

Record of the University of North Carolina at Chapel Hill

THE
SCHOOL OF
EDUCATION
1977-1978 ISSUE



March 1977



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Record of The University of North Carolina at Chapel Hill

MARCH 1977

Number 847

**THE ONE HUNDRED AND
EIGHTY-THIRD SESSION**

The School of Education

The School of Education is a member of the American Association of Colleges for Teachers 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—1977-1978

THE UNIVERSITY OF NORTH CAROLINA

Sixteen Constituent Institutions

WILLIAM CLYDE FRIDAY, B.S., LL.B., LL.D., D.C.L., President

RAYMOND HOWARD DAWSON, B.A., M.A., Ph.D., Vice President—Academic Affairs

EDGAR WALTON JONES, B.S., M.S., Ph.D., Vice President—Research and Public Service

L. FELIX JOYNER, A.B., Vice President—Finance

JOHN L. SANDERS, A.B., J.D., Vice President—Planning

CLEON FRANKLYN THOMPSON, B.S., M.S., Vice President—Student Services and Special Programs

GEORGE ELDRIDGE BAIR, B.A., M.A., Ph.D., Director of Educational Television

HUGH S. BUCHANAN, JR., B.A., Associate Vice President—Finance

CHARLES RAY COBLE, JR., B.S., M.A., Ph.D., Associate Vice President—Planning

KENNIS R. GROGAN, B.S., M.B.A., Associate Vice President—Finance

JAMES L. JENKINS, JR., A.B., Assistant to the President

ARNOLD KIMSEY KING, A.B., A.M., Ph.D., Assistant to the President

JOHN P. KENNEDY, JR., S.B., B.A., M.A., J.D., Secretary of the University

ROSCOE D. McMILLAN, JR., B.S., Assistant to the President for Governmental Affairs

RICHARD H. ROBINSON, JR., A.B., LL.B., Assistant to the President

ROBERT W. WILLIAMS, A.B., M.A., Ph.D., Associate Vice President—Academic Affairs

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

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

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

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

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

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

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

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

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

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UNIVERSITY CALENDAR

1977-1978

SUMMER SESSION, 1977

First Term

May 23, Monday	Registration.
May 24, Tuesday	First day of classes.
May 25, Wednesday	Last day for late registration.
May 30, Monday	Holiday.
June 17, Friday	Last day to drop a course.
June 24, Friday	Last day of classes.
June 27-28, Monday-Tuesday	Final examinations.

Second Term

July 5, Tuesday	Registration.
July 6, Wednesday	First day of classes.
July 7, Thursday	Last day for late registration.
July 29, Friday	Last day to drop a course.
August 5, Friday	Last day of classes.
August 8-9, Monday-Tuesday	Final examinations.

FALL SEMESTER, 1977

August 17, Wednesday	Fall Semester opens.
August 20, Saturday	Residence Halls open for freshmen.
August 20, Saturday	Orientation of all new freshmen according to schedule to be announced.
August 21, Sunday	Residence Halls open for transfer students.
August 22, Monday	Residence Halls open for returning students.
August 22-24, Monday-Wednesday	Registration according to schedule to be announced.
August 25, Thursday	Classes begin for all students. Late registration begins. Fee of \$5.00 charged for late registration.
August 30, Tuesday	End of late registration and change in schedules. No registration accepted after this date.
September 5, Monday	Holiday, Labor Day.
September 22, Thursday	Last day for Pass/Fail declaration and for dropping courses (undergraduate).
September 30, Friday	Last day for graduate students to file applications with Dean for degree to be awarded in December.
October 10, Monday	Progress reports for freshmen due.

October 11, Tuesday	Last day for filing applications with Dean for degree to be awarded in December (undergraduate).
October 12, Wednesday	University Day.
October 31-November 4, Monday-Friday	Pre-registration for Spring Semester.
November 12, Saturday	Written examinations for master's candidates for the December graduation may not be taken after this date.
November 18, Friday	Doctoral dissertations and master's theses for the December graduation must be filed in the Graduate School by this date.
November 22, Tuesday	Last day for graduate students to drop a course.
November 23, Wednesday, 1:00 P.M.	Instruction ends for Thanksgiving recess.
November 28, Monday, 8:00 A.M.	Instruction resumes.
December 3, Saturday	Last day for final oral examinations for master's or doctoral degrees for graduation in December.
December 6, Tuesday	Fall Semester classes end.
December 7, Wednesday	Reading day.
December 8, Thursday	Fall Semester examinations begin.
December 17, Saturday	Fall Semester examinations end.
SPRING SEMESTER, 1978	
January 8, Sunday	Semester opens.
January 8, Sunday, 12:00 Noon	Residence Halls open for new students.
January 9, Monday	Residence Halls open for returning students.
January 9-10, Monday-Tuesday	Registration/Schedule Changes.
January 11, Wednesday	Classes begin for all students. Late registration begins. Fee of \$5.00 charged for late registration.
January 16, Monday	End of late registration and change in schedules. No registration accepted after this date.
January 27, Friday	Last day for graduate students to file applications with Dean for degree to be awarded in May.
February 8, Wednesday	Last day for Pass/Fail declaration and for dropping courses (undergraduate).
February 10, Friday	Last day for filing application with Dean for degree to be awarded in May (undergraduate).
March 6, Monday, 8:00 A.M.	Spring vacation begins.

March 13, Monday, 8:00 A.M.

Instruction resumes.

March 24, Friday

Doctoral dissertations and master's theses for May graduation must be filed in the Graduate School by this date.

March 27, Monday

Holiday, Easter Monday.

April 10-14, Monday-Friday

Pre-registration for summer and fall.

April 13, Thursday

Last day for graduate students to drop a course.

April 15, Saturday

Written examinations for master's candidates for May graduation may not be taken after this date.

April 22, Saturday

Last day for final oral examinations for master's or doctoral degrees for graduation in May.

April 27, Thursday

Last day of classes for the Spring Semester.

April 28, Friday

Reading day.

May 1, Monday

Spring Semester examinations begin.

May 10, Wednesday

Spring Semester examinations end.

May 14, Sunday

Commencement.



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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

NELSON FEREBEE TAYLOR, LL.B., Chancellor

SUSAN H. EHRINGHAUS, J.D., Assistant to the Chancellor

JOHN PARKHILL EVANS, Ph.D., Assistant to the Chancellor

SARAH VIRGINIA DUNLAP, B.S., Secretary to the University

C. HUGH HOLMAN, Ph.D., Special Assistant to the Chancellor

DONALD ARTHUR BOULTON, Ed.D., Dean of Student Affairs

WILLIAM W. COBEY, JR., M.Ed., Director of Athletics

¹CHRISTOPHER COLUMBUS FORDHAM, III, M.D., Vice Chancellor, Health Affairs and Dean, School of Medicine

DOUGLASS HUNT, LL.B., Vice Chancellor, Administration

CLAIBORNE STRIBLING JONES, Ph.D., Vice Chancellor, Business and Finance

LYLE VINCENT JONES, Ph.D., Dean of the Graduate School and Vice Chancellor

WILLIAM FREDERICK LITTLE, Ph.D., Vice Chancellor, Development and Public Service

JOHN CHARLES MORROW III, Ph.D., Provost

²CECIL GEORGE SHEPS, M.D., Vice Chancellor, Health Affairs

THE SCHOOL OF EDUCATION

IRA J. GORDON, Ed.D., Dean, Professor of Education

WILLIAM C. SELF, Ed.D., Associate Dean, Professor of Education

The Administrative Board^{3, 4}

KINNARD P. WHITE, Ph.D., Professor of Education (1977)

WILLIAM J. CROMARTIE, M.D., Professor of Bacteriology and Medicine (1977)

ANNIE LEE JONES, Ed.D., Professor of Education (1978)

GORDON B. CLEVELAND, Ph.D., Professor of Political Science (1978)

SAMUEL M. HOLTON, Ph.D., Professor of Education (1979)

JOHN B. CARROLL, Ph.D., Professor of Psychology (1979)

EVERETT D. PALMATIER, Ph.D., Professor of Physics (1980)

WILLIAM C. SELF, Ed.D., Professor of Education (1980)

PHILLIP C. SCHLECHTY, Ph.D., Professor of Education (1981)

WILLIAM R. HARMON, Ph.D., Professor of English (1981)

Faculty

ERNEST MARVIN ALLEN, JR., Ed.D., Professor of Physical Education

LESTER B. BALL, Ed.D., Professor of Education

J. HUNTER BALLEW, Ph.D., Professor of Education

1. Effective January 1, 1977.

2. Resigned December 31, 1976.

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 S. BLYTH, Ph.D., Chairman, Department of Physical Education, Professor of Physical Education

DONALD A. BOULTON, Ed.D., Dean of Student Affairs, Clinical Associate Professor of Education

MARY KELLAM BRANCH, A.M., Associate Professor of Physical Education

JOHN C. BRANTLEY, Ph.D., Associate Professor of Education

RICHARD A. BRICE, Ed.D., Assistant Professor of Education

DUANE BROWN, Ph.D., Professor of Education

WILLIAM I. BURKE, Ed.D., Assistant Professor of Education

RICHARD HOWELL COOP, Ed.D., Professor of Education

JAMES D. CONDIE, Ph.D., Lecturer in Education

LYNN CURRY, Ph.D., Assistant Professor of Education

DAN W. DAVIS, Ph.D., Clinical Assistant Professor of Education

BARBARA DAVENPORT DAY, Ph.D., Associate Professor of Education

DAVID D. DILL, Ph.D., Assistant Professor of Education

PATRICK F. EAREY, Ph.D., Professor of Physical Education

MERREL D. FLAIR, Ph.D., Associate Professor of Education

HENRY FRIERSON, Ph.D., Assistant Professor of Education

JOHN P. GALASSI, Ph.D., Assistant Professor of Education

FREDERICK L. GALE, Ph.D., Associate Professor of Education

JAMES J. GALLAGHER, Ph.D., Kenan Professor of Education

SOPHIA HADJIAN, Ph.D., Assistant Professor of Education

R. STERLING HENNIS, JR., Ph.D., Professor of Education

FRANCES BURNS HOGAN, M.A., Assistant Professor of Physical Education

VIRGINIA R. HOLT, Ed.D., Associate Professor of Physical Education

SAMUEL M. HOLTON, Ph.D., Professor of Education

PAUL BARRYMAN HOUNSHELL, Ed.D., Associate Professor of Education

RONALD W. HYATT, Ph.D., Associate Professor of Physical Education

ROBERTA H. JACKSON, Ed.D., Associate Professor of Education

NANCY JOHNSON, Ph.D., Assistant Professor of Education

ANNIE LEE JONES, Ed.D., Professor of Education

MARY TURNER LANE, Ed.D., Associate Professor of Education

ELROY LEWIS, M.A., Lecturer in Education

DAVID L. LILLIE, Ed.D., Professor of Education

BILLY WADE LOVINGOOD, Ph.D., Associate Professor of Physical Education

BOBBIE B. LUBKER, M.A., Instructor in Education

JAMES D. MCKINNEY, Ph.D., Associate Professor of Education

PAUL METZGER, Ed.D., Assistant Professor of Physical Education

JAMES L. MORRISON, Ph.D., Associate Professor of Education

FREDERICK O. MUELLER, Ph.D., Associate Professor of Physical Education

WILLIAM S. PALMER, Ph.D., Associate Professor of Education

JAMES L. PAUL, Ed.D., Associate Professor of Education

RICHARD C. PHILLIPS, Ph.D., Professor of Education

FRANCIS PLEASANTS, JR., Ph.D., Associate Professor of Physical Education

WALTER B. PRYZWANSKY, Ed.D., Associate Professor of Education

JOHN N. PYECHA, Ph.D., Adjunct Associate Professor of Education

WALTER WAGNER RABB, A.M., Associate Professor of Physical Education

GILBERT G. RAGLAND, Ed.D., Associate Professor of Education

DWIGHT C. RHYNE, Ed.D., Associate Professor of Education

PAMELA S. ROBINSON, Ph.D., Assistant Professor of Physical Education
 MICHAEL Z. RONMAN, Ed.M., Assistant Professor of Physical Education
 PHILLIP C. SCHLECHTY, Ph.D., Professor of Education
 ROBERT NEILL SCOTT, Ed.D., Associate Professor of Education
 LOUIS P. SEMRAU, JR., Ph.D., Lecturer in Education
 GEORGE EDWARD SHEPARD, Ed.D., Professor of Physical Education
 DONALD EDMUND SKAKLE, M.Ed., Assistant Professor of Physical Education
 MARIAN SMALLEGAN, Ed.D., Assistant Professor of Education
 BART SOBEL, Ed.D., Assistant Professor of Education
 ROY E. SOMMERFELD, Ph.D., Professor of Education
 JOSEPH J. SPARLING, Ph.D., Lecturer in Education
 DONALD J. STEDMAN, Ph.D., Professor of Education
 ROBERT STONE, Ph.D., Assistant Professor of Education
 SONJA H. STONE, Ph.D., Assistant Professor of Education
 FRANK T. STRITTER, Ph.D., Assistant Professor of Education
 GARY B. STUCK, Ed.D., Associate Professor of Education
 DONALD GENTRY TARBET, Ed.D., Professor of Education, Director of the Summer School
 NEAL H. TRACY, Ed.D., Professor of Education
 PASCAL L. TROHANIS, Ph.D., Assistant Professor of Education
 ANN P. TURNBULL, Ph.D., Assistant Professor of Education
 GERALD UNKS, Ph.D., Associate Professor of Education
 N. WILLIAM WALKER, Ed.D., Assistant Professor of Education
 NANCY J. WARNOCK, Ph.D., Assistant Professor of Education
 BARBARA H. WASIK, Ph.D., Associate Professor of Education
 EUGENE RAY WATSON, Ph.D., Associate Professor of Education
 KINNARD PAUL WHITE, Ph.D., Professor of Education
 RALPH E. WILEMAN, Ed.D., Associate Professor of Education
 MARVIN D. WYNE, Ed.D., Associate Professor of Education

Emeritus Professors

RUTH WHITE FINK, A.M., Professor of Physical Education
 ARNOLD KIMSEY KING, Ph.D., Professor of Education
 WILLIAM JOHN McKEE, Ph.D., Professor of Education in Extension Teaching
 WILLIAM HENRY PEACOCK, Ph.D., Professor of Physical Education
 ARNOLD PERRY, Ed.D., Professor of Education
 WILLIAM DECATUR PERRY, Ed.D., Professor of Education
 THELMA GWINN THURSTONE, Ph.D., Professor of Education

Graduate Appointments

JO HANNAH ADAMS, M.Ed., Graduate Assistant
 HELEN ATWOOD, M.A.T., Graduate Assistant
 BRUCE BENNARD, M.Ed., Teaching Assistant
 BETTY BREWER, M.A., Graduate Assistant
 RICHARD BLALOCK, M.A., Graduate Assistant
 RONALD CARROLL, M.A.T., Graduate Assistant
 BARBARA CHAPMAN, M.A., Graduate Assistant

HENRY CORBETT, M.A.T., Graduate Assistant
ART CROSS, M.Ed., Research Assistant
RUTH deBLIEK, M.A., Graduate Assistant
CLYDE EDGERTON, M.A.T., Graduate Assistant
ADELE ELLIS, B.A., Graduate Assistant
RUTHE FARMER, M.Ed., Fellow
SUSAN FIELDS, M.A.T., Graduate Assistant
FRANCES FRANKSTONE, B.A., Graduate Assistant
JANIE FRUITT, M.Ed., Graduate Assistant
JANE FURR, M.S., Teaching Assistant
CHARLES GARREN, M.A., Teaching Assistant
SUSAN HAMMER, B.Ed., Research Assistant
DAVID HAYNES, B.A., Graduate Assistant
JAMES HILKE, M.Ed., Research Assistant
STEVEN HOLT, M.A.T., Graduate Assistant
DAVID HOWELL, M.A.T., Graduate Assistant
BRUCE HUNTER, M.A., Graduate Assistant
FRANCES KENDALL, M.A., Graduate Assistant
STUART KIRSCHNER, M.A., Teaching Assistant
INGRID KRAUS, B.A., Research Assistant
ROBERT LAGEMANN, B.A., Teaching Assistant
MICHAEL LOVEN, B.A., Research Assistant
REBECCA MANLEY, M.Ed., Teaching Assistant
WILLIAM MARRIOTT, B.A., Graduate Assistant
DAVID MARTIN, M.Ed., Graduate Assistant
KENNETH McCHESNEY, M.Ed., Graduate Assistant
NANCY McLEROY, M.S., Teaching Assistant
KIRSTEN NYROP, B.A., Graduate Assistant
JANICE PATTERSON, M.A.T., Teaching Assistant
JANE PERRIN, B.A., Research Assistant
DORA POLACHEK, M.A., Teaching Assistant
DAVID RANDALL, B.S., Graduate Assistant
DAVID RIPPERTON, B.A., Graduate Assistant
JANE SAVAGE, B.S., Graduate Assistant
THOMAS SCHEFT, M.A.T., Graduate Assistant
MARIAN SMITH, B.A., Teaching Assistant
ROXIE SMITH, M.Ed., Research Assistant
CLAUDIA TANSEER, B.A., Graduate Assistant
DANIEL THOMAS, B.A., Graduate Assistant
TERI TURNER, M.A., Graduate Assistant
TAMSEN WEBB, M.Ed., Teaching Assistant
JOHN WESTEFELD, M.P.H., Teaching Assistant
GARY WHITE, M.Ed., Teaching Assistant
BETTY WHITFORD, B.S., Graduate Assistant
VICTOR VANCE, M.A.T., Graduate 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 doors 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 operating 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 19,000 students.

The University of North Carolina at Chapel Hill is committed to the principle of equal opportunity. It is the policy of this University not to discriminate on the basis of race, sex, color, national origin, religion, or handicap with regard to its students, employees, or applicants for admission or employment. Such discrimination is also prohibited by federal law. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor.

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 finer facilities for teacher education to be found among the nation's schools and colleges.

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.

TUITION DEPOSITS AND APPLICATION FEE

Enrollment Deposit: Each applicant for admission who is accepted by the institution is required to remit to the institution a non-refundable advance deposit of \$25.00 to be applied against the student's tuition and fees for the academic term for which he has been accepted.

Application Fee: A nonrefundable application fee of ten dollars (\$10.00) is required to accompany each application for admission.

ADVISEMENT

All members of the staff participate in the advisement of students. 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 requirement rests with the student.

Counseling services pertaining to career choices are also available to students without charge through the Guidance and Testing Center, Nash Hall.

SCHOLARSHIPS, FELLOWSHIPS, AND LOANS

Scholarships

The University awards a number of scholarships each year to undergraduate students without regard to particular fields of study. These scholarships are awarded on the basis of need, and all under-

graduate student aid applicants are considered for them. **Financial Aid Applications** and **Parents' Confidential Statements** should be completed and filed by March 1 each year at the Student Aid Office, 300 Vance Hall, The University of North Carolina at Chapel Hill, Chapel Hill, N. C. 27514, where all needed forms may be obtained.

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. Students desiring this type of aid should write directly to the School of Education, Peabody Hall.

Loans

The University, within available loan funds, makes loans to students on the basis of financial need as determined by the application for aid and an appropriate needs-analysis. This is done by considering the individual's necessary University expenses and his available resources from parents, outside sources, summer earnings, and the student's accumulated resources.

Loans are made only to students who demonstrate need for financial assistance and capability of continued enrollment in the University. Entering students may apply provided they feel they have financial need.

Specific information about loan limits, repayment provisions, and cancellation provisions may be obtained by writing to the Director of Student Aid, Student Aid Office, 300 Vance Hall, The University of North Carolina at Chapel Hill, Chapel Hill, N. C. 27514.

In addition to limited institutional loan funds, the University administers a National Direct Student Loan Fund in keeping with provisions of the Higher Education Amendments of 1972. Policies governing loans from this fund are dictated by federal legislation, and all students who are U. S. citizens or nationals and apply for aid with the Student Aid Office will be considered for this resource. To be eligible for a National Direct Student Loan, one must be at least a half-time undergraduate or graduate student, as defined by the University, and must be in need of the amount of his loan to

pursue a course of study. The student must be capable of maintaining good academic standing. While the maximum annual loan is flexible under the administrative guidelines, the maximum loan during an enrollment period is usually \$1,000 for undergraduates and \$2,500 for graduate students. Most students borrow less than these amounts.

This loan does carry the possibility of partial cancellation for certain types of employment, usually in economically depressed areas, and carries a nine-month grace period after graduation or withdrawal from the University before repayment must begin. The interest rate is 3%, beginning at the onset of repayment. For further information and Financial Aid Application forms, write to the Student Aid Office, 300 Vance Hall, The University of North Carolina at Chapel Hill, Chapel Hill, N. C. 27514.

State Scholarship Loans

The North Carolina General Assembly has set up a scholarship/loan fund for prospective teachers. Present funds provide for loans of \$600 each year for a limited number of undergraduate students who are planning to enter the teaching profession. Following graduation, each full year of service as a teacher in a North Carolina public school will cancel up to \$600 of the scholarship/loan plus the accrued interest on that amount. The total amount becomes repayable when the student gives up teacher-training or stops teaching. All state Prospective Teachers' Scholarship/Loans bear interest at the rate of 4% per annum if the conditions of the agreement are not met and repayment is necessary. 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 Tippett 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.

¹TUITION AND FEES (Per Semester)

Tuition (North Carolina resident)	\$128.00
Tuition (Out-of-State student)	950.00
Fees	109.00

Tuition and fees are assessed on a semester basis and are due at registration for each term. Payment should be made in advance or before the first day of classes. Accounts not paid accordingly are subject to a late payment fee.

RESIDENCE STATUS FOR TUITION PAYMENT²

General. Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. 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 domicile in North Carolina for at least 12 months immediately prior to his classification as a resident for tuition purposes. In order to be eligible for such classification, the student must establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education.

Domicile. Domicile means one's permanent dwelling place of indefinite duration, as distinguished from a temporary place of abode; synonymous with "legal residence."

Burden of Proof and Statutory Presumptions. The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification. For a student to be classified as a resident for tuition

1. Tuition and fees are subject to change without notice.

2. The information in this section comes from three sources: (i) North Carolina General Statutes, Sec. 116-143.1; (ii) A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes, July 1976; (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

purposes, the balancing of all the evidence must produce a clear preponderance of the evidence supporting the assertion of in-state residence. Proof of residential status is controlled, initially, by two statutorily prescribed and complementary presumptions, which are stated in terms of prima facie evidence:

a. If the parents or court-appointed legal guardian of the student (without reference to the question of whether the student is a minor or an adult) are not domiciliaries (legal residents) of North Carolina, under the Statute this fact constitutes prima facie evidence that the student is not a domiciliary (legal resident), of North Carolina, unless the student has lived in this State the five consecutive years prior to enrolling or re-registering. The student must assume the burden of rebutting the prima facie showing by producing evidence that he or she, independently, is in fact a domiciliary (legal resident) of North Carolina, in spite of the nonresident status of his or her parents;

b. Conversely, if the parents of the student are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the student is a domiciliary of North Carolina. This prima facie evidence may also be rebutted by other evidence of legal residence. If the student has neither parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Statutory Exceptions

a. **Grace Period.** By virtue of the provisions of G.S. 116-143.1, if a student has been properly classified as a resident for tuition purposes, a change in that student's state of residence thereafter does not effect in all cases an immediate automatic loss of entitlement to the in-state tuition rate. To qualify for the grace period, the following conditions must be satisfied:

1. The student must have been properly classified as a resident for tuition purposes, on the basis of a valid finding that the student in fact was a legal resident of North Carolina and had been such for the requisite twelve-month period prior to classification;

2. At the time of subsequent change of legal residence to a state other than North Carolina, the student must have been enrolled in a public institution of higher education in North Carolina.

The extent of this grace period, during which the in-state rate

is applicable in spite of the fact that the student is not a legal resident of North Carolina, is twelve months from the date of change in legal residence, plus any portion of a semester or academic term remaining, as of the expiration date of the twelve-month period, in which the student is enrolled.

b. Qualifying Periods for Spouses. By virtue of the provisions of G.S. 116-143.1, the prescribed twelve-month period of legal residence required for entitlement to classification as a resident for tuition purposes may be shortened on the basis of the marital status of the student, in specified circumstances. If a student otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the spouse of the student, if the spouse has been a legal resident of the State for the requisite twelve-month period.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person shall be precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person shall be deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of domicile of his or her spouse shall be deemed relevant evidence to be considered in ascertaining domiciliary intent.

Minors. A minor is any person who has not reached the age of eighteen years. The domicile of a minor is that of the father. With a few exceptions noted below, this presumption is virtually irrebuttable. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his

parents as to enjoy a species of adulthood for legal purposes. The consequences, for present purposes, of such circumstances is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile in fact has been established. The circumstances recognized as having the potentially emancipating effect are:

- a. Marriage of the minor person;
- b. Parental disclaimer of entitlement to the minor's earnings and the minor's proclamation and actual experience of financial independence from his parents, with the actual establishment and maintenance of a separate and independent place of residence.

Aliens. An alien holding a visa which will permit eventual permanent residence in the United States is subject to the same considerations as a citizen. An alien holding a visa which will not permit eventual permanent residence in the United States (for example, a student visa) cannot be classified as a resident.

Military Personnel. The domicile of a person employed by the Federal Government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile for himself by the usual requirements of residential act plus intent. No person shall lose his in-state resident status by serving in the armed forces outside of the State of North Carolina.

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.

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

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

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and, thus, does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

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.

It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified as a nonresident at the time of tuition billing should pay the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she should pay the resident rate.

Appeals of Rulings of Admission Officers. A student appeal of a classification decision made by any admissions officer shall be filed by the student with that officer in writing and shall be transmitted to the Residence Status Committee by that officer, who shall not vote in that Committee on the disposition of such appeal. The student shall be notified of the date set for consideration of the appeal and, on request of the student, he or she shall be afforded an opportunity to appear and be heard by the Committee. Any student desiring to appeal a decision of the Residence Status Committee shall give notice in writing of that fact within

10 days of receipt by the student of the decision of the Residence Status Committee, and the basis for such appeal, to the Chairman of the Residence Status Committee, and the Chairman shall promptly transmit the appeal to the State Residence Committee.

A complete explanation of the statute and the procedures under the statute is contained in **A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes**. This manual and other information concerning the application of this law may be obtained from the Admissions Offices of the University.

All students are responsible for knowledge of the contents of the statute and the **Manual**.

Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time and that applications for classification should not be delayed until registration, when the number of applications makes impossible accelerated handling.

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 each semester may be paid in advance but are due at the time of registration and no later than the first day of classes. Failure to make payment as specified will result in a late fee of \$5.00.

A student withdrawing within the first week of any semester is charged only a registration fee. 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 INFORMATION

The primary objective of the Department of University Housing at Chapel Hill is to provide a physical and psychological atmosphere conducive to each and every student having opportunity to develop

to the utmost his or her personality, ability and sensitivity. The University provides residence hall accommodations for approximately 6600 registered students—undergraduate, graduate and professional men and women. Three hundred and six apartments are available for married students.

Information regarding residence hall accommodations is available by writing to: Department of University Housing, Contracts Office, Carr Building, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27514.

Information regarding married student housing is available by writing to: Manager, UNC Married Student Housing, Odum Village, Branson Street, Chapel Hill, North Carolina 27514.

DIRECTORY INFORMATION

The University of North Carolina at Chapel Hill has routinely made public certain information about its students. Some typical ways this has been done include the following: names of students who are selected by the various honorary societies, who receive scholarships, who make the Dean's List, who hold offices, or who are members of athletic teams are frequently made public. To facilitate campus communication the University annually publishes the **Campus Directory**. Some professional and graduate school student groups publish directories of students in their departments or schools. The annual commencement program publishes the names of persons who have received degrees during the year.

The Family Educational Rights and Privacy Act defines the term "directory information" to include the following categories of information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The University will make public information about each student **limited** to these categories in ways such as those described above. Of course, information from all these categories is not made public in every listing. The **Campus Directory** for example, publishes only names, addresses and telephone numbers.

Student who do not wish to have any or all of such "directory information" made public without their prior consent must notify the Office of Records and Registration, The University of North

Carolina at Chapel Hill of this fact in a signed and dated statement specifying items that are not to be published. This notice must be received by the Office of Records and Registration by the end of the registration period for the semester or session of first enrollment or, after an absence, of re-enrollment and by the end of **each** fall registration period thereafter.

DEGREES

At the undergraduate level, the School of Education offers the degrees of Bachelor of Arts in Education, Bachelor of Science in Science Teaching, 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 schedules of the schools 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	1.50
5	1.75
7	1.90

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

- (2) These cumulative point-hour ratio requirements replace all previous requirements for academic eligibility to continue in residence 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 54 and Education 55 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.
5. Any student who plans to do student teaching during fall or spring semester of an academic year must apply for student teaching during the preceding spring semester. Students can apply for student teaching in 111 Peabody Hall.

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 Executive Committee.

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

- (a) A minimum of 120 semester hours credit, not including physical education service courses.
- (b) 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.)
- (c) 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.
- (d) 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 completed 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 May 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 December. 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 in 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

The Career Planning and Placement Office assists UNC students and alumni seeking permanent, full-time employment by co-ordinating on-campus interviews with employer representatives, sending job leads to appropriate candidates, and mailing credentials to prospective employers. Registration with the office establishes a dossier which includes confidential evaluations from faculty members.

Other resources available for student use include career counseling, occupational information, and employer literature. The Placement Office also has postgraduate scholarship information and a job program for students seeking summer employment. The office is located at 211 Hanes Hall.

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) 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 that is taken for graduate credit cannot exceed six semester hours.

(d) 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.

(e) 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.

UNDERGRADUATE PROGRAMS IN EDUCATION

General College Program

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

The General College Program: Basic Requirements And Credits For Entering Undergraduates

All General College students are required to complete in their freshman and sophomore years a program of twenty selected courses as well as the required courses in physical education (two semesters). The twenty courses are distributed as follows:

I. English Composition (English 1 and 2)

One or both of these courses may be exempted with credit on the basis of scores made on the verbal section of the College Board Examination. Students will take these courses in their first two semesters. English C **will not** satisfy the English composition requirements.

II. Foreign Language or Mathematical Science (two to four courses).

Each student may choose to meet either the requirement in foreign language **or** the requirement in mathematical science as described below. Students should note, however, that in some Bachelor of Science programs they will be expected to satisfy requirements in both areas. In exercising this choice students are urged to give careful consideration not only to their previous experience and their immediate interests but also to their future academic and vocational goals.

All students, furthermore, will be asked to take a language placement test. Those who do not place beyond Language 1 and 2 will take one or both of those courses, for credit, as indicated by the placement examination.

Foreign Language (three to four courses).

1. The student with two or more units of high school credit in a foreign language will meet the requirement by completing

courses through 4 and one course beyond 4 in a language in which he has two or more units of high school credit **or** 1, 2, 3, 4, in a language other than one in which he has two or more units of high school credit.

2. If the student is placed in Language 4 or higher, he will receive placement credit without grade for 3, or 3 and 4, but not more.

3. A foreign student may not receive credit for courses 1, 2, 3, 4 (nor for any other conversation or composition courses) in his native language. He may, however, receive credit for literature and civilization courses in that language.

Mathematical Science (two courses).

A student may complete the Mathematical Sciences option by receiving credit for any two courses selected from the following categories **except** in cases where the two courses involve similar subject matter (see (1), (2), and (3) under **Exceptions**) or in cases where a course is open only to students in a particular academic program (see (4) under **Exceptions**).

Mathematics: 1, 2, 3, 6, 11, 21, 22, 31, 32

Computer Science: 16, 17, 18, 19

Statistics: 11, 12, 21, 26, 27

Philosophy: 21, 71

Exceptions

- (1) Credit is awarded for **only one** of the following:
Math 1, 22, or 31.
- (2) Credit is awarded for **only one** of the following:
Math 2, 21, Statistics 21, 26.
- (3) Credit is awarded for **only one** of the following:
Computer Science 16, 17, 18, 19.
- (4) Math 11 is offered **only** to students in the Early Childhood and Intermediate Education programs.

Other Considerations

- (1) Math 31 is a prerequisite for Math 32; Stat 26 is a prerequisite for Stat 27; Phil 21 is a prerequisite for Phil 71.
- (2) A student who places out of Math 15 **will not** receive placement credit for Math 15; a student who enrolls in Math 15

will receive College Elective credit for Math 15 but **may not** use this course to satisfy a part of the mathematical sciences option.

All other combinations of Mathematics, Computer Science, Statistics, and Philosophy courses will satisfy the mathematical sciences option.

III. Divisional Electives (eight courses).

The student will choose eight Divisional Electives distributed as follows:

Social Sciences: three courses in at least **two** departments to be selected from the Divisional Electives listed below:

- African Studies 40
- Afro-American Studies 40, 41
- Anthropology 26, 41, 42, 55
- Economics 31, 32
- Geography 48, 51, 52
- History 11, 12, 15, 16, 21, 22, 23, 24, 25, 27, 28, 30, 31, 41, 42, 44, 45, 46, 47, 48, 59, 55
- Philosophy 36
- Political Science 17, 41, 42, 50, 51, 52, 54, 55, 56, 60, 63, 64
- Psychology 28, 33
- Sociology 51, 52, 53, 54, 55

Humanities and Fine Arts: three courses in at least two departments to be chosen from the Divisional Electives listed below (courses taken to satisfy the foreign language option may not be included among these three electives):

- Art 30, 31, 32, 39, 44, 46, 49
- Classics:
 - Classical Archaeology 34, 35, 40, 41, 42
 - Classics 30, 33, 34, 35, 36
 - Greek 3, 4, 21, 22
 - Latin 3, 4, 21, 22
- Comparative Literature 21, 22, 30, 70, 74
- Dramatic Art 15, 35, 50, 59, 80, 81, 82
- English 20, 21, 22, 23, 24, 25, 26, 28, 29, 42
- German 3, 4, 21, 24, 31, 32, 70, 71, 80, 81
- Linguistics:
 - Linguistics 30
 - Chinese 50
 - Hebrew 3, 4
- Music 11, 21, 22, 31, 32, 41, 42, 43, 81, 83, 84
- Philosophy 20, 22, 31, 32, 33, 35, 37

RTVMP 42, 45

Religion 20, 21, 22, 24, 27, 29, 30, 35, 36, 38, 39, 41, 46

Romance Languages:

French 3, 4, 21, 22, 23, 24, 40, 41, 52, 53, 60, 61, 70, 71, 72, 73, 74, 75, 80, 81, 82

Italian 3, 4, 21, 70, 82

Portuguese 3, 4, 53

Spanish 3, 4, 21, 22, 23, 24, 35, 52, 71, 72, 73, 80, 81, 82, 85, 86

Slavic Languages:

Russian 3, 4, 44, 70, 72, 74

Speech 37, 41

Natural Sciences: two courses, at least one of which is to include laboratory experience, to be chosen from among the following Divisional Electives:

With Laboratory

Astronomy 31 & 31L

Biology 21 & 21L

Botany 11

Chemistry 11 & 11L, 21 & 21L

Geology 11, 41, 42

Physics 20, 24, 25, 26, 27

Zoology 11 & 11L, 41 & 41L

Without Laboratory

Astronomy 31

Botany 10, 55

Chemistry 11, 21

Geography 38

Geology 18

Physics 21, 36

Psychology 10

Zoology 10, 78

IV. College Electives (six to eight courses).

The student will choose six to eight courses from the list of approved College Electives below. Not more than four courses may be taken in a single department.

V. Physical Education (two semesters, with exemptions by testing).

General College Electives

These are approved courses recommended by the departments and curriculum programs for students choosing College Electives at the freshman-sophomore level. Well qualified students are not limited to this list in choosing electives but may enroll in other courses open to undergraduates with the consent of the course instructor and the General College adviser.

Freshman seminars are counted as College Electives. A separate list of topics and instructors is drawn up each semester; the seminars are not included in the following list.

Aerospace Studies 11

African Afro-American Studies 40, 41

- American Studies 40
Anthropology 26, 41, 42, 44, 55, 62
Art 30, 31, 32, 39, 44, 46, 49, 50, 53, 54, 56, 57, 61, 71, 92
Astronomy 31, 31L, 32
Biology 21
Botany 10, 11, 44, 45, 51, 53, 54, 55
Business Administration 71
Chemistry 10, 11, 11L, 21, 21L, 41, 41L, 42, 42L, 51, 61, 62
Chinese 50
Classical Archaeology 34, 35, 40, 41, 42
Classics 30, 33, 34, 35, 36, 51, 75, 76
Comparative Literature 21, 22, 30, 70, 71, 74
Computer Science 16, 17, 18, 19
Dramatic Art 10, 15, 35, 59, 80, 81, 82
Economics 31, 32, 70
Education 41, 71
English 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
French 1-2, 3, 4, 11, 14, 15, 21, 22, 23, 24, 40, 41, 45M, 50, 51, 52, 53, 60, 61, 70, 71, 72, 73, 74, 75, 80, 81, 82
Geography 38, 48, 51, 52
Geology 11, 12, 18, 41, 42
German 1-2, 3, 4, 21, 24, 31, 32, 70, 71, 80, 81
Greek 1-2, 3, 4, 21, 22, 88
Health Education 33
History 11, 12, 15, 16, 21, 22, 23, 24, 25, 27, 28, 30, 31, 41, 42, 44, 45, 46, 47, 48, 49, 51, 52, 53, 55, 59, 65, 68, 69, 74, 75, 76, 77, 78, 80, 81, 85
Italian 1-2, 3, 4, 14, 15, 21, 50, 52, 57, 70, 82
Journalism 20, 53
Latin 1-2, 3, 4, 13, 14, 21, 22, 52, 53, 54, 55, 56, 57, 58
Linguistics 1, 2, 30
Mathematics 1, 2, 3, 15, 21, 22, 31, 32, 33, 34
Music 1-6, 7, 8, 11, 21, 22, 31, 32, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56, 57, 81, 83, 84, 89
Naval Science 12, 20
Philosophy 20, 21, 22, 31, 32, 33, 35, 36, 37, 38, 41, 42, 43, 45, 48, 56, 57, 58, 59, 60, 64, 65, 71, 73
Physical Education 41, 62, 77
Physics 20, 21, 24, 25, 26, 27, 28, 36, 37, 38, 39, 41, 52, 54, 55, 58, 61, 62
Political Science 17, 41, 42, 43, 50, 51, 52, 54, 55, 56, 57, 58, 60, 61, 63, 64, 86
Portuguese 1-2, 3, 4, 14, 15, 51, 53
Psychology 10, 21, 22, 24, 28, 30, 33, 80
RTVMP 20, 30, 42, 45, 58
Recreation Administration 73, 74
Religion 20, 21, 22, 24, 27, 29, 30, 35, 36, 38, 39, 41, 46
Russian 1-2, 3, 4, 21, 31, 32, 70, 72, 74
Sociology 51, 52, 53, 54, 55, 60, 62, 65, 70, 75, 80, 86, 87
Spanish 1-2, 3, 4, 11, 14, 15, 21, 22, 23, 24, 35, 41, 50, 51, 53, 71, 72, 73, 80, 81, 82, 85, 86
Speech 37, 40, 41, 44, 45, 50, 54, 56
Statistics 11, 12, 26, 27
Zoology 10, 11, 11L, 20, 41, 42L, 78

Credit by CEEB Advanced Placement Examination

A score of 3 or higher on any advanced placement examination of the College Entrance Examination Board will entitle the student to credit for the comparable university course as determined by the Director of Undergraduate Admissions in consultation with the Chairman of the appropriate department. Such credit will not be contingent upon the completion of further work in the subject.

PROFESSIONAL EDUCATION COURSES

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

Elementary Teaching Programs:

- Ed. 52 Teaching Reading and the Related Language Arts (3)
- Ed. 54 Social Concepts and Problems in American Education (4)
- Ed. 55 Human Development (4).
- Ed. 72 Psychological Concepts and Problems in American Education (3).
- Ed. 61 Theory and Practice of Teaching in the Elementary School (6)
- Ed. 62 Student Teaching in the Elementary School (6)

Special Education Teaching Programs:

- Ed. 52 Teaching Reading and the Related Language Arts (3)
- Ed. 54 Social Concepts and Problems in American Education (4)
- Ed. 55 Human Development (4).
- Ed. 72 Psychological Concepts and Problems in American Education (3). (The Pupil).
- Ed. 65 Theory and Practice of Teaching the Mentally Retarded in the Elementary School (3 or 6). (The School, Methods and Materials, Practicum).
- Ed. 66 Student Teaching in Elementary School (3, 6 or 9).

Secondary Teaching Programs:

- Ed. 54 Social Concepts and Problems in American Education (4)
- Ed. 55 Human Development (4).
- Ed. 72 Psychological Concepts and Problems in American Education (3).
Appropriate courses in Theory and Practice of Teaching (12).

PROGRAM FOR STUDENTS PLANNING TO BECOME EARLY CHILDHOOD OR INTERMEDIATE TEACHERS**Early Childhood Certificate****Kindergarten—Grade 3****General Education and Subject Matter Preparation**

a. Language Arts	15 sem. hrs.
English 1 and 2—Basic Grammar and Composition	6
Library Science 92—Children's Literature	3
Literature	3
Speech 191—Speech Development in the Child	3
or	
Speech 192—Speech of the Culturally Disadvantaged (Speech training for prospective teachers where indicated)	3
b. Social Sciences	21 sem. hrs.
History 21—American History	3
History 22 (or other contemporary American History)	3
Geography (one course)	3
Political Science 41—Introduction to Government in U. S.	3
Anthropology 41—General Anthropology (or its equivalent)	3
Sociology 62—The Family	3
Psychology 10—General Psychology	3
c. Natural Science	7 sem. hrs.
1 Biological Science (Psychology not counted here)	4 or 3
1 Physical Science	4 or 3
(One must be a laboratory science)	
d. Mathematics	6 sem. hrs.
Math 11	3
Math 12	3
e. Arts	12 sem. hrs.
Art 45	3
Art 30 (or other art appreciation)	3
Music 21	3
Music 41 (or other music appreciation)	3

f. Health and Physical Education	8 sem. hrs.
P.E. 83a	3
P.E. 84	3
P.E. (2 service courses)	2
Professional Education	26 sem hrs.
Education 52	3
Education 54	4
Education 55	4
Education 72a	3
Education 61	6
Education 62	6
Total Number of Credit Hours Required	
General Education	69
Professional Education	26
Recommended Electives*	12
Electives	13
	120 sem. hrs.

Intermediate Certificate

Grades 4-9

The North Carolina Department of Public Instruction guidelines for certification require that all students obtaining an Intermediate Certificate have a General Education program and at least one area of concentration in a content or academic area such as The Language Arts, Mathematics, Science, or the Social Studies. A second area of concentration is recommended. The second area may be selected from the other remaining content fields or in areas such as Library Science, Reading, Special Education, Art, Music or Physical Education.

General Education and Area of Concentration

Column 1: appropriate **general education courses** for all students.

Column 2: minimum number of academic hours required in the **concentration** area, including hours in column 1.

Areas of Study

	Column 1		Column 2
I. Language Arts	15	Concentration: Any 5	30
General Education		courses may be selected from	
Eng. 1, 2		English, Speech, or Dramatic	
1 Literature course		Arts with a minimum of 2	
Lib. Science 93		literature courses and	
Education 52		English 36 or 38. Students	
Speech training where		may want to consider a focus	
indicated		on the literature of American	
		or non-American cultures.	

*Recommended electives Psychology 28, Psychology 126, EDCI 111, EDSP 130.

Areas of Study

Column 1		Column 2	
II. Social Sciences	18	Concentration: Any 5 courses may be selected from the departments of history, Political Science, Sociology, Anthropology, Economics or Geography, with a minimum of 2 history courses, one to be Hist. 21. These courses may all be within one department or a combination from 2 or more departments. Students may want to focus on American or non-American cultures.	33
General Education 1 Contemporary Am. History such as Hist. 22, 114, 115, or 146 1 non-American history Pol. Sci. 41 2 courses in or combined from Sociology, Economics, Anthropology, Geography Psychology 10			
III. Natural Sciences	7-8	Concentration: Any 5 courses or a total of 15 hours selected from the departments of Astronomy, Botany, Geology, Chemistry, Physics, or Zoology. Students may want to select a combination of science courses which would focus on the interrelationships between the physical and biological components of the environment.	22-23
General Education 1 Biological Science (Psychology not counted here) 1 Physical Science One must be a lab science			
IV. Mathematics	6	Concentration: Any 5 courses from the department of Mathematics. The following courses are recommended: Math 31, 32, 33, 117, 134.	21
General Education Math 11 Math 12			
V. Fine Arts	6	Concentration: Any 5 courses or a total of 15 hours from the department of Art or Music.	21
General Education Any 2 courses in the Arts			
VI. Health and P.E.	8	Concentration: P.E. 77, 86, and two courses from P.E. 55, 56, 57 (for women) or 65, 66, 67 (for men). Science requirement for this area is taken care of in the General Education requirement for Science.	20
General Education P.E. 83—Intermediate Grades P.E. 84—Intermediate Grades P.E. 2 Service Courses			
Professional Education:			
Education 54			4
Education 55			4
Education 72			3
Education 61			6
Education 62			6
			—
			23 Hours

Total Number of Hours Required

General Education	57
Concentration in Content Areas	15
Professional Education	23
Electives and/or second Area Concentration*	25
	120 Hours

*Recommended electives: EDCI 111, EDSP 130.

Some of the required courses listed in the above early childhood or intermediate program should be completed during the first and second year of the college program.

Prior to the senior year the early childhood or intermediate education major will have courses entitled "Psychological and Social Concepts and Problems in American Education—I and II," and "Teaching Reading and the Related Language Arts." The latter course, the "Language Arts," should be taken the semester immediately preceding enrollment in the student teaching blocks.

One full semester of the senior year is devoted to professional education 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 organized into a block of time which requires an entire morning. Afternoon laboratories are arranged for the courses when appropriate.

During the part of the semester, the student is assigned to a public school for full-time observation and student teaching. Student teaching is integrated with the methods course and is carried out under close supervision by staff members who worked with the student in that aspect of the program.

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.

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

certification requirements by first completing 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.

The course work in education begins with Education 54, **Social Concepts and Problems in American Education**, and Education 55, **Human Development**. Although these courses are normally taken in sequence, students may, in exceptional circumstances, take the 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 program 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.

JUNIOR HIGH SCHOOL TEACHING

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

HIGH SCHOOL TEACHING

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.

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:

Zoology 11.

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.

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

Latin 3-4, 21, 71, 82.

Five 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 132 or 137.

Mathematics 134 or Mathematics 136.

Mathematics 117.

Mathematics 120 or 146.

In addition to the above, two 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 11, 31, 32, 50, 51, 53, 54, 55, 56, 57, and 68; one music elective; EDCI 186.

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, 11L, 21, 21L; 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 41-41L, Chemistry 61; 2 electives in Botany, and 2 electives in Zoology.

Chemistry: Chemistry 61, 41-41L, 42-42L, 51 or 151, 62; 2 electives in Chemistry; Astronomy 31 or Physics elective.

Physics: Astronomy 31, Mathematics 32; Physics 54-55, 58 or 61, 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:

History 11, 12, 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 151 and Sociology 70 or 75 or Anthropology 122 or 135 or 136

Economics 31 and 32

Geography 152 or 153 and one of the following: 150, 151, 154, 156, 157, 158, 159, 160, 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 alternatives which have been approved by their adviser:

Speech 37, 40 or 130, 41, 45, 56, 120, 145, 192, and 141 or 142 or 143.

Those who wish to be certified to teach in the State of North Carolina must also complete Education 143 and any one of the following courses in drama:

Drama 15, 25, 35, 50, 62, 64 (emphasis in scenery), 81 or 82.

PROGRAMS IN SPECIAL EDUCATION

Students in Special Education should follow the program outlined below. Completion of the program leads to certification in the area of teaching the mentally retarded.

- | | |
|--|----------|
| A. Language Arts: | 15 hours |
| <ul style="list-style-type: none"> English 1, 2 One English to be selected Library Science 92 or 93 (choose 1) Education 52 | |
| B. Social Science: | 15 hours |
| <ul style="list-style-type: none"> History 21 Political Science 41 Sociology 51 or 52 Psychology 10 Psychology 24 or 28 (Psych 24 is preferred) | |
| C. Natural Science: | 7 hours |
| <ul style="list-style-type: none"> One biological science One physical science (One natural science must have a lab) | |
| D. Mathematics: | 6 hours |
| <ul style="list-style-type: none"> Math 11, 12 Exemption examinations are available for Math 11 and 12. In General College, enroll in Math 11 and 12, rather than 1, 2, 15 or 31 as Math 11 and 12 meet the General College requirements in special education. A student must pass a placement examination to enter Math 11. | |
| E. Fine Arts: | 9 hours |
| <ul style="list-style-type: none"> Art 45 (permission required) Music 21 Art Appreciation or survey, or Music Appreciation (choose one) | |
| F. Physical Education and Health: | 8 hours |
| <ul style="list-style-type: none"> Freshman or Sophomore P.E. P.E. 83a P.E. 84 | |

G. Professional Education Courses: 41 hours

Education 54

Education 55

Education 72a or 72b

Education 65

Education 66

EDSP 130

EDSP 135

EDSP 143, or EDCI 111, or EDFO 106 (Choose 2)

Psychology 80

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.

The Spring Semester for senior students is a "professional semester," comprised of Education 72a (Child Growth and Development) or Education 72b (Adolescent Growth and Development), Education 65 (Methods and Materials of Teaching Mentally Retarded Children) and Education 66 (Student Teaching). The first part of the semester is devoted to on-campus study and guided observation and participation in the field. During the second part of the semester, students are full-time student teachers under the direction of both University faculty and a participating teacher. Student teaching placement is ordinarily made within a fifty-mile radius of Chapel Hill.

GRADUATE PROGRAMS IN 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 of 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. 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 from which an area of program concentration may be chosen are as follows:

- Early Childhood Education
- Elementary Education
- Educational Media
- Administration and Supervision
- Guidance and Counseling
- Physical and Health Education
- Educational Psychology
- History and Comparative Education
- Special Education

Higher and Adult Education
School Psychology
Research in Education
Reading and Language Arts
Counseling Psychology

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 by 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. 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.
3. Applications for admission to candidacy for the master's degree must be filed no later than the date specified in the Graduate Calendar of Events.
4. 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.
5. A written examination in the field of the major.
6. An oral examination covering the entire field of study.
7. 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 one modern foreign language or research competence, as appropriate to the program. This requirement must be satisfied prior to admission to candidacy. Doctoral Committees may specify additional research skills for some programs.

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 written examination in the field of major interest.

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

9. A final oral examination.

10. A dissertation.

Professional Degrees

Master of Arts in Teaching

This degree is designed especially for those who are seeking to fulfill a graduate secondary teacher 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.

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 60 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. 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.

2. A major in education.

3. 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.)

4. 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.

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

6. 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 the 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 the doctoral examinations, 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. Written examination in the field of major interest.

8. Doctoral oral examination covering the entire field of study.

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

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 curriculum course.

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. (Students 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 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 Media: EDCI 111, 113, 115 and 211.

EDFO 201 or 203 and a social foundations course.

RTVMP 140 and one other course in that department.

Six semester hours in Education, RTVMP or a third department.

Educational Psychology: EDFO 100 and 101, or their equivalents, are program prerequisites.

EDFO 201, EDSP 204, EDFO 280 and EDFO 285 comprise the core of required courses. In addition, each program must include one elective in the area of learning and two electives in the area of development. The remaining courses are commonly taken in the area of the minor.

Guidance and Counseling: EDSP 200, 201, 202, 203, 204, 205, 206, 207 and 209.

EDSP 223, EDCI 252, and three courses from Psychology and Sociology, preferably from one area.

Reading and Language Arts: EDCI 230, 231, 232, 233, 330, and 335.

Two additional Education courses selected from the areas of evaluation, maladjustments, and supervision.

Two courses from a minor area selected from Children's Literature, Psychology, Sociology, or Speech.

Master of Arts in Teaching (for secondary teachers): M.A.T. 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, FDSP 130, 135, 231, 234, 247, 248, and 340.

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

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 exceptional children.

The master's program in Special Education requires a minimum of thirty (30) semester hours of graduate study including an internship. The internship 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. 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 and cerebral palsied.

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 include an internship of at least one semester's duration. The internship at the doctoral level is more extensive 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.

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 offers 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. 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.

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 college in higher education, principles and practices of college teaching, and opportunities to participate in a supervised internship.

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

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

- a. 18-21 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. History, philosophy and problems of the two-year college (EDCI 260)—3 hours.

- b. Principles and practices of college teaching (EDCI 265)—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. 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 265 and 260 for 3 semester hours each.) Students completing the internship at The University of North Carolina at Chapel Hill 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 (18-21, 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.

COURSES OF INSTRUCTION¹

Courses in this section of the catalog are listed under the division whose faculty are primarily responsible for the particular courses, and whose programs are served by those courses. Your first reference is, therefore, to the section for the appropriate division.

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. For graduate courses in physical education see page 81.

Course offerings are categorized by major divisions. Courses numbered 100 to 199 are open to qualified advanced undergraduate students, and to graduate students. **Undergraduates who are not in the School of Education must get the permission of the Dean to enroll in these courses.** Courses numbered 200, and above, are open only to graduate students.

DIVISION OF CURRICULUM AND INSTRUCTION

FACULTY:

Professors: Hunter Ballew, Sterling Hennis, Ann Jones, Richard Phillips

Associate Professors: Barbara Day, Fred Gale, Barry Hounshell, Mary Turner Lane, William Palmer, Gerry Unks, Ralph Wileman

Assistant Professors: Richard Brice, William Burke, James Cunningham, Lynn Curry, Thelma Harms, Bart Sobel, Pascal Trohanis, Roberta Woolever

Chairperson: R. Sterling Hennis

Director of Graduate Studies and Admissions: P. Barry Hounshell

Education and preparation of classroom teachers in early childhood through secondary education and specialized programs in reading, educational media, curriculum and instruction theory, development and research. Undergraduate degree programs in early childhood, intermediate, middle-junior high school and secondary school education. Masters degree programs in early childhood, intermediate, secondary school teaching areas, reading, and media. Doctoral program in curriculum and instruction with concentrations in early childhood and elementary education, English-language arts education, reading, social studies education, science education, mathematics education, educational media, physical education, and interdisciplinary program theory and development.

The professional work in preparation of 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 54 should be taken during the first semester of the junior year, and may be taken by sophomores in residence on the campus. Education 55 should be taken the second semester of the junior year.

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

Courses for Undergraduates

- EDUC 12 **MATHEMATICS IN EARLY CHILDHOOD AND INTERMEDIATE EDUCATION.** (3). **Fall, spring, and summer.** Ballew.
- EDUC 52 **TEACHING READING AND THE RELATED 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.** Palmer, Lane, Jones, Cunningham.
- EDUC 54 **SOCIAL CONCEPTS AND PROBLEMS IN AMERICAN EDUCATION.** (4). (The School and the Pupil). Basic course in philosophy, history, and sociology of education for undergraduate students majoring in teacher education or pursuing a teaching certificate. Reviews major concepts of educational foundations and educational practice. Provides an opportunity for supervised field observation and experience in selected community schools and agencies. **Two lectures, one seminar and one lab a week, fall.** Staff.
- EDUC 55 **HUMAN DEVELOPMENT.** (4). (The School and the Pupil). **Two lectures, one seminar, one lab a week, spring.** Staff.
- EDUC 61 **THEORY AND PRACTICE OF TEACHING IN THE ELEMENTARY SCHOOL.** (6). Open only to seniors in the School of Education. In this block program, time is devoted to study of school organization, appropriate methods and materials of teaching. **Fall and spring.** Staff.
- EDUC 81 **THEORY AND PRACTICE OF TEACHING OF ENGLISH IN THE SECONDARY SCHOOL.** (6). Open only to seniors in the School of Education. In this block program, time is devoted to study of school organization, appropriate methods and materials of teaching. **Fall and spring.** Staff.
- EDUC 85 **THEORY AND PRACTICE OF THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL.** (6). Open only to seniors in the School of Education. In this block program, time is devoted to study of school organization, appropriate methods and materials of teaching. **Fall and spring.** Staff.
- EDUC 89 **THEORY AND PRACTICE OF THE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL.** (6). Open only to seniors in the School of Education. In this block program, time is devoted to study of school organization, appropriate methods and materials of teaching. **Fall.** Staff.
- EDUC 91 **THEORY AND PRACTICE OF THE TEACHING OF SCIENCE IN THE SECONDARY SCHOOL.** (6). Open only to seniors in the School of Education. In this block program, time is devoted to study of school organization, appropriate methods and materials of teaching. **Spring.** Staff.
- EDUC 93 **THEORY AND PRACTICE OF THE TEACHING OF PUBLIC HEALTH.** **Spring.**
- EDUC 95 **THEORY AND PRACTICE OF THE TEACHING OF LANGUAGE ARTS AND SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL.** (6). Open only to seniors in the School of Education. In this block program, time is devoted to study of school organization, appropriate methods and materials of teaching. **Spring.** Staff.

- EDUC 63 **HEALTH AND PHYSICAL EDUCATION.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.
- EDUC 67 **SPEECH.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.
- EDUC 75 **INSTRUMENTAL MUSIC.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.
- EDUC 76 **CHORAL MUSIC.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.
- EDUC 77 **ART.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.
- EDUC 83f **FRENCH.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.
- EDUC 83g **GERMAN.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.
- EDUC 83s **SPANISH.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.
- EDUC 87 **LATIN.** (3). (Teaching). Taught six hours per week during the first half of the semester indicated. Open only to seniors in the School of Education. **Spring.** Staff.

STUDENT TEACHING: (6 each)

Student teaching is designed to emphasize learning in the three areas of The School, The Pupil, and Teaching, as outlined in many states' plan 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.

- EDUC 62 **ELEMENTARY GRADES.** Fall and spring.
- EDUC 64 **HEALTH AND PHYSICAL EDUCATION.** Spring.
- EDUC 68 **SPEECH.** Spring.
- EDUC 78 **INSTRUMENTAL MUSIC.** Spring.
- EDUC 79 **CHORAL MUSIC.** Spring.
- EDUC 80 **ART.** Spring.
- EDUC 82 **ENGLISH.** Fall and spring.
- EDUC 84f **FRENCH.** Spring.
- EDUC 84g **GERMAN.** Spring.
- EDUC 84s **SPANISH.** Spring.
- EDUC 86 **SOCIAL STUDIES.** Fall and spring.
- EDUC 88 **LATIN.** Spring.
- EDUC 90 **MATHEMATICS.** Spring.

- EDUC 92 **SCIENCE. Spring.**
- EDUC 94 **PUBLIC HEALTH. Spring.**
- EDUC 96 **JUNIOR HIGH. Spring.**
- EDUC 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 practice of secondary education, with an integrated treatment of current curriculum and organized questions and conflicts. **Spring. Staff.**

Courses for Graduates and Advanced Undergraduates

- EDCI 111 **AUDIO VISUAL INSTRUCTION: TECHNIQUES AND MATERIALS (3).** Presents the techniques and methods for using the appropriate educational media and supporting resources in instructional situations. **Fall, spring and summer.** Wileman, Gale, Trohanis.
- EDCI 113 **INTRODUCTION TO INSTRUCTIONAL MATERIALS PRODUCTION (3).** The planning and production of two and three dimensional instructional materials, such as: television graphic, slides, overhead transparencies, manipulative tactile materials and animated motion pictures. **Fall, spring.** Wileman.
- EDCI 115 **PROGRAMMED INSTRUCTION (3).** Prerequisite, EDUC 71 or EDFO 100. Students will view programming as a technique for designing and composing instructional presentations. An in-depth exposure to Linear and Branching paradigms will be given to develop programming techniques. **Spring.** Gale.
- 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. **Fall and summer.** Day, Brice.
- 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. **Spring and summer.** Day, Brice.
- EDCI 183 **POPULATION EDUCATION: PROGRAMS AND ISSUES. (3).** A survey of current and historical studies related to population education and attention to problems, issues, curriculum development, and teaching materials. **Fall.** Smallegan.
- EDCI 184 **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 materials and methodology for teaching in the area. **Spring.** Scott.
- EDCI 186 **MUSIC EDUCATION IN THE HIGH SCHOOL (3).** **Summer and fall.** Carter.

- EDCI 187 **ADVANCED CHORAL METHODS AND VOCAL DEVELOPMENT PROCEDURES FOR SECONDARY SCHOOL MUSIC.** (3). Seminar and workshop in pedagogical procedures in choral art and musical development. **Summer.** Hoggard.
- EDCI 188 **THE TEACHING OF APPLIED MUSIC: VOCAL** (3). Physiological and accoustical 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. **Summer.** Carter.
- 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. **Fall, spring and summer.** Burke, Hennis.
- EDCI 202 **ELEMENTARY EDUCATION IN THE UNITED STATES** (3). **Fall.** Jones, Lane.
- 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. **Fall and spring.** Staff.
- EDCI 209 **CURRICULUM THEORY** (3). An advanced course in curriculum theory, research and experimentation. **Spring and summer.** Burke, Hennis.
- 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. **Spring.** Gale.
- 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.** Staff.
- 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.** Palmer, Jones, Cunningham.
- 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.** Palmer, Jones, Cunningham.
- 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.** Palmer, Jones, Cunningham.

- 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.** Palmer, Jones, Cunningham.
- 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 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.** Hennis.
- EDCI 245 **INVESTIGATION 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, structures, 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). Prerequisite, 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 263 **TEACHER EDUCATION IN THE UNITED STATES.** (3). A study of the research relating to teacher effectiveness, the issues in teacher education, and the programs for the preparation of teachers. Designed for students planning to work in teacher education. **Fall.** Burke.
- EDCI 287 **INVESTIGATIONS AND TRENDS IN MUSIC EDUCATION** (3). **Summer.** Carter.
- EDCI 303 **PROBLEMS IN THE CURRICULUM** (3). May be repeated for credit. Prerequisites, two courses in graduate education. **Fall and spring.** Staff.
- 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, Brice.
- 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, Brice.
- 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.
- 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.
- 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.** Staff; visiting 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).

DIVISION OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL SERVICES

FACULTY:

Professors: Duane Brown, Richard Coop, Roy Sommerfeld, Kinnard White

Associate Professors: John Brantley, Roberta Jackson, Donald McKinney, Walter Pryzwansky, Robert Sakata, Neill Scott, Gary Stuck, Barbara Wasik

Adjunct Associate Professor: John Pyecha

Assistant Professors: Dan Davis, John Galassi, Richard Mizelle, Nancy Voight, William Walker

Lecturer: Nancy Johnson

Chairperson: Barbara H. Wasik

Director of Graduate Studies: Kinnard White

Director of Graduate Admissions: John P. Galassi

The Division of Human Development and Psychological Services includes the program areas of Educational Psychology, Guidance and Counseling, Rehabilitation Counseling, School Psychology. These program areas have a common foundation in psychological principles and common interests in applying these principles to the field of education. Applicants for admission to program areas within the Division must qualify for admission to the Graduate School for graduate study in the School of Education.

Courses for Undergraduates

- 55 **HUMAN DEVELOPMENT.** (4). (The School and the Pupil). **Two lectures, one seminar, one lab a week, fall and spring.** Staff.
- 71 **EDUCATIONAL PSYCHOLOGY.** (3). This course is primarily for non-Education majors. 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, White.
- 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.** Jackson, Sparling, Stuck.
- 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, Coop, White.

Courses for Graduates and Advanced Undergraduates

- EDFO 100 **PSYCHOLOGICAL FOUNDATIONS OF EDUCATION** (3). The nature and relevance of educational psychology; source and interpretation of educational and psychological data; components of teacher-learning situations, evaluation, and reporting. **Fall and spring.** Scott, Stuck, Coop.
- EDFO 101 **PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE** (3). Theories of childhood and adolescent development plus research findings which aid in the understanding of human behavior and development. **Fall and spring.** 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. **Spring.** Staff.
- 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, Stuck, White.
- 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. **Fall and spring.** Staff.
- EDSP 120 **INTRODUCTION TO SCHOOL PSYCHOLOGY.** (3). A course designed to provide the student with an introduction to concepts and methods involved in school psychology. **Fall, spring, summer.** Staff.

Courses for Graduates

- 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. **Spring.** Stuck.

- EDFO 207 **THEORY AND USE OF INDIVIDUAL INTELLIGENCE TESTS (3)**. Prerequisites, EDFO 106 or equivalent and permission of the instructor. **Summer**. Brantley.
- EDFO 280 **STATISTICS FOR EDUCATIONAL RESEARCH, I (3)**. Orientation to statistics; principles 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, Hayes.
- EDFO 301 **SEMINAR IN HUMAN DEVELOPMENT AND INDIVIDUAL DIFFERENCES. (3)**. Prerequisite, at least one course in human development at the graduate level, or permission of instructor. An analysis of research data and theoretical positions pertaining to individual differences in human development in the educational setting. **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**. Coop, 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)**. Prerequisite, permission of instructor. Study and development of original investigations. **Staff**.
- EDFO 385 **DOCTORAL RESEARCH SEMINAR (3)**. Prerequisites, two courses in graduate education. Permission of instructor. **Fall and spring**. Members of the graduate faculty.

- EDSP 200 **PUPIL PERSONNEL SERVICES IN ELEMENTARY AND SECONDARY EDUCATION.** (3). Prerequisite, graduate standing. Philosophical bases of pupil personnel services are discussed with emphasis upon elementary and secondary school guidance programs. **Summer.** Brown.
- EDSP 201 **THEORIES OF COUNSELING.** (3). Prerequisite, EDSP 200. Current theories of counseling will be examined. Emphasis will be placed upon theory as a means of conceptualizing behavior change in the counseling process. **Fall and summer.** Galassi, Sakata.
- EDSP 202 **THEORIES, APPRAISALS AND USE OF RESOURCE MATERIALS IN GUIDANCE.** (3). Major theories of career development are discussed. Sources, uses, and appraisal of student information are explored. Career counseling is a major topic. **Fall.** Brown.
- EDSP 203 **PRE-PRACTICUM IN COUNSELING.** (3). Prerequisite, EDSP 200, or must be taken concurrently. Interviewing techniques will be presented. Role playing, video and audio feedback will be utilized. Student will learn skills at specified levels of competence. **Summer.** Galassi, Voight.
- EDSP 204 **THE USE OF TESTS IN THE ANALYSIS OF THE INDIVIDUAL.** (3). Prerequisites, EDSP 200 or permission of the instructor. Fundamental concepts of measurement and testing. An examination of selected individual and group administered tests used in the analysis of the individual. **Fall.** White.
- EDSP 205 **GROUP COUNSELING PROCEDURES.** (3). Prerequisite, EDCI 252. Organizing and implementing group counseling will be stressed. Individual and group counseling approaches will be compared. Research literature will be reviewed. Application of counseling theory to groups will be covered. **Spring.** Brown.
- EDSP 206 **INTERNSHIP IN GUIDANCE.** (3-6). Prerequisites, EDSP 201 and 203. Students will familiarize themselves with the specific institution to which they are assigned by apprenticing themselves to the personnel in the institution. **Fall.** Brown, Galassi, Voight.
- EDSP 207 **PRACTICUM IN COUNSELING AND CONSULTATION.** (3-6). Prerequisites, 18 hours of Guidance and Counseling and permission of instructor. Students will engage in counseling and consultation activities under supervision in appropriate placements. Competency in individual counseling, group counseling and consultation is required for completion. **Spring.** Brown, Galassi, Voight.
- EDSP 209 **ISSUES IN ORGANIZING GUIDANCE SERVICES.** (3). Prerequisite, 18 hours in Counselor Education. Issues in organizing guidance services will be discussed. Among these are the special needs of women, minority groups, and the drug problem. Emphasis will be placed on organizing guidance services to meet these problems. **Summer.** Brown.
- EDSP 221 **PSYCHO-EDUCATIONAL ASSESSMENT** (3). Repeat for credit. A comprehensive study of the various psycho-educational assessment techniques, including educational intelligence, psychomotor and projective. Emphasis will be placed on translating assessment data to remedial programs. **Fall and spring.** Brantley, Walker.

- EDSP 222 **BEHAVIORAL INTERVENTION IN COUNSELING AND SCHOOL PSYCHOLOGY.** (3). Repeat for credit. A comprehensive study of the various models of behavioral intervention. Topics covered will include behavior management and therapy, and individual group therapy. **Fall, spring and summer.** Brantley, Galassi, Walker, 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, Davis.
- 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.** Walker.
- EDSP 226 **SEMINAR IN APPLIED INVESTIGATIONS.** (3). Prerequisite, EDSP 280, 285 or their equivalents. To provide students with experience in conducting research projects correlated with their respective areas of academic concentration. **Fall and spring.** Galassi, McKinney.
- EDSP 227 **SEMINAR IN PROFESSIONAL SCHOOL PSYCHOLOGY.** (3) Repeat for credit. The goals and roles of school psychology, ethical concerns, privileged information, certification and licensing and other relevant areas. **Fall and spring.** Pryzwansky.
- EDSP 228 **PRACTICUM IN SCHOOL PSYCHOLOGY.** (3). Repeat for credit. Supervised observation and participation in school psychological services in schools, clinic and other mental health facilities. Consultation, diagnosis and remediation programs. **Fall and spring.** Staff.
- 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. **Fall and spring.** Brantley, Wasik.
- EDSP 300 **RESEARCH AND THEORY BUILDING IN CAREER DEVELOPMENT.** (3). Prerequisite, EDSP 202. An intensive review of the present theories of career development and a critique of related research. Emphasis upon theoretical constructs and theory building in career development. **Fall.** Brown.
- EDSP 301 **INTRODUCTION TO STUDENT PERSONNEL SERVICES.** (3). Prerequisite, Graduate standing. Student personnel administration structure, admissions, student discipline, institutional climate, housing, health services, counseling and testing, placement, foreign students, and financial aid are considered. **Fall.** Boulton, Condie.
- EDSP 302 **INTERNSHIP IN STUDENT PERSONNEL SERVICES.** (4). The internship provides experiences in student personnel offices and 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.** Boulton, Condie.

- EDSP 304 **ADVANCED COUNSELING: THEORIES AND PRACTICE.** (3). Prerequisite, EDSP 201 or equivalent and permission of instructor. An examination of major theories of counseling combined with readings, practice and analysis of counseling experiences. **Spring.** Brown, Sakata, Voight.
- EDSP 305 **PROBLEMS IN GUIDANCE AND PERSONNEL WORK** (3). May be repeated for credit. Prerequisites, two graduate courses in guidance, permission of instructor. **Fall, spring, and summer.** Staff.
- EDSP 306 **DOCTORAL PRACTICUM IN COUNSELING AND CONSULTATION.** (3-6). Prerequisite, permission of instructor. Practicum experiences working with individual, family and group counseling and consultation are arranged. **Fall and spring.** Brown, Galassi, Voight.
- EDSP 308 **SUPERVISION AND TEACHING IN COUNSELOR EDUCATION.** (3). To enable students to gain skills which will enhance their functions as professors in the field and in leadership positions in counseling agencies. **Spring.** Galassi.
- EDSP 309 **DOCTORAL SEMINAR IN PROFESSIONAL ISSUES, TRENDS, AND SPECIAL TOPICS IN COUNSELOR EDUCATION.** (3). Prerequisite, doctoral standing. In depth appraisal of topics of theoretical and/or clinical nature which are of particular relevance to the field. **Fall.** Staff.
- 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.** Pryzwansky.
- 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.** Pryzwansky.
- 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.** Staff.

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).

DIVISION OF ORGANIZATIONAL DEVELOPMENT AND INSTITUTIONAL STUDIES

FACULTY:

Professors: Lester B. Ball, Norton L. Beach, Samuel M. Holton, Phillip C. Schlechty, William C. Self, Donald Tarbet, Neal H. Tracy

Assistant Professors: Donald A. Boulton, Merrel D. Flair, Julius George, James L. Morrison, Marion Smallegan, Frank T. Stritter, Eugene Watson

Associate Professors: David D. Dill, Henry Frierson, Donald F. Martin, Robert Stone, Sonja H. Stone

Lecturer: James D. Condie

Chairperson: Phillip C. Schlechty

Director of Graduate Studies and Admissions: David D. Dill

This division comprises areas of Social Foundations, School Administration and Supervision, and Higher Education and Adult Education. It offers degree programs and certification in these areas.

School Administration and Supervision

Courses for Graduates

- 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.** Beach, Tracy, Tarbet, Ball, Self.
- 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.** Schlechty.
- EDSP 292 **THE PRINCIPALSHIP: ELEMENTARY AND SECONDARY SCHOOLS** (3). Prerequisite, North Carolina Class A Certificate; a minimum of one year's teaching experience. Tracy, Tarbet, Self.
- 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, Beach, Ball, Self.
- 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.** Jones, Ball, Self.

- EDSP 295 **PROBLEMS OF EDUCATIONAL LEADERSHIP** (6). Prerequisites, North Carolina Class A Certificate—EDSP 290—a minimum of one year of teaching experience. Tracy, Tarbet, Beach, Self.
- EDSP 296 **PUBLIC SCHOOL FINANCE: ECONOMIC AND POLITICAL ISSUES** (3). Prerequisites, Graduate Studies, EDSP 290, 291 and 292. **Fall and summer.** Tracy.
- EDSP 297 **THEORY AND RESEARCH IN ORGANIZATION AND ADMINISTRATION** (3). Prerequisites, EDSP 290, 291, and 292, or permission of instructor. Advanced investigations of theories and research in organizational behavior, organization, and administration. **Spring.** Schlechty.
- 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, Ball, Self.
- 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. Jones, Ball.

Higher Adult Education

Courses for Graduates

- 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. **Spring.** Stritter, Holton.
- 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, Rhyne.
- 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.** Rhyne, Martin.

- 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 methods in general. **Fall, spring, and summer.** Watson, Smallegan.
- 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. **Fall, spring, and summer.** Holton, Morrison, Dill.
- EDCI 265 **COLLEGE TEACHING** (3). **Spring.** Staff.
- EDCI 268 **ORGANIZATION AND 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 303 **PROBLEMS IN THE CURRICULUM** (3). May be repeated for credit. Prerequisites, two courses in graduate education. **Fall and spring.** Staff.
- EDCI 351 **GROUP AND ORGANIZATIONAL DEVELOPMENT CONSULTATIONS** (3). Prerequisite, Education 252 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.
- EDCI 360 **INTERNSHIP IN HIGHER AND ADULT EDUCATION** (6). Prerequisite, EDCI 208 and 261 and approval of instructor. Staff.
- EDCI 365 **PROBLEMS IN HIGHER AND ADULT EDUCATION** (3). **Fall, spring, or summer.** Members of the Graduate Faculty.

Social Foundations of Education

Courses for Undergraduates

- EDUC 41 **EDUCATION IN AMERICAN SOCIETY** (3). This course is primarily for non-Education majors. 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.

Courses for Graduates

- EDFO 120 **SOCIAL FOUNDATIONS OF AMERICAN EDUCATION** (3). A study of the historical developments, philosophical theories and social forces influencing American Education. Not appropriate in a doctoral program. **Fall, spring and summer.** Holton, Schlechty, Phillips, Unks.

- EDFO 220 **PHILOSOPHY OF MODERN EDUCATION** (3). A comparative study of the current philosophies of education with particular attention to the impact on solutions offered to problems currently recognized in American education. **Fall.** Holton, Phillips, Sobel.
- 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. **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. **Spring.** Schlechty.
- EDFO 241 **EUROPEAN FOUNDATIONS OF MODERN EDUCATION** (3). A study of the development of western education in Europe from ancient times until the beginning of the twentieth century. **Fall.** Holton, Phillips.
- EDFO 242 **SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES** (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.** 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.** Holton, Rhyne.
- 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.
- 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.

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).

DIVISION OF SPECIAL EDUCATION

FACULTY:

Professors: James J. Gallagher, David L. Lillie, Donald J. Stedman

Associate Professors: Marlys M. Mitchell, James L. Paul, Gilbert G. Ragland, Ronald Wiegierink, Marvin D. Wyne

Assistant Professors: Sophia Hadjian, Donald McNeil, Louis P. Semrau, Ann Turnbull

Lecturers: Gayle Hyatt, Bobbie B. Lubker, Ronald Neufeld

Chairperson: Donald J. Stedman

Director of Graduate Studies: Donald J. Stedman

Director of Admission: James L. Paul

Education and training of personnel to meet the needs of exceptional children in regular and special educational settings in the community. Specialized programs in early childhood—special education, research training, university teaching, administration and human services management. Doctoral and masters degree training in categorical areas of mental retardation, learning disabilities, physically handicapped, communication disorders, emotionally disturbed, gifted and talented. Undergraduate program in mental retardation and other developmental disabilities.

Collaborative training relationships currently are ongoing with the Frank Porter Graham Child Development Center, the Division of Disorders of Development and Learning and other clinical, demonstration and research organizations.

Courses for Undergraduates

- EDUC 65 **TEACHING THE HANDICAPPED CHILD** (3 or 6). Open only to seniors in the School of Education. **Fall and spring.** Staff.
- EDUC 66 **MENTALLY RETARDED** (3 or 6). Student teaching is designed to emphasize learnings in the three areas of The School, The Pupil, and Teaching, as outlined in many states' plan 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. **Spring.** Staff.

Courses for Graduates

- 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, 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.** Staff.
- 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. **Fall and spring.** Wyne.
- EDSP 143 **ORIENTATION TO DISORDERS OF SPEECH, HEARING, AND LANGUAGE** (SPHS 183) (3). **Summer.** Lubker.
- EDSP 144 **SPEECH PATHOLOGY, I** (SPHS 184) (3). First semester of two course offerings in evaluation, analysis and measurement (assessment), modification of behaviors, breakdown of processes in speech disorders. **Fall.** Mahaffey.
- 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.** Staff.
- 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.
- 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. **Fall.** Wyne, Pelosi.
- 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. **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.
- 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 role of the teacher, and the establishment of programs. **Spring.** Paul, Yell.

- EDSP 243 **AUDIOLOGY** (SPHS 223) (3). A practical course designed to meet the needs of the public speech therapist whose case load includes pupils with hearing losses. Clinical practice in audiometric testing. **Summer.** Staff.
- EDSP 244 **SPEECH PATHOLOGY, II** (SPHS 244) (3). Advanced procedures in speech correction and on integration of previous professional course work and experience. **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. **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. **Spring.** Lillie.
- 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.** Pryzwansky, Warnock.
- EDSP 340 **MASTER'S INTERNSHIP IN SPECIAL EDUCATION** (3 or 6). Provides 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, 6 or 9). Prerequisites, two years of graduate study and the permission of the Director of Special Education. **Fall and spring.** Staff.
- EDSP 342 **SEMINAR IN SPECIAL EDUCATION** (3). May be repeated for credit. Designed to allow advanced graduate students to examine research topics thoroughly and to share their findings and conclusions with seminar members. **Spring.** Ragland, Wyne.
- EDSP 345 **PROBLEMS IN SPECIAL EDUCATION** (3). Prerequisite EDFO 280 and/or EDFO 285. By permission of Director of Special Education only. May be repeated for credit. Available for advanced graduate students who wish to engage in supervised field and pilot research. **Fall and spring.** Staff.

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).

PHYSICAL EDUCATION

- PHYE 120 **PRINCIPLES OF PHYSICAL EDUCATION** (3). Prerequisite, undergraduate work in education and psychology. **Fall.**
- PHYE 121 **ADMINISTRATION OF PHYSICAL EDUCATION** (3). **Spring.** Allen.
- PHYE 123 **SCHOOL HEALTH EDUCATION** (3). Prerequisite, basic courses in science. **Fall.** Earey.
- PHYE 124 **MOTOR LEARNING** (3). Designed to acquaint students with research findings and empirical guidance regarding the learning of motor skills, and to aid them in synthesizing this information into useful teaching principles. **Fall.** Staff.
- PHYE 126 **INDIVIDUAL PHYSICAL EDUCATION** (3). Prerequisites, anatomy and psychology or equivalent. **Spring.** Glad.
- PHYE 127 **INTRAMURAL AND EXTRAMURAL ACTIVITIES FOR SCHOOLS AND COLLEGES** (3). **Fall.** Hyatt.
- PHYE 130 **MANAGEMENT OF ATHLETIC INJURIES** (3). Designed to provide basic knowledge and skills that aid in the prevention and treatment of injuries common to athletics. **Fall.** Blyth, Earey, Pleasants.
- PHYE 131 **SPORTS MEDICINE ANALYSIS: SPECIAL PROBLEMS** (3). Designed to investigate and analyze problems related to sports medicine. Problem and research oriented. **Spring.** Blyth, Earey, Pleasants.
- PHYE 220 **TESTS AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION** (3). **Spring.** Staff.
- PHYE 221 **PHYSIOLOGY OF EXERCISE** (3). Prerequisites, zoology, anatomy, and physiology. **Two lecture and four laboratory hours a week, spring.** Blyth, Lovingood.
- 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.** Staff.
- PHYE 226 **HISTORY OF THE DANCE** (3). **Spring.** Staff.
- PHYE 320 **RESEARCH IN PHYSICAL EDUCATION** (3). Prerequisites, experience and advanced work in the field. Graduate faculty.
- PHYE 341 **SEMINAR COURSE** (2 each). Prerequisites, adequate training and experience and permission of the professor. **Fall and spring.** Graduate faculty.
- PHYE 393 **MASTER'S THESIS** (3 or more). **Fall and spring.** Staff.
- PHYE 400 **GENERAL REGISTRATION** (0).



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.