and to be taken with or after EDCI 221. A supervised internship experience in both an administrative and a supervisory role in programs for young children. **Spring**. Day.

Elementary Instruction

- EDCI 230 **THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL** (3). A consideration of the objectives, methods and materials of instruction, issues, trends, and research related to oral language, written expression, listening skills and reading. **Fall and summer**. Brown, Jones.
- EDCI 231 **IMPROVEMENT IN READING** (3). This survey course in developmental and corrective reading instruction considers objectives, methods, materials, issues, trends, and bibliography. **Fall, spring and summer**. Brown, Jones.
- EDCI 232 **DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES** (3). Prerequisites, EDCI 231 and permission of the instructor. The course considers causes of reading disability, observation and interview procedures, standard, informal and diagnostic testing, report writing, and methods and materials of instruction. **Fall and summer**. Brown.
- EDCI 233 **PRACTICUM IN DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES** (3). Prerequisite, EDCI 232. A supervised clinical or laboratory practicum with reading disability cases. **Spring and summer**. Brown.
- EDCI 235 **THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL** (3). **Fall**. Lane.
- EDCI 236 **NATURAL SCIENCE IN THE ELEMENTARY SCHOOL** (3). **Spring**. Staff.

- EDCI 237 **MATHEMATICS IN THE ELEMENTARY SCHOOL** (3). **Spring**. Jones, Ballew.
- EDCI 330 **INVESTIGATIONS IN READING** (3). Prerequisite, EDCI 231 and permission of the instructor. **Spring**. Brown, Jones.
- EDCI 335 **PROBLEMS IN ELEMENTARY EDUCATION** (3). May be repeated for credit. Prerequisites, two courses in graduate education. **Fall and spring**. Staff.

Secondary Instruction

- EDCI 240 **INVESTIGATIONS AND TRENDS IN THE TEACHING OF ENGLISH** (3). Prerequisite, Class A English certificate or equivalent. An advanced course designed to examine research, current experimental practices and the effects of language theories upon the purposes, structure, and program of the language arts. **Summer session**. Hennis.
- EDCI 245 **INVESTIGATIONS AND TRENDS IN THE TEACHING OF SOCIAL STUDIES** (3). Prerequisites, Class A social studies certificate or equivalent or permission of the instructor. An advanced course designed to examine research and the effects of educational theories upon the objectives, structure, and curriculum of the social studies. **Summer**. Phillips, Unks.
- EDCI 246 **INVESTIGATIONS AND TRENDS IN TEACHING NATURAL SCIENCE** (3). **Fall and summer**. Hounshell.
- EDCI 247 **INVESTIGATIONS AND TRENDS IN THE TEACHING OF MATHEMATICS** (3). Prerequisites, A North Carolina class A teaching certificate, or its equivalent, and permission of the instructor. Current trends in the teaching of mathematics with emphasis on research results and experimental programs developed by mathematics curriculum study groups. **Summer**. Ballew.
- EDCI 345 **PROBLEMS IN SECONDARY EDUCATION** (3). May be repeated for credit. Prerequisites, two courses in graduate secondary education. **Fall and spring**. Members of the graduate faculty.

Adult Education

- EDCI 250 **ADULT EDUCATION: A GENERAL SURVEY** (3). Prerequisite, permission of the instructor. The history and philosophy of adult education. Current developments in this and other countries. Forms of adult education today. Problems in adult learning. **Fall and spring**. Watson, Hardy, Fay.
- EDCI 251 **PROGRAM PLANNING IN ADULT EDUCATION** (3). Prerequisite, permission of the instructor. Designing of programs, courses, and classes for adult community groups; business and industrial groups; governmental and voluntary agencies; and continuing higher education. Emphasis upon evaluation and appraisal. **Spring and summer**. Hardy, Rhyne, Fay.

- EDCI 252 **GROUP PROCESS AND BEHAVIORAL CHANGE** (3). Prerequisite, permission of the instructor. Examination of fundamental research orientations in the small group area, and their application in the study of task and socio-emotional aspects of group functioning. Introduction to sensitivity training and laboratory method in general. **Fall, spring, and summer.** Watson, Smallegan.
- EDCI 351 **INTERPERSONAL SKILLS IN GROUP DYNAMICS** (3). Prerequisite, Education 131 and permission of the instructor. Application of behavioral research through laboratory method. Development of advanced skills in group diagnosis and helping relationships. Design and application of training exercises for continuing groups. **Spring.** Watson.

Higher Education

- EDCI 260 **THE TWO-YEAR COLLEGE** (3). History, philosophy, objectives, curriculum status, and trends in the development of the two-year college. **Fall and summer.** Staff.
- EDCI 261 **HIGHER EDUCATION IN THE UNITED STATES** (3). Prerequisite, EDFO 241 or EDFO 242, or History 71-72, or the equivalent. The history and present status of the organization, administration and curriculum of higher education; the growth of denominational and Land-Grant Colleges and Universities, the two-year college, and graduate and professional education. **Spring.** King, Holton.
- EDCI 263 **TEACHER EDUCATION IN THE UNITED STATES** (3). A study of the development, issues and programs for the preparation of teachers. Designed for students planning to work in teacher education. **Fall.** Beach.
- EDCI 265 **PRINCIPLES AND PRACTICES OF COLLEGE TEACHING** (3). **Spring.** Holton.
- EDCI 268 **THE ADMINISTRATION OF HIGHER EDUCATION** (3). The theory and practice of administration of public and private institutions of higher education including the two- and four-year colleges and universities. **Summer.** Staff.
- EDCI 360 **INTERNSHIP IN HIGHER EDUCATION** (6). Prerequisites, EDCI 208 and 261 and approval of Instructor. A one semester internship under the direction of a college teacher and supervised by University staff from the major and professional area. Concurrent seminar in instructional theory and practice. Staff.

OTHER INSTRUCTIONAL AREAS

- EDCI 181 **FUNCTION AND STRUCTURE OF DISTRIBUTIVE EDUCATION** (3). A course designed to acquaint the beginning coordinator with the duties and responsibilities involved in the teaching of distributive education. **Summer.** Staff.
- EDCI 182 **SUPERVISION OF THE COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM** (3). Surveys and appraisals are made of current source materials and their adaptation to the instructional program. **Summer session.** Staff.

- EDCI 281 **TECHNIQUES OF LEADERSHIP DEVELOPMENT IN DISTRIBUTIVE EDUCATION** (3). Conference leading and its application in the instructional program. Steps in developing an effective public relations program in Distributive Education. **Summer session.** Staff.
- EDCI 282 **PROGRAM DEVELOPMENT IN DISTRIBUTIVE EDUCATION** (3). The identification of current problems in Distributive Education with particular emphasis on new approaches to research in the problem areas. **Summer session.** Staff.
- EDCI 284 **SEX EDUCATION IN THE SCHOOL CURRICULUM** (3). A survey of current and historical studies related to sexuality and population, with attention to sex-related problems of man. Emphasis is given to materials and methodology for teaching in the area. **Spring.** Scott.
- EDCI 286 **MUSIC EDUCATION IN THE HIGH SCHOOL** (3). **Summer session and fall.** Carter (of the Music Department).
- EDCI 287 **INVESTIGATIONS AND TRENDS IN MUSIC EDUCATION** (3). **Summer session.** Carter (of the Music Department).
- EDCI 288 **THE TEACHING OF APPLIED MUSIC: VOCAL** (3). Physiological and acoustical analysis of the singing act; phonics and phonetics as applicable to singing English and foreign languages; vocalises and techniques suitable for classroom and choral rehearsal; through lectures, films, demonstrations, voice clinics, and supervised teaching. **Summer.** Carter.
- EDCI 380 **EDUCATION WORKSHOP** (3 or 6). Open by special permission to a limited number of qualified graduate students who have specific interests or problems that are adapted to staff and local resources available. **Summer session.** Staff; visiting faculty.

SPECIALIZED PROFESSIONAL PROGRAMS

School Counselor and Student Personnel

- EDSP 200 **INTRODUCTION TO PUPIL PERSONNEL SERVICES** (3). Philosophical bases of pupil personnel services are discussed with special emphasis on guidance services. **Fall, spring, and summer.** Perry, Taff, Rosser.
- EDSP 201 **TECHNIQUES IN COUNSELING** (3). Prerequisite, EDSP 200 or permission of the instructor. **Fall and spring.** W. D. Perry, Taff.
- EDSP 202 **THEORIES, APPRAISALS AND USE OF RESOURCE MATERIALS IN GUIDANCE** (3). **Fall and spring.** W. D. Perry, Taff, T. White, Lassiter.
- EDSP 204 **INTRODUCTION TO GUIDANCE PRINCIPLES AND PRACTICES IN THE ELEMENTARY SCHOOL** (3). A consideration of the elementary school's role as a major agency in helping the child develop individual and group relationships; the role and staff relationships of the counselor; existing guidance programs in the elementary school; and problem and issues related to guidance in the elementary school. **Spring and summer.** Rosser.

- EDSP 205 **STUDENT PERSONNEL ADMINISTRATION** (4). There is study of student personnel administration structure. Areas such as admissions, student discipline, institutional climate, housing, health services, counseling and testing, placement, foreign students, and financial aid are considered. **Spring**. W. D. Perry.
- EDSP 206 **SUPERVISED PRACTICUM IN GUIDANCE** (3). Prerequisites EDSP 200, 201, 202, 208, or permission of the instructor. **Summer session and spring**. W. D. Perry, Taff.
- EDSP 207 **ADVANCED COUNSELING: THEORIES AND PRACTICES** (3-6). Prerequisite. EDSP 201 or equivalent. Refinement of techniques for counselors through continued use of case studies utilizing individual and group techniques, data from measurements and educational, occupational and personal-social information. **Summer and spring**. W. D. Perry, Taff.
- EDSP 208 **THE USE OF TESTS IN THE ANALYSIS OF THE INDIVIDUAL** (3). Prerequisites, EDSP 200 or permission of the instructor. The student may be required to purchase tests. **Fall**. W. D. Perry, Taff, White, Rosser.
- EDSP 209 **ORGANIZATION AND ADMINISTRATION OF GUIDANCE PROGRAMS** (3). Prerequisite, EDSP 200. **Spring and summer session**. W. D. Perry, Scott, Taff, Rosser.
- EDSP 301 **GUIDANCE INTERNSHIP—FIELD EXPERIENCES** (6). Students serve internships in counseling while closely supervised by University staff members and professional counselors under whom they are working. **Spring and summer session**. W. D. Perry, Taff.
- EDSP 302 **INTERNSHIP IN STUDENT PERSONNEL SERVICES** (3). The internship provides experiences in student personnel offices and depth experience in the function or functions specific to the student's career orientation. Students are placed in college or university student personnel offices under the joint supervision of administrative personnel of these offices and staff members of the School of Education. **Spring**. W. D. Perry.
- EDSP 303 **INTERNSHIP IN GUIDANCE** (3-9). This course provides an opportunity for full-time field work experiences in a school setting. Required of all majors in guidance and personnel work who do not qualify for North Carolina Class A certificate. **Fall or spring**. Perry or Taff.
- EDSP 305 **PROBLEMS IN GUIDANCE AND PERSONNEL WORK** (3). May be repeated for credit. Prerequisites, two graduate courses in guidance, permission of instructor. **Fall and spring**. Staff.

Vocational Rehabilitation

- EDSP 210 **INTRODUCTION TO VOCATIONAL REHABILITATION** (3). This course is designed to acquaint the graduate student with the history, philosophy, and legal bases for the rehabilitation movement. **Fall**. T. White, Lassiter.

- EDSP 211 MEDICAL ASPECTS OF REHABILITATION COUNSELING (3).** This course for graduate students in Rehabilitation Counseling will provide an orientation to medical terminology, physician-counselor relationships; and a study of the body system process, residual function, prosthetics, mental illness, and mental retardation. Special attention will be given to rehabilitation implications of disabilities. Members of the School of Medicine (and School of Dentistry) faculty will provide lectures and demonstrations. **Spring.** Staff.
- EDSP 212 ADVANCED TECHNIQUES OF REHABILITATION COUNSELING (3).** This course will provide a refinement of techniques through a critical analysis of representative rehabilitation case histories and clinical practice. **Fall.** T. White.
- EDSP 310 INTERNSHIP IN VOCATIONAL REHABILITATION (3).** This course is designed to acquaint the student with the organizational structure and procedures, relationships, processes, and working conditions within a rehabilitation setting. **Spring.** T. White, Lassiter.
- EDSP 315 PROBLEMS IN REHABILITATION COUNSELING (3).** May be repeated for credit. Prerequisite, permission of the instructor. The course is designed to acquaint the graduate student with special problems in rehabilitation. It is concerned with the problems of specific disability groups, such as the paraplegic, the mentally retarded, the deaf, blind, etc. Also, the student will have an opportunity to study special problems in the selection of rehabilitation centers and other facilities, as well as job placement for the handicapped. **Fall, spring and summer.** T. White.

School Psychology

- EDSP 120 INTRODUCTION TO SCHOOL PSYCHOLOGY (3).** A course designed to provide the student with an introduction and concepts and methods involved in school psychology. **Fall and summer.** Brantley.
- EDSP 221 PSYCHO-EDUCATIONAL ASSESSMENT (3).** Repeat for credit. A comprehensive study of the various psycho-educational assessment techniques, including educational intelligence, psycho-motor and projective. Emphasis will be placed on translating assessment data to remedial programs. **Fall and spring.** Brantley.
- EDSP 222 PSYCHO-EDUCATIONAL REMEDIATION (3).** Repeat for credit. A comprehensive study of the various models available for Psycho-educational remediation, topics covered will include behavior management and therapy, individual and group therapy. **Fall and spring.** Wasik.
- EDSP 223 SCHOOL CONSULTATION METHODS (3-12).** Repeat for credit. Various models of consultation, the role of the consultative model in the schools and related agencies. Role playing and experience in the school will be utilized. **Fall and spring.** Pryzwansky.
- EDSP 225 THE PROBLEMS OF MALADJUSTMENT AMONG CHILDREN (3).** The etiology and behavioral characteristics of the major forms of maladjustment in children. Emphasis is placed on remedial measures appropriate to the school setting. **Fall and spring.** Reilly.

- EDSP 226 **SEMINAR IN APPLIED INVESTIGATIONS (3).**
- EDSP 227 **PROFESSIONAL SCHOOL PSYCHOLOGY SEMINAR (3).** Repeat for credit. The goals and roles of school psychology, ethical concerns, privileged information, certification and licensing and relevant areas of concern to the development of a professional psychologist. **Fall and spring.** Reilly.
- EDSP 228 **PRACTICUM IN SCHOOL PSYCHOLOGY (3).** Repeat for credit. Supervised experience in observation and participation in school psychological services in schools, clinic and other mental health facilities. Consultation, diagnosis and remediation programs. **Fall and spring.** Przwansky.
- EDSP 229 **SEMINAR IN SCHOOL PSYCHOLOGY (3).** Prerequisites, appropriate courses and permission of the instructor. The objectives of school psychology; the role of the school psychologist in relation to the school administration, the education process, pupil personnel services, the school society; related professional roles. Reilly, Brantley.
- EDSP 320 **DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY (6).** Prerequisite, permission of the instructor. A course designed for doctoral level students in school psychology to consolidate and integrate their training in a combination of school and clinic experiences. **Fall and spring.** Przwansky.
- EDSP 322 **SEMINAR IN LEARNING DISABILITIES (3).** Repeat for credit. Prerequisite, permission of the instructor. This course is designed to explore the etiology, classroom manifestations and treatment programs of children with learning disabilities, test patterns differential functioning and related research. **Fall.** Przwansky.
- EDSP 325 **PROBLEMS IN SCHOOL PSYCHOLOGY (3-6).** Repeat for credit. This course is designed to provide the student an opportunity to explore in depth specific areas of research interest in school psychology or allied areas. **Fall and spring.** Reilly.

Special Education

- EDSP 130 **INTRODUCTION TO EXCEPTIONAL CHILDREN (Psychology 180) (3).** A comprehensive survey of the gifted child and of the various handicapping conditions—mental retardation, emotional disturbance, learning disabilities, speech impairment, deaf, blind, crippled, and neurologically impaired. **Fall and spring.** Ragland, Taylor, Wyne.
- EDSP 132 **THE GIFTED CHILD IN SCHOOL AND SOCIETY (3).** The nature of giftedness and creativity; characteristics of gifted and creative children; approaches to encouraging the development and utilization of their abilities. **Spring.** Taylor.
- EDSP 135 **PSYCHOLOGY OF MENTAL RETARDATION (3).** An intensive study of the psychological and sociological aspects of educationally handicapping conditions and of the children who manifest those conditions. Analysis and integration of classic and current research in the area is required. **Fall and spring.** Wyne.

- EDSP 231 **TEACHING THE MENTALLY HANDICAPPED CHILD (3)**. Emphasis on classroom educational procedures including methods, curriculum and materials for teaching pupils handicapped by learning problems in the public schools. **Spring**. Mitchell, Taylor.
- EDSP 233 **MULTI-DISCIPLINARY APPROACH TO PROBLEMS OF MENTAL RETARDATION (3)**. Recognized researchers, scholars, and practitioners form the core of this course by presenting the contributions of their professions to mental retardation. Disciplines represented include Psychology, Sociology, Neurology, Psychiatry, Genetics, Biology. **Fall**. Wyne.
- EDSP 234 **MULTI-DISCIPLINARY APPROACH TO PROBLEMS OF MENTAL RETARDATION (3)**. Representatives from various disciplines and agencies present the problems of mental retardation from their particular points of view. Social work, public health, vocational rehabilitation, welfare, law, parent groups, community day centers, state departments. **Spring**. Wyne.
- EDSP 237 **INTRODUCTION TO THE EDUCATION OF EMOTIONALLY DISTURBED CHILDREN (3)**. An overview of the education of emotionally disturbed children including history, philosophical issues, alternative conceptions of emotional disturbance, management and educational programming, types of programs and professional roles. **Fall**. Paul, Wright.
- EDSP 238 **TEACHING THE EMOTIONALLY DISTURBED CHILD (3)**. Prerequisite, EDSP 237. An examination of management and educational planning and programming for emotionally disturbed children, the roles of the teacher, and the establishment of programs. Each student will be expected to assume some responsibility for working on a limited basis in a supervised experience with an emotionally disturbed child or with a small group. **Spring**. Paul, Wright.
- EDSP 143 **ORIENTATION TO DISORDERS OF SPEECH, HEARING, AND LANGUAGE (3)**. **Summer**. Staff.
- EDSP 144 **SPEECH PATHOLOGY, I (3)**. **Summer**. Staff.
- EDSP 145 **PHONETICS (3)**. The recognition, analysis, production and transcription of the sounds of the English language using the international phonetic alphabet. Attention to foreign dialects and American regional differences in speech. **Summer session**. Staff.
- EDSP 243 **AUDIOLOGY (3)**. A practical course designed to meet the needs of the public school speech therapist whose case load includes pupils with hearing losses. Clinical practice in audiometric testing. **Summer**. Staff.
- EDSP 244 **SPEECH PATHOLOGY, II (3)**. Advanced procedures in speech correction and an integration of previous professional course work and experience as they relate to case interview and history technique, parental counseling, diagnostic examinations, report writing, and case referral. **Summer**. Staff.
- EDSP 245 **ADVANCED THEORY AND PRACTICE IN EDUCATING THE SPEECH HANDICAPPED (3)**. **Summer**. Visiting faculty.

- EDSP 247 **EDUCATIONAL EVALUATION OF HANDICAPPED CHILDREN** (3). Prerequisite, permission of instructor. An in-depth study and practice in the use of both formal and informal diagnostic assessment and observational techniques appropriate for the teacher of children with learning problems. **Fall**. Lillie.
- EDSP 248 **CURRICULUM DEVELOPMENT IN SPECIAL EDUCATION** (3). Prerequisite, EDSP 247. Designed to help the student put diagnostic and assessment procedures into practice in the classroom. Includes analysis of and practice in administering both commercially-available and student-produced curriculum materials. **Spring**. Lillie.
- EDSP 340 **MASTER'S INTERNSHIP IN SPECIAL EDUCATION** (3 or 6). Provides thorough supervised experience in a phase of Special Education most appropriate to the student's qualifications, experience, and future educational goals. Requires a minimum of 300 clock hours at the internship site per semester. **Fall and spring**. Staff.
- EDSP 341 **SUPERVISED POST-MASTER'S INTERNSHIP IN SPECIAL EDUCATION** (3 or 6). Prerequisites, two years of graduate study and the permission of the Director of Special Education. A full-time field placement under the joint direction of a University staff member and a selected professional practitioner in Special Education. **Fall and spring**. Staff.
- EDSP 342 **SEMINAR IN SPECIAL EDUCATION** (3). Designed to allow advanced graduate students to examine research topics thoroughly and to share their findings and conclusions with seminar members. Emphasis is upon scholarly and critical analysis of basic research. **Spring**. Heiny, Ragland, Wyne.
- EDSP 345 **PROBLEMS IN SPECIAL EDUCATION** (3 or 6). Available for advanced graduate students who wish to engage in supervised field and pilot research. Prerequisite, EDFO 280 and/or EDFO 285. By permission of Director of Special Education only. **Fall and spring**. Staff.

Recreation Administration

- EDSP 171 **PLANNING FOR RECREATION PROGRAMS, AREAS AND FACILITIES** (4). Prerequisite, Recreation 73 or permission of instructor. A study of the principles of planning recreation programs, facilities, space, and the interdependent relationship of activities to physical environment. Emphasis is placed on the forces which condition programs and affect the design and construction of recreation facilities and areas. **Three lecture and one two-hour laboratory per week, fall**. Stein.
- EDSP 172 **COMMUNITY PROGRAMMING FOR DEPRIVED GROUPS** (3). An analysis of the problems confronting disadvantaged individuals and groups. Specific attention will be given to the unique characteristic of the disadvantaged, particularly the aged, physically handicapped, and culturally deprived. Techniques for involving these groups in meaningful community roles through recreation and leisure experiences will be developed. Case studies of selected communities and their disadvantaged citizens will be used in developing guidelines for effective community action. **Spring**. Stein.

- EDSP 173 INTRODUCTION TO GROUP DYNAMICS AND COMMUNITY LEADERSHIP (3).** Prerequisites, Recreation 73. An analysis of the techniques, methods, and motives of group and community leaders especially those associated with the Leisure Movement. Attention is focused upon the role played by the organizations policies and structure in shaping leadership patterns. **Fall and spring.** Sessoms.
- EDSP 175 SUPERVISED FIELD TRAINING IN RECREATION (3).** Prerequisite, three or more courses in recreation. Supervised field experience in recreation; students will have opportunity to receive varied practical on-the-job experience in one or more agency types. **Spring.** Staff.
- EDSP 177 ADMINISTRATION OF RECREATION (3).** Analysis of recreation from the standpoint of organization: administration; finances, budget; reports and records; leadership and training; legislation; publicity and public relations; coordination of community resources; program operation. **Fall.** Stein.
- EDSP 270 WORK, LEISURE AND ORGANIZED RECREATION IN THE UNITED STATES (3).** To describe and analyze the scope of organized recreation systems, the evolution of work and leisure attitudes and the trends in Individual recreation behavior. **Fall.** Sessoms.
- EDSP 271 PROBLEMS OF ORGANIZED RECREATION (3).** To promote Insight into some problems confronting organized recreation in community life; to interpret and analyze the problems, determine specific needs; to plan for adjusting the problems. **Spring.** Stein.
- EDSP 272 RECREATION IN THE MEDICAL SETTING (3).** An analysis of recreation in the medical setting with particular emphasis given to the objectives, procedures and resources necessary to organize and administer hospital recreation. **Fall.** Staff.
- EDSP 273 PROGRAM PLANNING IN THE MEDICAL SETTING (3).** **Spring.** Staff.
- EDSP 276 THE PHYSIOLOGICAL AND MEDICAL ASPECTS OF AGING.** Attention is given to the physical processes of aging, individual differences, medical and health problems and the resources available to meet these problems. Specialists in selected health professions provide specific information on aging from their discipline's viewpoint. **Fall.** Hawkinson.
- EDSP 277 SOCIAL GERONTOLOGY.** An analysis of the social and economic factors which affect the status and life styles of older Americans. Specific attention is given to housing, transportation, finances, recreation, education and social relationships programs. Demographic data are presented as well as analyses of the resources available to counteract social isolation and community apathy. **Fall.** Hawkinson.
- EDSP 278 THE PSYCHOLOGICAL ASPECTS OF AGING.** Attention is given to the development aspects of the aging process; time associated changes in behavior-sensory, intellectual learning and motivation; personality development and change in middle and later life; social and personal adjustment; mental illness and psychopathology. Representatives from selected disciplines will present their views on the psychology of aging. **Spring.** Hawkinson.

- EDSP 279 **PROBLEMS OF THE AGED** (3). A seminar to stress problem-solving in applying principles and theories from the field of aging to the social problems confronting the aged; to promote insight into some problems of organizations, agencies and institutions serving the aged. **Spring**. Fay.
- EDSP 370 **PRACTICUM IN RECREATION ADMINISTRATION** (3-6). **Fall and spring**. Staff.
- EDSP 371 **INTERNSHIP IN RECREATION ADMINISTRATION** (0). **Fall and spring**. Staff.
- EDSP 375 **READING AND RESEARCH IN RECREATION ADMINISTRATION** (3
EDSP 376 each semester). Registration by permission of the instructor. Advanced reading, library research or field research on a selected topic under guidance of the instructor. **Fall and spring**. Sessoms.

Administration and Supervision

- EDSP 290 **ORGANIZATION OF AMERICAN SCHOOL SYSTEMS** (3). An extensive treatment of administrative theory, organization, function and technique as they relate to the public school systems with the system of governmental entities in the United States. **Fall**. Tracy, Tarbet, A. Perry, Eargle, Ball, Harkin.
- EDSP 291 **THE EDUCATIONAL ORGANIZATION AS A SOCIAL SYSTEM** (3). An examination, including a historical review, of organizational theory with particular attention to the utility of social systems theory as a basis for effective educational leadership. **Fall and summer**. Harkin.
- EDSP 292 **THE PRINCIPALSHIP: ELEMENTARY AND SECONDARY SCHOOLS** (3). Prerequisite, North Carolina Class A Certificate; a minimum of one year's teaching experience. A. Perry, Tracy, Tarbet.
- EDSP 293 **TECHNIQUES IN EDUCATIONAL LEADERSHIP** (3). The development of an understanding of the leadership role and function, sensitivity to the natures and structures of groups, and the problems of communication within and among groups. **Fall**. Tracy, A. Perry, Beach, Ball.
- EDSP 294 **SUPERVISION AND INSTRUCTION** (3). Nature and purposes of supervision, recent trends in theory and practice, teacher participation in policy, organization, and planning; specific techniques and devices of supervision; training and qualifications of supervisors. **Summer session**. A. Perry, Jones.
- EDSP 295 **PROBLEMS OF EDUCATIONAL LEADERSHIP** (6). Prerequisites, North Carolina Class A Certificate—EDSP 290—a minimum of one year of teaching experience. Tracy, A. Perry, Tarbet, Beach.
- EDSP 296 **TECHNICAL STUDIES IN PUBLIC SCHOOL FINANCE PERSONNEL AND FACILITIES** (6). Prerequisites, Graduate Studies, EDSP 290, 291 and 292. **Fall and summer session**. Tracy, A. Perry, Tarbet.
- EDSP 298 **SCHOOL LAW** (3). Prerequisites, courses required for the Class A North Carolina Teachers Certificate and 6 semester hours of graduate work in school administration. **Fall of alternate years and summer**. Staff.

- EDSP 390 **SEMINAR AND SUPERVISED INTERNSHIP IN EDUCATIONAL ADMINISTRATION** (3). A supervised internship or field problem explicitly relevant to the program in administration and to the student's progress toward certification in the principalship. Staff.
- EDSP 391 **ADVANCED SEMINAR AND SUPERVISED INTERNSHIP IN EDUCATIONAL ADMINISTRATION** (6). Prerequisites, three semesters of graduate work including EDSP 290, 291, 292, 296. Tracy, Tarbet, A. Perry, Ball.
- EDSP 395 **PROBLEMS IN EDUCATIONAL ADMINISTRATION** (3-6). May be repeated for credit. Prerequisites EDSP 290 or equivalent, one other course in educational administration, **Fall and spring**. Staff. Permission of instructor.
- EDSP 396 **PROBLEMS IN SUPERVISION** (3). A study of major problems in the supervision of instruction. Investigations of new trends and recent research. A. Perry, Jones.

PHYSICAL EDUCATION

- PHYE 120 **PRINCIPLES OF PHYSICAL EDUCATION** (3). Prerequisite, undergraduate work in education and psychology. **Fall**. Staff.
- PHYE 121ab **ADMINISTRATION OF PHYSICAL EDUCATION** (3). **Spring**. Shepard, Fink.
- PHYE 123 **SCHOOL HEALTH EDUCATION** (3). Prerequisite, basic courses in science. **Fall**. Peacock.
- PHYE 126ab **INDIVIDUAL PHYSICAL EDUCATION** (3). Prerequisites, anatomy and physiology or equivalent. **Spring**. Rabb, Fink.
- PHYE 127 **INTRAMURAL AND EXTRAMURAL ACTIVITIES FOR SCHOOLS AND COLLEGES** (3). **Fall**. Rabb, Allen.
- PHYE 220 **TESTS AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION** (3). **Spring**. Peacock.
- PHYE 221 **PHYSIOLOGY OF EXERCISE** (3). Prerequisites, zoology, anatomy, and physiology. **Two lecture and four laboratory hours a week, spring**. Blyth.
- PHYE 222 **PRINCIPLES OF HEALTH EDUCATION** (3). Prerequisite, adequate background in science. **Spring**. Graduate faculty.
- PHYE 224 **SCHOOL AND COMMUNITY HYGIENE** (3). Prerequisite, adequate background in science. **Spring**. Graduate faculty.
- PHYE 225 **RESEARCH TECHNIQUES AND MODERN PROBLEMS IN PHYSICAL EDUCATION** (3). Prerequisites, experience and advanced work in Physical education and education. **Fall**. Peacock, Shepard.
- PHYE 226 **HISTORY OF THE DANCE** (3). **Spring**. Staff.
- PHYE 320 **RESEARCH IN PHYSICAL EDUCATION** (3). Prerequisites, experience and advanced work in the field. Peacock, Shepard.
- PHYE 341abc **SEMINAR COURSE** (2 each). Prerequisites, adequate training and experience and consent of the instructor. **Fall and spring**. Shepard, Peacock.





PEABODY HALL
UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, N.C.
F. CARTER WILLIAMS, ARCHITECTS - RALEIGH
MAY 1968

The air-conditioned structure which was first occupied in June, 1960, more than doubled the size of the old building and provided excellent modern facilities for the growing enrollment and expanded activities of the School.