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The University of North Carolina at Chapel Hill is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, The University of North Carolina at Chapel Hill is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor.

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The
School
of
Education

March 1982
Number 925

Announcements for 1982-1983

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.

The University of North Carolina

Sixteen Constituent Institutions

William C. Friday, B.S., LL.B., LL.D., D.C.L., President

Roy Carroll, B.A., M.A., Ph.D., Vice President—Planning

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Academic Affairs

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Student Services and Special Programs

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John F. Corey, B.S., M.A., Ed.D., Associate Vice President—
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lina Center for Public Television

Kennis R. Grogan, B.S., M.B.A., Associate Vice President—
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Arnold K. King, A.B., A.M., Ph.D., Assistant to the President

R. D. McMillan, Jr., B.S., Assistant to the President for Govern-
mental Affairs

Richard H. Robinson, Jr., A.B., LL.B., Assistant to the President

Donald J. Stedman, B.A., M.A., Ph.D., Associate Vice Presi-
dent—Academic Affairs

Robert W. Williams, Jr., A.B., M.A., Ph.D., Associate Vice Presi-
dent—Academic Affairs

History of the University

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

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the latter part of the nineteenth century, the General Assembly of North Carolina has established and supported fifteen other public

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senior institutions in keeping with Article IX, Section 8, of the Constitution of North Carolina which provides that the "General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise."

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

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

The constitutionally authorized Board of Trustees of the six-campus University of North Carolina was designated the Board of Governors and this body is by law The University of North Carolina. The Board of Governors consists of thirty-two members elected by the General Assembly, and it is charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." The chief executive officer of the University is the President. Each constituent institution of the University has its own faculty and student body. The chief administrative officer of each institution is the chancellor, and the chancellors are responsible to the President.

Each constituent institution also has a board of trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected presi-

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dent of the study body *ex officio*. (The School of the Arts has two additional *ex officio* trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

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University Calendar 1982-1983

Summer Session, 1982

First Term

May 24, Monday	Registration.
May 25, Tuesday	First day of classes.
May 26, Wednesday	Last day for late registration.
May 31, Monday	Holiday, Memorial Day.
June 1, Tuesday	Last day to drop a course for credit on student's financial account.
June 11, Friday	Last day to drop courses (undergraduates).
June 14, Monday	Last day to withdraw for credit on student's financial account.
June 18, Friday	Last day to drop courses (graduates).
June 25, Friday	Last day of classes.
June 26, Saturday	Reading day.
June 28-29, Monday-Tuesday	Final examinations.

Second Term

July 6, Tuesday	Registration.
July 7, Wednesday	First day of classes.
July 8, Thursday	Last day for late registration.
July 13, Tuesday	Last day to drop a course for credit on student's financial account.
July 23, Friday	Last day to drop courses (undergraduates).
July 27, Tuesday	Last day to withdraw for credit on student's financial account.
July 30, Friday	Last day to drop courses (graduates).
August 6, Friday	Last day of classes.
August 7, Saturday	Reading day.
August 9-10, Monday-Tuesday	Final examinations.

Fall Semester, 1982

August 11, Wednesday	Fall Semester opens.
August 15, Sunday	Residence halls open for freshmen and undergraduate transfer students.
August 16-17, Monday-Tuesday	Orientation of all new freshmen and undergraduate transfer students according to schedule to be announced.
August 18, Wednesday	Residence halls open for returning students.
August 18-20, Wednesday-Friday	Registration according to schedule to be announced.
August 23, Monday	Classes begin for all students. Late registration begins. Fee of \$5.00 charged for late registration.
August 27, Friday	End of late registration and change in schedules. No registration accepted after this date.
September 6, Monday	Holiday, Labor Day.
September 7, Tuesday	Last day to drop a course for credit on student's financial account.
September 24, Friday	Last day for graduate students to file applications with Dean for degree to be awarded in December.
October 1, Friday	Last day for dropping courses (undergraduates) and last day for Pass/Fail declarations.
October 5, Tuesday	Last day for filing applications with Dean for degrees to be awarded in December (undergraduates).
October 6, Wednesday	Fall Recess—Instruction ends 5 P.M.
October 11, Monday	Instruction resumes 8 A.M.
October 12, Tuesday	University Day.

October 15, Friday	Progress Reports for freshmen due.
October 22, Friday	Last day to withdraw for credit on student's financial account. Last day to withdraw without the semester being counted as a term in residence (undergraduates only).
October 25-29, Monday-Friday	Pre-registration for Spring Semester.
November 13, Saturday	Written examinations for master's candidates for December graduation may not be taken after this date.
November 19, Friday	Last day for graduate students to drop a course.
November 24, Wednesday	Thanksgiving Recess—Instruction ends 1 P.M.
November 29, Monday	Instruction resumes 8 A.M.
December 3, Friday	Fall Semester classes end.
December 6, Monday	Reading day.
December 7, Tuesday	Fall Semester examinations begin.
December 10, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the December graduation must be filed in the Graduate School by this date.
December 16, Thursday	Fall Semester examinations end.

Spring Semester, 1983

January 9, Sunday	Spring Semester opens.
January 9 (noon), Sunday	Residence halls open for new students.
January 10, Monday	Residence halls open for returning students.
January 10-11, Monday-Tuesday	Registration/schedule changes.

January 12, Wednesday	Classes begin for all students. Late registration begins. Fee of \$5.00 charged for late registration.
January 18, Tuesday	End of late registration and change in schedules. No registration accepted after this date.
January 25, Tuesday	Last day to drop a course for credit on student's financial account.
January 28, Friday	Last day for graduate students to file applications with Dean for degree to be awarded in May.
February 4, Friday	Last day for filing applications with Dean for degree to be awarded in May (undergraduates).
February 22, Tuesday	Last day for dropping courses (undergraduates) and last day for Pass/Fail declarations.
March 4, Friday	Spring Recess—Instruction ends 5 P.M.
March 14, Monday	Instruction resumes 8 A.M.
March 15, Tuesday	Last day to withdraw for credit on student's financial account. Last day to withdraw without the semester being counted as a term in residence (undergraduates only).
March 26, Saturday	Written examinations for master's candidates for May graduation may not be taken after this date.
April 4, Monday	Holiday, Easter Monday.
April 6-12, Wednesday-Tuesday	Pre-registration for summer and fall.
April 14, Thursday	Last day for graduate students to drop a course.

April 22, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the May graduation must be filed in the Graduate School by this date.
April 28, Thursday	Spring Semester classes end.
April 29, Friday	Reading day.
May 2, Monday	Spring Semester examinations begin.
May 11, Wednesday	Spring Semester examinations end.
May 15, Sunday	Commencement.

Officers of Administration

The University of North Carolina
at Chapel Hill

- Christopher Columbus Fordham III**, M.D., Chancellor
Susan Haughton Ehringhaus, J.D., Assistant to the Chancellor
- Douglass Hunt**, LL.B., Special Assistant to the Chancellor
Claiborne Stribling Jones, Ph.D., Special Assistant to the Chancellor
- Gillian Townsend Cell**, Ph.D., Affirmative Action Officer
Sarah Virginia Dunlap, B.S., Secretary to the University
Donald Arthur Boulton, Ed.D., Vice Chancellor and Dean of Student Affairs
- George Philip Manire**, Ph.D., Vice Chancellor and Dean of the Graduate School
- John Charles Morrow III**, Ph.D., Provost
John Douglas Swofford, M.Ed., Director of Athletics
John Lewis Temple, B.B.A., Vice Chancellor, Business and Finance
- Rollie Tillman, Jr.**, D.B.A., Vice Chancellor, University Relations
- James Ray Turner**, Associate Vice Chancellor, Health Affairs
Harold Gene Wallace, M.Div., Vice Chancellor, University Affairs

faculty and staff



The School of Education

William C. Self, Ed.D., *Dean, Professor of Education*
Faye Dennison, *University Administrative Manager*
Mary Gore, *Accountant*
Mary Allen, *Secretary*
Pat Maynor, *Receptionist*

Barbara H. Wasik, Ph.D., *Associate Dean for Academic Programs, Professor of Education*
William I. Burke, Ed.D., *Director of Teacher Education, Associate Professor of Education*
Eleanor C. Roberts, *Student Services Manager*
Lynn Williford, *Administrative Assistant for Academic Programs*
Shirley Whitt, *Graduate Secretary*
Pam Turner, *Undergraduate Secretary*

Division of Curriculum and Instruction

J. Hunter Ballew, Ph.D., *Chairperson and Director of Graduate Studies*
Paul B. Hounshell, Ed.D., *Director of Graduate Admissions*
Jo Cook, *Division Secretary*

Division of Human Development and Psychological Services

Duane Brown, Ph.D., *Chairperson and Director of Graduate Studies*
Courtland C. Lee, Ph.D., *Director of Graduate Admissions*
Mary Boston, *Division Secretary*

Division of Organizational Development and Institutional Studies

Julio R. George, Ph.D., *Chairperson, Director of Graduate Studies, and Director of Graduate Admissions*
Madeline Tomsick, *Division Secretary*

Division of Special Education

James L. Paul, Ed.D., *Chairperson, Director of Graduate Studies, and Director of Graduate Admissions*
Anita Buie, *Division Secretary*

The Administrative Board^{1,2}

- Richard H. Coop**, Ed.D., Professor of Education (1982)
Barbara D. Day, Ph.D., Professor of Education (1982)
James L. Paul, Ed.D., Professor of Education (1983)
William W. Smith, Ph.D., Associate Professor of Mathematics (1983)
R. Sterling Hennis, Ph.D., Professor of Education (1984)
Lawrence G. Rowan, Ph.D., Associate Professor of Physics (1984)
Robert A. Bain, Ph.D., Professor of English (1985)
William B. Ware, Ph.D., Professor of Education (1985)
Eugene R. Watson, Ph.D., Associate Professor of Education (1986)
Harry L. Watson, Ph.D., Assistant Professor of History (1986)
Ralph E. Wileman, Jr., Ed.D., Associate Professor of Education (1987)
Thad L. Beyle, Ph.D., Professor of Political Science (1987)

Faculty

- Donald B. Bailey, Jr.** (1979), Clinical Assistant Professor, *Special Education (Early Childhood, Severely Handicapped, Mainstreaming)*; B.A. 1971 (Davidson College); M.Ed., 1973 (The University of North Carolina at Chapel Hill); Ph.D., 1979 (University of Washington)
- J. Hunter Ballew** (1962), Professor, *Curriculum and Instruction (Mathematics Education)*; A.B., 1953, M.Ed., 1958, Ph.D., 1965 (The University of North Carolina at Chapel Hill)
- Lenore B. Behar** (1977), Adjunct Assistant Professor, *Special Education (Emotional Disturbance, Prevention, Parent Support Service)*; A.B., 1959, Ph.D., 1963 (Duke University)
- Donald A. Boulton** (1973), Vice-Chancellor, Student Affairs, and Clinical Associate Professor, *Organizational Development and Institutional Studies (Student Personnel, Higher Education)*; B.A., 1952 (Alfred University); B.D., 1955 (New Brunswick Theology Seminary); Ed.D., 1961 (Columbia University)
- John C. Brantley** (1967), Associate Professor, *Human Development and Psychological Services (School Psychology, Interpersonal Perception, Psycho-educational Assessment)*; B.S., 1960 (University of Miami); M.S., 1962, Ph.D., 1965 (Florida State University)

¹The Chancellor, the Provost, the Director of Admissions, and the Dean of Student Affairs are ex-officio members of the board.

²Dates indicate expiration of terms.

- Richard A. Brice** (1972), Assistant Professor, *Curriculum and Instruction (Early Childhood Education)*; B.S., 1962 (University of Florida); M.Ed., 1966 (University of South Florida); Ed.D., 1972 (University of Georgia)
- Linda Brooks** (1980), Assistant Professor, *Human Development and Psychological Services (Counseling Psychology, Career Development, Sex-Fair Counseling)*; B.S., 1962 (Southern Illinois); M.A., 1964 (Ohio); Ph.D., 1973 (Texas)
- Duane Brown** (1973), Professor, *Human Development and Psychological Services (Elementary School Counseling, Career Development, Behavioral Consultation)*; B.S., 1959, M.S., 1962, Ph.D., 1965 (Purdue University)
- William I. Burke** (1973), Associate Professor, *Curriculum and Instruction (Curriculum and Instruction)*; B.A., 1962 (University of Montana); Ed.D., 1973 (University of Florida)
- Henry V. Cobb** (1977), Clinical Professor, *Special Education (Mental Retardation)*; B.A., 1930 (Pomona College); Ph.D., 1936 (Yale University)
- James D. Condie** (1974), Lecturer, *Organizational Development and Institutional Studies (Higher and Adult Education, Student Personnel Services)*; A.S., 1950 (College of Southern Utah); B.S., 1956, M.S., 1958 (Utah State University); Ed.D., 1969 (University of Denver)
- Richard H. Coop** (1968), Professor, *Human Development and Psychological Services (Educational Psychology, Cognitive Development, Adolescent Development)*; B.S., 1962, M.A., 1963 (Western Kentucky University); Ed.D., 1968 (Indiana University)
- James W. Cunningham** (1975), Associate Professor, *Curriculum and Instruction (Reading and Language Arts)*; B.A., 1970 (University of Virginia); M.A., 1974, Ph.D., 1975 (University of Georgia)
- Barbara D. Day** (1968), Professor, *Curriculum and Instruction (Early Childhood Education)*; B.S., 1959 (East Carolina University); M.Ed., 1962, Ph.D., 1968 (The University of North Carolina at Chapel Hill)
- Virginia J. Dickens** (1978), Adjunct Assistant Professor, *Special Education (Learning Disabilities, Curriculum Development, Field-Based Education)*; A.B., 1969 (Wheaton College); M.Ed., 1971 (The University of North Carolina at Greensboro); Ph.D., 1977 (The University of North Carolina at Chapel Hill)
- David D. Dill** (1974), Associate Professor, *Organizational Development and Institutional Studies (Higher Education)*; B.A., 1963 (Oberlin College); M.A., 1967 (University of Chicago); Ph.D., 1971 (University of Michigan)

- Betty C. Epanchin** (1977), Clinical Assistant Professor, *Special Education (Emotional Disturbance)*; B.A., 1965, M.Ed., 1967, Ed.D., 1975 (Duke University)
- Dale C. Farran** (1975), Clinical Associate Professor, *Special Education (Social Development, Language Development, Educational Psychology)*; B.A., 1965 (The University of North Carolina at Chapel Hill); Ph.D., 1975 (Bryn Mawr College)
- Paul F. Fendt** (1977), Clinical Assistant Professor, *Organizational Development and Institutional Studies (Adult and Higher Education, Futures Studies)*; B.A., 1957 (Taylor University); M.Div., 1962 (Duke University); M.Ed., 1970, Ph.D., 1976 (The University of North Carolina at Chapel Hill)
- Charles P. Friedman** (1977), Clinical Assistant Professor, *Organizational Development and Institutional Studies (Higher Education, Medical Education)*; B.S., 1971, M.S., 1971 (Massachusetts Institute of Technology); Ph.D., 1977 (The University of North Carolina at Chapel Hill)
- Henry T. Frierson, Jr.** (1974), Clinical Associate Professor, *Human Development and Psychological Services (Educational Psychology)*; B.S., 1967, M.Ed., 1970 (Wayne State University); Ph.D., 1974 (Michigan State University)
- John Paul Galassi, Jr.** (1973), Professor, *Human Development and Psychological Services (Counseling Psychology, Behavior Therapy, Counseling College Students and Adults)*; A.B., 1966 (Middlebury College); Ed.M., 1967 (Harvard University); Ph.D., 1971 (University of California at Berkeley)
- James J. Gallagher** (1970), William R. Kenan, Jr., Professor of Education, *Special Education (Child Development, The Gifted Child, Public Policy in Education)*; B.S., 1948 (University of Pittsburgh); M.S., 1950, Ph.D., 1951 (Pennsylvania State University)
- Julio R. George** (1975), Associate Professor, *Organizational Development and Institutional Studies (Educational Administration and Supervision)*; B.A., 1952 (Champlain College); M.A., 1966 (Cornell University); Ph.D., 1969 (Claremont Graduate School)
- Wallace H. Hannum** (1979), Associate Professor, *Curriculum and Instruction (Educational Media and Instructional Design, Theories of Instruction)*; B.A., 1966; M.Ed., 1968 (Auburn University); Ph.D., 1973 (Florida State University)
- Thelma Harms** (1975), Clinical Assistant Professor, *Curriculum and Instruction (Early Childhood Education)*; B.A., 1945 (Brooklyn College); M.A., 1946 (University of Wisconsin); M.A., 1959, Ph.D., 1975 (University of California, Berkeley)

- Rosalind L. Heiko** (1981), Visiting Assistant Professor, *Human Development and Psychological Services (Consultation Processes, Planned Change in Schools, Child Abuse, Parent Training)*; B.A., 1976 (Cornell University); M.S., 1979 (St. John's University); Ph.D., 1981 (Syracuse University)
- R. Sterling Hennis, Jr.** (1961), Professor, *Curriculum and Instruction (English Education)*; A.B., 1952, M.A., 1956, Ph.D., 1961 (The University of North Carolina)
- Samuel M. Holton** (1948), Professor, *Organizational Development and Institutional Studies (Foundations of Education, Higher Education)*; A.B., 1942 (Duke University); B.S., 1943 (New York University); M.Ed., 1947 (Duke University); M.A., 1947, Ph.D., 1948 (Yale)
- Paul Barryman Hounshell** (1966), Professor, *Curriculum and Instruction (Science Education)*; B.S., 1955, M.S., 1956 (University of Virginia); Ed.D., 1959 (The University of North Carolina)
- Gayle W. Hyatt** (1970), Lecturer, *Special Education (Mental Retardation)*; A.B., 1961 (High Point College); M.Ed., 1969 (The University of North Carolina at Chapel Hill)
- Kenneth G. Jens** (1976), Clinical Associate Professor, *Special Education (Severely Handicapped, Special Education Administration, Infant and Preschool Education)*; B.S., 1958, M.S., 1961, Ph.D., 1972 (University of Wisconsin)
- Mary Turner Lane** (1953), Associate Professor, *Curriculum and Instruction (Intermediate Education)*; B.A., 1939 (Salem College); M.Ed., 1953 (The University of North Carolina); Ed.D., 1962 (Duke University)
- Courtland C. Lee** (1979), Assistant Professor, *Human Development and Psychological Services (Cross-cultural Counseling, Minority Career Development, Secondary School Counseling)*; B.A., 1971 (Hofstra University); M.S., 1976 (Hunter College-CUNY-New York); Ph.D., 1979 (Michigan State University)
- Hazel Leler** (1978), Assistant Professor, *Curriculum and Instruction (Parent Education)*; B.S., 1945 (University of Nebraska); Ph.D., 1970 (Stanford University)
- David L. Lillie** (1968), Professor, *Special Education (Early Childhood Education, Parent Involvement, Technical Assistance)*; B.B.A., 1957, M.A., 1962 (Western Michigan University); Ed.D., 1966 (Indiana University)
- Michael D. Loven** (1981), Adjunct Assistant Professor, *Human Development and Psychological Services (Adolescent Development, Community Mental Health, School Psychological Services)*; B.A., 1969 (University of Tennessee);

- Ph.D., 1980 (The University of North Carolina at Chapel Hill)
- Bobbie B. Lubker** (1968), Clinical Instructor, *Special Education (Language Development, Speech and Hearing Disorders)*; B.A., 1953 (Troy State University); M.A., 1956 (University of Kentucky)
- William C. McGaghie** (1978), Clinical Assistant Professor, *Human Development and Psychological Services (Family Medicine, Educational Psychology)*; B.A., 1969 (Western Michigan); M.A., 1971; Ph.D., 1973 (Northwestern University)
- James D. McKinney** (1971), Associate Professor, *Human Development and Psychological Services (School Psychology, Cognitive Development, Exceptional Children)*; A.B., 1963 (The University of North Carolina at Chapel Hill); M.S., 1966, Ph.D., 1969 (North Carolina State University)
- James Bernard Machen** (1978), Clinical Professor, *Human Development and Psychological Services (Educational Psychology)*; D.D.S., 1968 (St. Louis University); M.A.T., 1970 (The Citadel); M.S., 1972, Ph.D., 1974 (University of Iowa)
- James L. Morrison** (1973), Professor, *Organizational Development and Institutional Studies (Sociology of Higher Education)*; B.S., 1960, M.S., 1961, Ph.D., 1969 (Florida State University)
- George W. Noblit** (1979), Associate Professor, *Organizational Development and Institutional Studies (Educational Administration and Supervision)*; B.A., 1970 (Hiram College); M.S., 1971; Ph.D., 1973 (University of Oregon)
- John Gregory Olley** (1978), Clinical Associate Professor, *Special Education (Autism, Child Development)*; A.B., 1966 (William and Mary); M.A., 1968 (Wake Forest University); Ph.D., 1972 (George Peabody College for Teachers)
- Patricia P. Olmsted** (1977), Clinical Assistant Professor, *Human Development and Psychological Services (Follow Through Program, Educational Psychology)*; B.A., 1962 (Michigan State University); M.A., 1965 (Columbia University); Ph.D., 1977 (University of Florida)
- William Sila Palmer** (1973), Professor, *Curriculum and Instruction (Reading and Language Arts)*; B.Ed., 1960 (Plymouth College); M.A., 1969, Ph.D., 1970 (University of California at Berkeley)
- James L. Paul** (1968), Professor, *Special Education (Emotional Disturbance, Advocacy, Technical Assistance)*; A.A., 1958 (Martin College); A.B., 1960, M.A., 1961 (Scarritt College); M.A., 1962 (Peabody College); Ed.D., 1967 (Syracuse University)

- John W. Pelosi** (1970), Clinical Associate Professor, *Special Education (Program Evaluation, Human Services)*; B.S., 1958 (Clarkson College of Technology); M.Ed., 1959 (Saint Lawrence University); M.S., 1964, Ph.D., 1968 (Syracuse University)
- Richard C. Phillips** (1962), Professor, *Curriculum and Instruction (Social Studies and Social Foundations)*; A.B., 1956, M.Ed., 1958 (The University of North Carolina); Ph.D., 1962 (Northwestern University)
- Walter B. Pryzwansky** (1969), Associate Professor, *Human Development and Psychological Services (School Psychology, Consultation, Learning Disabilities)*; B.S., 1961 (Pennsylvania State University); M.A., 1962, Ed.D., 1969 (Teachers College, Columbia University)
- John N. Pyecha** (1976), Adjunct Associate Professor, *Human Development and Psychological Services (Educational Psychology, Measurement and Evaluation, Management Information Systems)*; B.S., 1955, M.A., 1957 (Appalachian State Teachers College); Ph.D., 1968 (The University of North Carolina at Chapel Hill)
- Gilbert G. Ragland** (1968), Associate Professor, *Special Education (Special Education Administration, Legal Issues)*; B.S., 1956 (The University of North Carolina); M.S., 1958 (North Carolina State University); Ed.D., 1964 (University of Virginia)
- Dwight C. Rhyne** (1951), Associate Professor, *Organizational Development and Institutional Studies (Adult and Higher Education, Comparative Education)*; A.B., 1949, M.A., 1950 (The University of North Carolina); Ed.D., 1968 (North Carolina State University)
- Roberta Iris Rubin** (1977), Clinical Assistant Professor, *Human Development and Psychological Services (Educational Psychology, Applied Behavioral Analysis, Precision Teaching)*; B.A., 1973, M.Ed., 1974, Ph.D., 1976 (University of Florida)
- Robert Sakata** (1975), Clinical Professor, *Human Development and Psychological Services (Counseling Psychology, Evaluation and Measurement, Rehabilitation Psychology)*; A.B., 1960 (University of California); M.A., 1963 (San Francisco State University); Ph.D., 1970 (Kent State University)
- Timothy R. Sanford** (1976), Associate Director of Institutional Research and Lecturer of Education (Institutional Research, Higher Education); A.B., 1971 (Gettysburg College); Ph.D., 1978 (The University of North Carolina at Chapel Hill)

- Phillip C. Schlechty** (1967), Professor, *Organizational Development and Institutional Studies (Sociology of Education)*; B.S., 1960, M.A., 1963, Ph.D., 1967 (Ohio State University)
- Robert Neill Scott** (1957), Associate Professor, *Human Development and Psychological Services (Educational Psychology, Growth and Development)*; B.S., 1948 (Western Carolina University); M.A., 1950 (Peabody College); Ed.D., 1956 (University of Tennessee)
- William C. Self** (1972), Professor, *Organizational Development and Institutional Studies (Educational Administration and Supervision)*; A.B., 1941 (Catawba College); M.A., 1948, Ed.D., 1955 (The University of North Carolina)
- Jonathan P. Sher** (1981), Visiting Scholar, *Organizational Development and Institutional Studies (Rural Education and Development, Comparative Education, Public Policy in Education)*; Ed.M., 1972, C.A.S., 1974, Ed.D., 1976 (Harvard University)
- Daniel Allan Shugars** (1977), Assistant Professor of Operative Dentistry, Acting Director of Student Affairs, and Clinical Assistant Professor of Education, Human Development and Psychological Services (Educational Psychology); B.S., 1971 (Western Michigan University); D.D.S., 1975; Ph.D., 1978 (Northwestern University)
- Rune J. Simeonsson** (1976), Professor, *Special Education and Human Development and Psychological Services (Social/Cognitive Development, Psychological Assessment, Child Development Research)*; B.A., 1963 (Tennessee Temple College); M.A.T., 1966 (University of Chattanooga); M.A., 1967, Ed.S., 1968, Ph.D., 1971 (George Peabody College)
- Marian Smallegan** (1969), Associate Professor, *Organizational Development and Institutional Studies (Adult Education, Population Education)*; A.B., 1945 (Hope College); M.A., 1947 (University of Illinois); Ed.D., 1969 (Boston University)
- Malbert Smith III** (1981), Visiting Lecturer, *Human Development and Psychological Services (Construct Validation of Cognitive Measures, Individual Differences, Program Evaluation)*; B.A., 1975 (Duke University); M.Ed., 1976, Ph.D., 1979 (The University of North Carolina at Chapel Hill)
- Joseph James Sparling** (1969), Lecturer, *Curriculum and Instruction (Child Development)*; B.S., 1957, M.S., 1958 (Florida State University); Ph.D., 1968 (University of Michigan)
- Dixie Lee Spiegel** (1977), Assistant Professor, *Curriculum and Instruction (Reading and Language Arts)*; A.B., 1965 (Brown University); M.S., 1971, Ph.D., 1976 (University of Wisconsin)

- Donald J. Stedman** (1971), Professor, *Special Education (Program Planning and Evaluation, Child Development)*; B.A., 1953 (St. Bonaventure); M.A., 1959 (University of Rochester); Ph.D., 1962 (George Peabody College)
- Frank T. Stritter** (1971), Associate Professor, *Curriculum and Instruction (Adult and Higher Education)*; A.B., 1959 (St. Lawrence University); A.M., 1961 (Colgate University); Ph.D., 1968 (Syracuse University)
- Gary B. Stuck** (1966), Associate Professor, *Human Development and Psychological Services (Educational Psychology, Learning, Evaluation)*; A.B., 1960 (Hanover College); M.S., 1964, Ed.D., 1966 (Indiana University)
- Donald Gentry Tarbet** (1952), Professor, *Organizational Development and Institutional Studies (Educational Administration and Supervision)*; B.S., 1938, M.E., 1946, Ed.D., 1952 (University of Missouri)
- Neal H. Tracy** (1958), Professor, *Organizational Development and Institutional Studies (Educational Administration and Supervision)*; B.S., 1940 (North Dakota Agricultural College); M.Ed., 1950 (South Dakota University); Ed.D., 1958 (University of Colorado)
- Pascal L. Trohanis** (1972), Clinical Associate Professor, *Curriculum and Instruction (Educational Media and Instructional Design)*; B.A., 1965 (Northwestern University); M.S., 1969 (University of Bridgeport); Ph.D., 1972 (University of Maryland)
- Gerald Unks** (1967), Associate Professor, *Curriculum and Instruction (Social Foundations of Education)*; B.S., 1958 (University of Illinois at Urbana-Champaign); M.A., 1961 (Bradley University); Ph.D., 1970 (University of Illinois at Urbana-Champaign)
- Ellen S. Vasu** (1981), Associate Director, Institute for Research in Social Science and Clinical Assistant Professor, *Human Development and Psychological Services (Statistics, Micro Computers, Mathematics Education)*; B.A., 1970, M.A., 1973 (San Diego State University); Ph.D., 1975 (Southern Illinois University at Carbondale)
- William B. Ware** (1978), Professor, *Human Development and Psychological Services (Educational Statistics, Research Design and Analysis)*; A.B., 1964 (Dartmouth College); M.A.T., 1965, Ph.D., 1968 (Northwestern University)
- Valora Washington** (1978), Assistant Professor, *Human Development and Psychological Services (Child Development and Psychology, Early Childhood Education, Minority*

- Group Children); B.A., 1974 (Michigan State University); Ph.D., 1978 (Indiana University)
- Barbara Hanna Wasik** (1969), Professor, Human Development and Psychological Services (*Behavior Modification, Social, Emotional and Cognitive Development of Young Children, Psychological Services*); A.B., 1963 (University of Georgia); M.S., 1965, Ph.D., 1967 (Florida State University)
- Eugene Ray Watson** (1963), Associate Professor, Organizational Development and Institutional Studies (*Adult and Higher Education*); A.B., 1953 (The University of North Carolina); M.Sc., 1961, Ph.D., 1963 (University of Wisconsin)
- Ralph D. Wenger** (1978), Adjunct Assistant Professor, Human Development and Psychological Services (*School Psychology*); A.B., 1964 (Eastern College); M.S., 1967 (American University); Ed.M., 1974, Ed.D., 1976 (Rutgers University)
- Jill F. Whaley** (1979), Assistant Professor, Curriculum and Instruction (*Reading and Language Arts*); B.A., 1969 (Harpur College, State University of New York at Binghamton); M.S., 1973 (State University College at Cortland, New York); Ph.D., 1979 (State University of New York at Buffalo)
- Kinnard P. White** (1964), Professor, Human Development and Psychological Services (*Educational Psychology, Measurement and Evaluation*); B.S., 1960 (Florida State University); M.S., 1961, Ph.D., 1964 (Indiana University)
- Ronald D. Wiegerink** (1975), Professor, Special Education and Organizational Development and Psychological Services (*Educational Administration and Supervision; Special Education*); A.B., 1961 (Hope College); M.A.T., 1962 (Oberlin College); Ph.D., 1969 (University of Michigan)
- Ralph E. Wileman, Jr.** (1967), Associate Professor, Curriculum and Instruction (*Educational Media and Instructional Design*); B.S., 1953 (Otterbein College); M.A., 1961, Ed.D., 1965 (Columbia University)
- Roberta Woolever** (1975), Assistant Professor, Curriculum and Instruction (*Intermediate Education*); B.A., 1958 (University of California, Los Angeles); Ph.D., 1975 (University of Washington)
- Marvin D. Wyne** (1967), Associate Professor, Special Education (*Deviations in Learning and Development; Classroom Research; Gifted Education*); A.B., 1960 (Hanover College); M.S., 1965, Ed.D., 1967 (Indiana University)
- J. Frank Yeager** (1981), Clinical Associate Professor, Organizational Development and Institutional Studies (*Educational*

Administration and Supervision, Personnel Management);
B.A., 1957 (Centre College); M.A., 1967 (Western Kentucky
University); Ed.D., 1969 (University of Tennessee)

Emeritus Professors

Norton Lewis Beach

Carl F. Brown

Roberta H. Jackson

Annie Lee Jones

Arnold K. King

H. Arnold Perry

William D. Perry

Roy E. Sommerfeld

Thelma G. Thurstone

about the school



The University of North Carolina has been educating teachers and other school personnel since its inception. This function, however, was not institutionalized until 1885 when the Department of Pedagogy was formed. In 1913, this Department became the School of Education.

The School serves the cause of education in the state and nation in four distinct ways: by being a leader in the education of teachers, administrators, and supporting professions for the schools of the state and nation; by training individuals for college and university positions who will participate in undergraduate and graduate teacher-education programs or in specialized professional programs; by conducting research on problems related to schooling; and by rendering service to schools and other educational agencies both as a professional school and as a source of specialized technical information.

The School of Education is a *professional* school dedicated to preparing a limited number of highly qualified teachers, administrators, and allied school personnel. In teacher education, it seeks to admit intellectually gifted, imaginative, innovative, and creative students who have a broad training in the liberal arts and sciences, and it presumes that its graduates will approach teaching with the same sense of seriousness, devotion, selflessness, and dedication which characterizes members of the other learned professions. To this end, the School has developed and continues to improve an intellectually viable, research-oriented, field-based program during which candidates for certification can synthesize knowledge derived from their liberal arts courses and determine which concepts and generalizations of these disciplines are most appropriate for the growth and development of the individuals whom they will serve.

Research into the dynamics of human growth and development, teacher education information delivery systems, institutional organization, and system design and analysis have long held a significant place in the graduate-level programs in the School of Education, and graduates of these specialized programs occupy positions of leadership in research in school systems throughout North Carolina and the nation. Faculty in the School serve as consultants, program developers, and research consultants for the State Department of Public Instruction and school systems throughout the nation.

The interests and service of the School of Education extend well beyond the limits of the classroom or the school. Indeed, they embrace a concern with whatever institutions influence

the growth and development of the individual. The School has devoted increased research and service effort toward addressing the problems of early childhood education, parent education, adolescent developments, adult and continuing education, and the aging process.

Many of the most substantive social policy decisions which are and will be made in our society directly involve educational issues. The School of Education is actively involved in teaching laypersons in the area of educational policy studies. It is the first School of Education in the nation to design and implement courses for nonmajors in education. The objective of these and other experiences in educational policy studies is to prepare generations of laypersons who will make educational policy decisions from a knowledge base rather than from folklore and tradition.

The School of Education embraces the Jeffersonian principle that the cornerstone of a free society is an enlightened and reflective citizenry. It is dedicated in seeing that all individuals in our society may maximize their growth and development toward this ideal.

Organization

The School of Education is under the leadership of the Dean of the School of Education. Many functions of the School of Education are delegated to the Associate Dean for Academic Programs and the Director of the Teacher Education Program. There are also four divisions for administering graduate programs and a Teacher Education Program for administering undergraduate programs.

Office for Academic Programs

The Office for Academic Programs is under the direction of the Associate Dean and includes the Office of Teacher Education and the Office of Graduate Studies. Responsibilities include the overview and general administration of all undergraduate and graduate programs and those activities related to students ranging from admission and advisement through graduation and certification.

The Teacher Education Program in the School of Education includes all programs of professional education at the undergraduate level. These programs are under the immediate administration and supervision of the Director of Teacher Education. Faculty in the School of Education who are participating

in these programs are part of the Teacher Education Program faculty. Faculty from departments in the College of Arts and Sciences also participate in this Program by teaching and supervising students.

Divisions

For programmatic purposes the School of Education is organized into four divisions, Curriculum and Instruction, Human Development and Psychological Services, Organizational Development and Institutional Studies, and Special Education. Each of the Divisions is chaired by a member of the faculty, and all other faculty are assigned to one of the divisions based upon his or her area of specialization. Each division chairperson is responsible for the immediate administration and supervision of the graduate programs in that division.

Research and Training Efforts

A number of research and training efforts are underway in the School of Education. These efforts include both large collaborative projects and efforts of individual faculty. Close liaisons exist with the Frank Porter Graham Child Development Center, the Division for Disorders in Development and Learning, and the School of Education. These three groups cooperated to develop the Carolina Institute for Research on the Early Education of the Handicapped, a major longitudinal project designed to develop an integrated research effort with a focus on the family's role in the early education of the handicapped child. Included in this project are major research efforts on parent education, mainstreaming handicapped children into regular classroom settings, curriculum development for the multiply handicapped, and intervention programs for children at risk for mental retardation.

The Parent Education Follow Through Model is another research effort that has as its major focus the active involvement of parents in the education of their children. Basic to this focus is the assumption that parents exert a major influence upon the intellectual development of their children, and that these parents serve as a vehicle for teaching new behaviors. To carry out this focus, the Parent Education Follow Through Model targets the home environment because it is a basic assumption of the Model that success in the home environment will lead to success in the school environment as well. Presently, the Parent Education Model is being implemented in eight project

sites in the United States and serves approximately 6,000 children.

The School of Education has developed a training model for the preparation of educational personnel to successfully implement the legal and education principles of Public Law 94-142, The Education of All Handicapped Children Act. The major principles which form the framework of this training model include the least restrictive placement of handicapped children, nondiscriminatory evaluation, individualized instruction, due process, and parental participation in program planning. Substantial progress has been made in adapting course work in the School of Education to provide integrated and systematic training to almost all undergraduate and graduate students concerning educational programming for the handicapped population. The training model has received national recognition as a prototype for other universities to consider.

The Sex Desegregation Training Institute, funded by the U.S. Department of Education and housed in Peabody Hall, is designed to help school systems implement Title IX, to build an awareness of the implications of sex role stereotyping, and to develop strategies to eliminate inequities in educational opportunities for males and females. The Institute serves as a resource to provide staff development activities for individual faculties to enable teachers to become effective change agents for their schools.

The Spencer Foundation has given the School of Education an award to support research in the social and behavioral sciences for the purpose of exploring important educational questions. The particular aim of the grant is to identify outstanding young researchers on the campus and support them in the earlier phases of their work on research significant to the field of education. Several junior faculty in the School of Education as well as others from across campus have received awards from the Spencer Foundation.

Publications

The School of Education owns, edits, and publishes *The High School Journal*, an internationally known publication presenting both theoretical and empirical articles dealing with the problems of and prospects for adolescents and secondary schools. It is a refereed journal, featuring editorials, reviews, and articles authored by many of the nation's leading authorities in education. Its Editorial Office is in 201 Peabody Hall;

subscriptions and orders for individual copies may be obtained by writing Post Office Box 2288, Chapel Hill, North Carolina, 27514.

Regional Resources

In addition to the resources for students within the School of Education, many resources exist in the larger university, and in the region where the School of Education is located. Many of the Departments and Schools at Chapel Hill have national reputations, and it is possible for the student in the School of Education to utilize these resources in his or her program of study. The prospective student at Chapel Hill is invited to review the *Undergraduate Bulletin* and the *Graduate School Bulletin* of the University to see the breadth of resources available.

Other major universities are located near Chapel Hill and the facilities of these universities are available to the School of Education student. The University is situated in the Piedmont section of the state, twelve miles from Durham where Duke University is located and twenty-five miles from Raleigh where North Carolina State University is located. Through existing arrangements, students may take courses at either Duke University or the North Carolina State University at Raleigh as part of a Chapel Hill program of studies. Library resources at these Universities may also be accessed.

Students may become involved in ongoing research efforts with the State Department of Education in Raleigh. They may also become involved with national projects on educationally related services conducted at the Research Triangle Park located approximately twenty minutes away from campus. Major industrial and governmental research projects are conducted in this setting and liaisons between the School of Education and many of these organizations make collaborative research efforts possible.

While the research and study resources of the area are of special interest to education students, the cultural and artistic resources of the area are outstanding. Excellent libraries, museums, art collections, and theaters are available as is a constant offering of fine music. The town of Chapel Hill itself is considered a highly desirable place to live.

Undergraduate and Graduate Degree Programs

The graduate degree programs offered in the School of Education are administered by one of the four divisions of the School: the Division of Curriculum and Instruction (C & I); the Division of Human Development and Psychological Services (HDPS); the Division of Organizational Development and Institutional Studies (ODIS); and the Division of Special Education (SPED). The undergraduate programs are administered by the Teacher Education Program (TEP). These programs are presented in the chart that follows.

about the school

PROGRAM AREA	DEGREES OFFERED		N.C. CERTIFICATION	DIVISION PROGRAM	AVERAGE NUMBER ADMITTED EACH YEAR	MINIMUM HOURS REQUIRED FOR DEGREE	FOR ADDITIONAL INFORMATION
	BACHELOR	MASTERS DOCTORAL					
Early Childhood Education	•		Class A	TEP	50 to 60	120 ²	Page 38
Intermediate Education	•		Class A	TEP	40 to 50	120 ²	Page 39
Secondary Education ¹	•		Class A	TEP	60 to 75	120 ²	Page 41
Special Subjects ³	•		Class A	TEP	35 to 50	120 ²	Page 44
Administration		• •	Class G, Advanced and Doctorate	ODIS	4(M); 2(D)	30(M); *(D)	Page 57
Adult & Higher Education		• •		ODIS	4(M); 9(D)	30(M); *(D)	Page 59
Counseling Psychology		•		HDPS	6	*	Page 53
Curriculum & Instruction		• •		C & I	5(M); 12(D)	30(M); *(D)	Page 52
Early Childhood		•	Class G ⁴	C & I	20	30	Page 49
Educational Media & Instructional Design		•	Class G	C & I	15	36	Page 50

EDUCATIONAL PSYCHOLOGY

Counseling	•	Class G	HDPS	15	45	Page 53
Intermediate Education	•	Class G ⁴	C & I	10	30	Page 49
Reading & Language Arts	•	Class G	C & I	25	30	Page 51
School Psychology	• •	Class G and Doctorate	HDPS	12(M); 5(D)	60(M); * (D)	Page 55
Secondary Education (M.A.T.) ^{1,3}	•	Class G ⁴	C & I	55	30 + Practicum	Pages 41-44
Social Foundations	•		ODIS	3	*	Page 59
Special Education	• •	Class G	SPED	30(M); 5(D)	30 (M); * (D)	Pages 60-62
Supervision	• •	Class G, Advanced and Doctorate	ODIS	3(M); 2(D)	30(M); * (D)	Pages 58-59

*Doctoral programs vary in required course hours although most range between 70 to 80 hours. Four semesters of full-time residence are required.

¹Undergraduate areas in Secondary Education which lead to the initial Class A certificate and graduate programs for the M.A.T. degree which lead to a Class C certificate are offered in the following teaching fields: English, French, German, Latin, Mathematics, Natural Sciences (Biology, Chemistry, Physics or Earth Science), Social Studies (Economics, Geography, History, Political Science, or Sociology/Anthropology), Spanish and Speech. Course work in a teaching field is completed in a department or school outside the School of Education.

²Also two one-hour activity courses in Health and Physical Education are required.

³Undergraduate degree areas in Special Subjects which lead to the initial Class A certificate and graduate programs for the M.A.T. degree which lead to a Class C certificate are offered in the following teaching fields: Health and Physical Education, and Music (Choral and Instrumental).

⁴Certification is also available in Gifted and Talented Education.

about the school

Certification

The School of Education is responsible for recommending to the State Department of Public Instruction certification for teaching personnel, administrators, and other specialized personnel. As noted from the preceding chart, the School of Education has degree programs leading to the following levels of certification: Class A, Class G, and Doctorate. The School of Education also has two nondegree two-year programs that lead to advanced certification, one in Supervision and one in Administration.

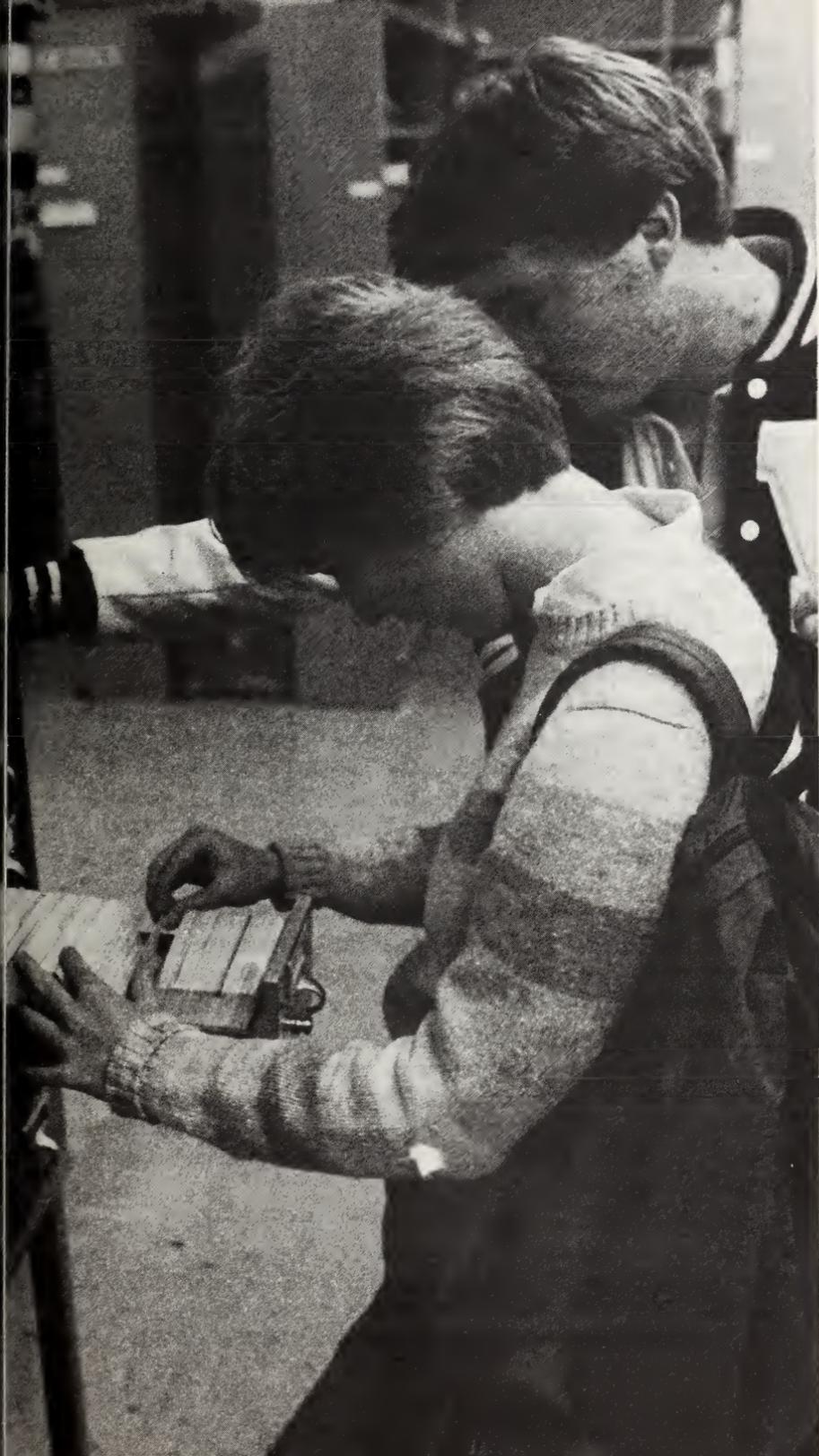
Also, degree programs that are not housed in the School of Education but that lead to certification are Speech Pathology/Audiology in the Division of Speech and Hearing Sciences, Library Science in the School of Library Science and Social Work in the School of Social Work. The School of Education is also responsible for recommending to the State Department of Public Instruction candidates for graduate level certification in these three areas. Refer to page 84 for information about applying for certification.

Advisement

Upon enrollment in the School of Education each student is assigned a faculty adviser who specializes in the teaching area of the student's major. All members of the faculty participate in the advisement of students. In this way faculty and students have an opportunity to work together and become better acquainted. The adviser assists the student in planning his or her course of study, although final responsibility for selecting courses and meeting graduation requirements rests with the student.

In addition to faculty advisers, staff in the Office for Academic Programs (103 Peabody Hall) are available to advise students on various administrative and program-related issues, including program planning, degree requirements, admission procedures, registration, and certification.

undergraduate program



undergraduate program

Associate Dean for Academic Programs: **Barbara H. Wasik**

Director of Teacher Education: **William I. Burke**

Student Services Manager: **Eleanor C. Roberts**

Administrative Assistant for Academic Programs:

Lynn Williford

Undergraduate Secretary: **Pam Turner**

Telephone Number: **966-1346**

The School of Education's Teacher Education Program is designed to prepare students to enter the teaching profession. The purposes of this program are threefold: (1) to provide students an opportunity to explore the teaching profession; (2) to allow graduates to satisfy teacher certification requirements of the State of North Carolina; and (3) to produce quality teachers for the public schools of North Carolina and the region. As the student progresses through the undergraduate program, the School of Education furnishes the student with advisement and counseling in making career decisions and meeting graduation requirements. The Teacher Education Program provides students with knowledge of the social, emotional, and intellectual development of learners and skills used by teachers as facilitators of learning in instructional settings.

A student may specialize in one of the following program areas: (1) Early Childhood Education (kindergarten through grade three); (2) Intermediate Education (grades four through nine); (3) Secondary Education (grades seven through twelve), in English, Foreign Language (French, Spanish, German, Latin), Mathematics, Natural Sciences (Earth Science, Biology, Chemistry, or Physics), Social Studies (Economics, Geography, History, Political Science, or Sociology/Anthropology), and Speech Education; (4) Special Subjects (Kindergarten through grade twelve) in Art, Health and Physical Education, Instrumental Music Education, and Choral Music Education.

Depending upon the area of specialization, students may have the opportunity to participate in experimental or pilot programs. Several such programs are ongoing and others are planned. In these programs, students are usually required to complete a longer student teaching period and to participate in special classes and school settings.

During the junior and senior years of the Teacher Education Program, students meet the course requirements for the major area in addition to completing the professional education courses. Education majors begin their professional program with courses which cover the social foundations of education

(Education 54) and human development (Education 55). These courses are usually taken during the fall and spring of the junior year. A required course in reading (Education 52 for elementary majors and Education 53 for secondary majors) is usually taken in the spring of the junior year or the fall of the senior year, to immediately precede the semester in which the professional block is taken.

In the senior year, during either the fall or the spring, each student spends a full semester in specified professional courses. This semester is referred to as the professional block, and a student may not enroll in other courses during this semester. Because some of the professional block areas are offered only fall or spring semester, it is imperative that each student plan his or her program during the junior year to assure registering for the designated professional block during the appropriate semester of the senior year. Also, each student should plan in advance of the block semester for housing since a student may not be placed in the Chapel Hill area for student teaching.

The professional block is usually divided into two parts. The first part is devoted to intensive study of the school organization, classroom management, motivation, learning theory, tests and measurements, and the methods and materials needed for successful teaching. The second part is spent in student teaching in a North Carolina public school under the joint supervision of an experienced classroom teacher and a member of the faculty of the School of Education. Only education majors are permitted to enroll in EDUC 52, 53, 54, 55, and the block courses in education. Block course numbers and titles vary according to teaching field.

Because of the professional nature of the curriculum in the School of Education, it is not possible for a student to obtain a double major; however, with careful planning, it is possible for a student to take the appropriate courses to obtain dual certification. A student interested in achieving dual certification is encouraged to seek advice early in his or her academic career from the Director of the Teacher Education Program or the Administrative Assistant for Academic Programs (103 Peabody Hall). The Teacher Education Program is approved by both the Division of Certification of the State Department of Public Instruction and the National Council for the Accreditation of Teacher Education; completion of the degree requirements is tantamount to teacher certification. A student interested in becoming a teacher is to follow the curriculum summarized below. Each student should consult with his or her faculty ad-

viser for more specific information regarding the particular program area.

The General College Program

During the freshman and sophomore years, all students preparing to enter the School of Education are expected to meet the General College requirements as listed in the *Undergraduate Bulletin*.

Areas of Specialization

There are four major areas of specialization: Early Childhood, Intermediate, Secondary, and Special Subjects. The Secondary and Special Subject areas are divided according to academic disciplines or teaching fields. Students major in one of the areas of specialization. A description of each area and course requirements follows.

Early Childhood: Kindergarten - Grade Three

The curriculum of the Early Childhood Education area provides students with a broad academic background necessary to function as a teacher in an elementary school. The content meets both state certification and University requirements. In satisfying the requirements of the General College, which cover the freshman and sophomore years, each student should choose as many of the subject-matter courses listed below as is possible. By doing this, the student can select electives more appropriately during the junior and senior years. Education 52 must be taken the semester prior to the professional block.

Language Arts	15 sem. hrs.
English 1 and 2-Basic Grammar and Composition	6
Library Science 92-Children's Literature	3
Literature (one course)	3
Speech 156-Communication Development in Children or	3
Speech 153-Social Dialects	3
(Speech training for prospective teachers where indicated)	
Social Studies	21 sem. hrs.
History 21-American History	3
History 22	3
Geography (one course)	3
Political Science 41-Introduction to Government in U.S.	3

Anthropology 41-General Anthropology (or its equivalent)	3
Sociology 30-The Family and Society	3
Psychology 10-General Psychology	3
Natural Sciences	7 sem. hrs.
1 Biological Science (Psychology not counted here)	4 or 3
1 Physical Science (One must be a laboratory science)	4 or 3
Mathematics	6 sem. hrs.
Math (one course of choice)	3
Math 12 (EDUC 12)	3
	12 or 13 sem. hrs.
Arts	
Art 45	3 or 4
Art 31 or 32 (or other art appreciation)	3
Music 20	3
Music 41 (or other music appreciation)	3
Health and Physical Education	6 sem. hrs.
P.E. 83a	3
P.E. 84	3
Professional Education	26 sem. hrs.
EDUC 52	3
EDUC 54	4
EDUC 55	4
EDUC 72	3
EDUC 61	6
EDUC 62	6
Electives¹	varies
Total Number of Academic Credit Hours Required	120 sem. hrs.
(In addition, the student must take two, one-hour PE Activity Courses)	

Intermediate: Grades Four - Nine

Each student selecting the Intermediate area completes a general education program and at least one area of concentration in a content or academic area. This format meets the North Carolina Department of Public Instruction guidelines for certification. Students are required to take all courses listed under General Education Requirements. This includes all course work under each of the six headings listed below. In addition, students must select one of the following four areas for concen-

¹ Sufficient in number to bring the total number of semester hours of credit to 120. (The following courses are recommended: Psychology 28, EDCI 111, and EDSP 130).

tration: (1) Language Arts, (2) Social Studies, (3) Natural Sciences, or (4) Mathematics, and take the required courses listed for that area of concentration. The School of Education recommends that a second area of concentration be selected, either from the other areas of concentration mentioned above or from Art, Music, or Health and Physical Education. *Courses in the area of concentration are in addition to the courses in General Education, and no one course can count in both columns.*

General Education Requirements

Additional Content Requirements

Language Arts

- General Education (12)
- Eng. 1, 2
- 1 Literature course
- Lib. Science 93
- Speech training where indicated

(27) Any 5 courses or a total of 15 hours may be selected from English, Speech, or Dramatic Arts with a minimum of 2 literature courses and English 36 or 38. Students may want to consider a focus on the literature of American or non-American cultures.

Social Studies

- General Education (18)
- 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

(33) Any 5 courses or a total of 15 hours 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.

Natural Sciences

- General Education (7-8)
- 1 Biological Science (Psychology not counted here)
- 1 Physical Science (One of the above must be a lab science.)

(22-2) 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.

Mathematics

General Education (6) Any 5 courses or a total of 15 (21)
 Math (one course hours from the department of
 of choice) Mathematics. The following
 Math 12 (EDUC 12) courses are recommended: Math
 31, 32, 33, 117, 134.

Fine Arts

General Education (6) Any 5 courses or a total of 15 (21)
 Any 2 courses in music hours from the department of Art
 and/or art or Music.

Health and P.E.

General Education (6) P.E. 77, 86, 88, and two courses (21)
 P.E. 83 - Intermediate from P.E. 55, 56, 57 (for women)
 Grades or 65, 66, 67 (for men).
 P.E. 84 - Intermediate
 Grades
 *P.E. — Two one-hour
 activity courses

Professional Education (26)

EDUC 52	3
EDUC 54	4
EDUC 55	4
EDUC 72	3
EDUC 61	6
EDUC 62	6

Electives and/or second concentration sufficient in number to bring total number of semester hours of credit to 120. Recommended electives are EDCI 111, EDSP 130, and Psychology 28.

*P.E. activity courses are taken in addition to the 120 hours required.

Secondary: Grades Seven - Twelve

A student who wishes to prepare 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 equivalent, and then completing a teaching major in the subject field of his or her particular interest and the required professional education courses. A student who wishes to explore the possibility of a second teaching field should consult his or her faculty adviser.

The professional education courses for secondary students are as follows:

EDUC 53	3 hours
EDUC 54	4 hours
EDUC 55	4 hours
Appropriate Methods Course	3-6 hours
Student Teaching	6 hours
EDUC 72	3 hours
EDUC 99 (Speech, Art, Health and Physical Education, and Foreign Language majors only)	3 hours
	26 hours

Each student is required to choose one of the following teaching fields: English; French; German; Latin; Mathematics; Natural Sciences with a concentration in Biology, Chemistry, Physics, or Earth Science; Social Studies with a concentration in Economics, Geography, History, Political Science, or Sociology/Anthropology; Spanish; or Speech. Recommended courses in each field are as follows:

ENGLISH

English 20, 22, 30, 36, 38, 58, 84.

Speech 41.

One of the following: English 51, 52, 54, 60, 64, 65, 66, Comp. Lit. 21.

One of the following: English 43, 72, 73, 78, Comp. Lit. 22.

One of the following: English 81, 82, 83.

One elective in English.

FRENCH

French 3-4, 21 or 22 or 23 or 24, 50, 51, 52, 53, 145, and 146.

Two of the following: French 60, 61, 62.

GERMAN

German 3, 4, 21, 31, 32, 42.

Two courses from 70 or 80 level.

Two additional courses from 70-100 levels in literature and civilization.

LATIN

Latin 3-4, 21.

Any six additional courses above 21. Latin 110, Introductory Latin Composition, is strongly recommended for future Latin teachers. In addition to the required Latin courses, a Roman History course is strongly recommended.

MATHEMATICS

Mathematics 31, 32, 33, and 34.

Mathematics 132 or 137 or 147.

Mathematics 133 or 134 or 138.

Mathematics 117 or 177.

Mathematics 120 or 146.

Two courses in mathematics numbered 110 or above must be taken (Probability, Geometry, and Advanced Calculus are recommended.)

In addition to the above, the student is encouraged to take some computer-related work. This can best be done in the course Computer Science 16.

Students should notice this basic programming course is a prerequisite for some courses in the Mathematics Department. Although infrequently offered, special sections of MATH 31-32 numbered 31C-32C also provide an introduction to computer work.

NATURAL SCIENCES

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 must complete the following foundation courses: Botany 11, Chemistry 11-11L, 21-21L, Geology 11 or 41, Mathematics 30 and 31, Physics 24-25, and Zoology 11-11L.

Students are to select one of the following four teaching fields:

Biology: Bacteriology 51, Chemistry 41-41L, Chemistry 61, two electives in Zoology and two electives in Botany.

Chemistry: Chemistry 41 and 41L (to be taken concurrently), 42 and 42L (to be taken concurrently), 51 or 151, 61, 62, two electives in Chemistry (Chemistry 183 and Chemistry 107 are recommended); Astronomy 31 or Physics elective.

Physics: Astronomy 31, 31L; Mathematics 32; Physics 28, 52, 58, 61, 101 and one elective in Physics.

Earth Science: Geology 42, 102, 103, 105, and one Geology elective (Geology 48 recommended); Astronomy 31-31L, Geography 38.

SOCIAL STUDIES

Students must complete the following foundation courses: Anthropology 41, Economics 10, 100, Geography 38, 48, History 11, 12, 145, 146, Political Science 41, 86, and Sociology 100.

Students are to select a concentration in one of the following disciplines:

Economics: Economics 59, 70, 130, 141, 135 (or 67 or 163); and one of the following: Economics 111, 122, 145, 146, 151, 158, 161, 165, 166, 167, 191.

Geography: Geography 148, 150, 151, 156, 170, and one regional course.

History: History 16, 24 (or 27 or 28). Two of the following: History 115, 117, 118, 133, 136, 147, 148, 157, 160, 167, 168, 170, 184, 193, 194, 195.

Political Science: Political Science 71, 61 (or 66), 73, 162 (or 165 or 171 or 173 or 179). Two of the following: Political Science 60, 64, 68, 110, 118, 123, 131, 140, 141, 155, 182.

Sociology/Anthropology: Sociology 20, 71 (or 33), 50, 51 (51 is a prerequisite for Sociology 52), 52. One of the following: Sociology 21, 79, 143, 163, 150, 133, 132. One of the following: Anthropology 26, 55, 62, 120, 125, 126, 129, 130, 132, 133, 135, 136, 137, 139, 160, 164, 165, 184, 186.

SPANISH

Spanish 3-4, 21, 50, 51, 52, 53 or 54, 71, 72 or 73, 145, and one Spanish elective numbered above 50.

SPEECH

Speech 31 or 158, 35, 41, 53, 55, 141 or 143 or 145, 151, 153, one speech elective, and EDCI 143. One course from the following: Drama 15, 25, 35, 50, 62, 64, 81.

Special Subjects: Kindergarten - Grade Twelve

A student whose area of specialization is Art, Music, or Health and Physical Education can teach in grades kindergarten through grade twelve in North Carolina upon completion of the approved program of study. A student wishing to meet the certification and graduation requirements in the special subjects area must first complete the General College program at the University, or its equivalent, and then complete a teaching major in the subject field of his or her particular interest and the required professional education courses. A student must also meet the other appropriate requirements as prescribed elsewhere in this *Catalog* or the *Undergraduate Bulletin*. A student who wishes to explore the possibility of a second teaching field should consult his or her faculty adviser.

The professional education courses for special subjects students are as follows:

EDUC 53	3 hours
EDUC 54	4 hours
EDUC 55	4 hours
Appropriate Methods Course	3-6 hours
Student Teaching	6 hours
EDUC 72	3 hours
EDUC 99*	3 hours
	26 hours
*EDCI 186 for Music Majors	

ART

Art education is a five year program. During the first four years, a student completes the B.F.A. degree. In the fifth year a student registers as a special student in the School of Education and completes require-

ments for certification. The following are required courses: Art 31, 32, 44, 46, 49, 58, 63A, 64A, 65A, 66A, 67A, 76, 145, nine hours to be taken in a single area (painting, sculpture, printmaking), three hours of art history and nine hours in art electives. Also, six hours of credit may be earned at Penland School of Crafts, Penland, North Carolina, as part of the requirements in art.

HEALTH AND PHYSICAL EDUCATION

Zoology 11-11L.

Physical Education 41, 55, 56, 57, 75, 76, 77, 78, 79, 80, 81, 82, 83, 85, 86, 87, 88, 89.

Majors in Physical Education with an emphasis in Dance may substitute one of the following courses for Physical Education 57:

Physical Education 91 Theory and Practice of Dance Technique

Physical Education 92 Dance Repertory

Physical Education 93 Theory and Practice of Modern Dance Technique — Elementary Level

Physical Education 94 Theory and Practice of Modern Dance — Intermediate Level

MUSIC

Students who choose music as their teaching field will take the following courses or their equivalents. Several of these courses are ordinarily taken during the student's first two years of college work.

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.

Music 31, 32, 33, 34, 50, 51, 52, 53, 54, 55, 56, 57, 68, and 162; EDCI 186; Applied Music, 7 semesters with satisfactory performance standard; Ensemble, 7 semesters.

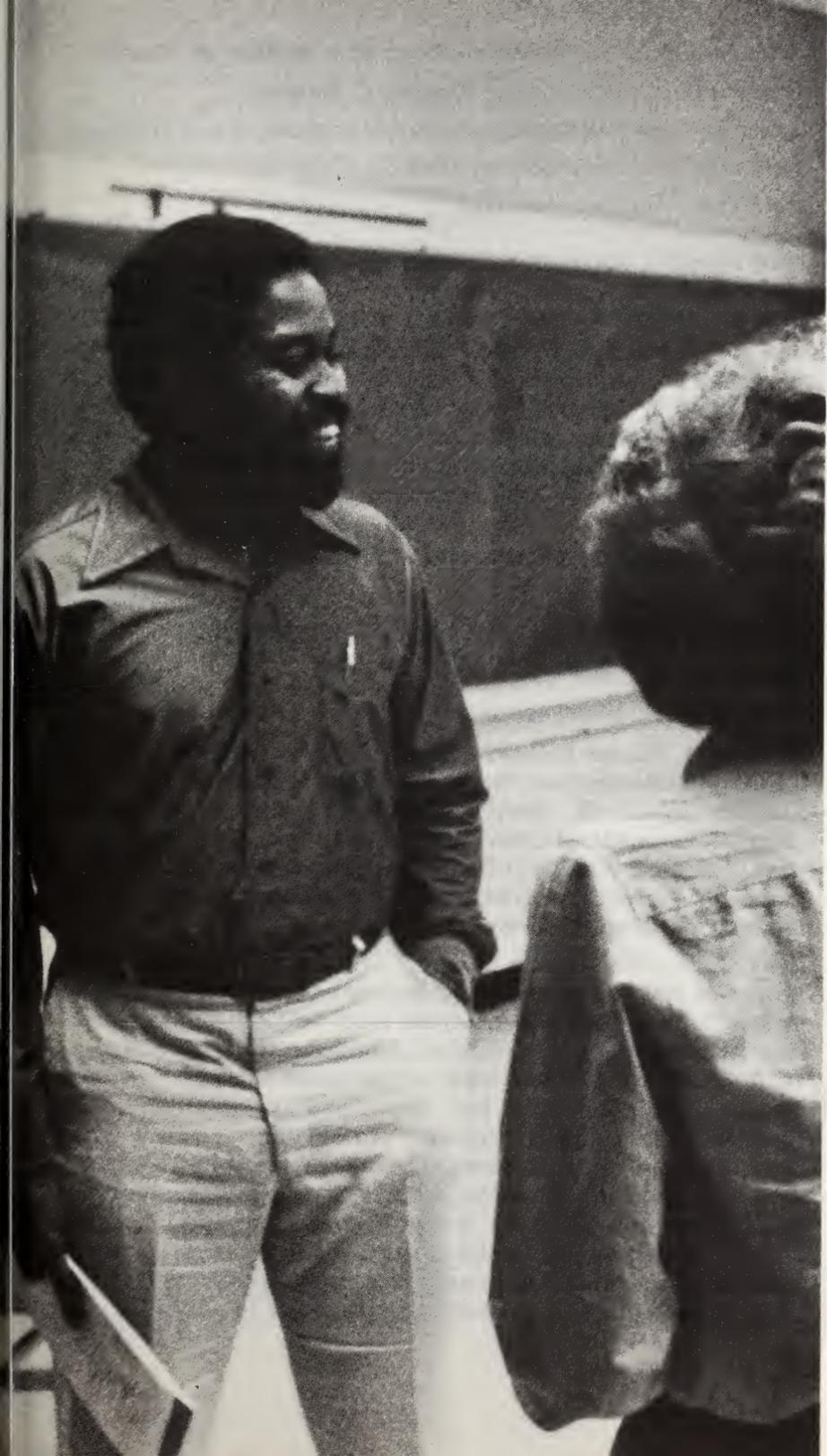
Music majors in instrumental music: 2Z, 3Z (two semesters), 4Z (two semesters), 5Z and 6Z.

Music majors in vocal music: 3Z, 4Z, 5Z, 6Z, 60, 61, 62.

The music education degree (B.M.Ed.) requires 126 1/2 hrs. to complete, plus two one-hour P.E. activity courses.

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graduate programs



Associate Dean for Academic Programs: **Barbara H. Wasik**

Student Services Manager: **Eleanor C. Roberts**

Administrative Assistant for Academic Programs: **Lynn Williford**

Graduate Secretary: **Shirley Whitt**

Telephone Number: **966-1346**

The master's, doctoral, and certification programs offered by the School of Education are subject to the procedures and policies established by The Graduate School and administered by the Administrative Board of The Graduate School. Graduate programs in the School of Education are grouped by divisions to facilitate training and research efforts of the faculty and students in related areas. The following descriptions of the graduate programs give a brief overview of the purpose, content, and requirements of each program.

Division of Curriculum and Instruction

Chairperson and Director of Graduate Studies: **J. Hunter Ballew**

Director of Graduate Admissions: **Paul B. Hounshell**

Secretary: **Jo Cook**

Telephone Number: **966-3291**

Faculty: **J. Hunter Ballew, Richard A. Brice, William I. Burke, James W. Cunningham, Barbara D. Day, Wallace H. Hannum, Thelma Harms, R. Sterling Hennis, Jr., Paul B. Hounshell, Mary T. Lane, Hazel Leier, William S. Palmer, Richard C. Phillips, Joseph J. Sparling, Dixie Lee Spiegel, Frank T. Stritter, Pascal L. Trohanis, Gerald Unks, Jill F. Whaley, Ralph E. Wileman, Jr., Roberta Woolever.**

The Curriculum and Instruction Division has graduate programs at both the master's and doctoral levels. Emphasis at the master's level is on content areas (such as English, Mathematics, Natural Sciences, and Social Studies), skill areas (Reading and Educational Media and Instructional Design), or grade levels (Early Childhood and Intermediate). Individuals who complete these degree programs are eligible for North Carolina graduate certification in the areas of specialization. They are employed in the public schools as teachers, supervisors, curriculum consultants in the various areas of specialization, in state departments of public instruction in a variety of capacities, in technical institutes and community colleges as teachers and consultants, or in industry as specialists in education.

Focus at the doctoral level is on the theoretical and practical aspects of curriculum and instruction with specialization required in either design, implementation, or evaluation. Individuals who complete the Ph.D. program are employed to teach in the various specialties within curriculum and instruction in industry, in public school systems and as specialists with research and development organizations.

Three master's degree programs are available through this Division: Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Arts (M.A.).

The Master of Education (M.Ed.) degree program is designed for individuals specializing in Elementary Education (Early Childhood or Intermediate), Educational Media and Instructional Design, or Reading and Language Arts. The program requires a minimum of 30 semester hours of graduate credit with 18 to 21 hours in a planned sequence of courses in Education and 9 to 12 hours in supporting areas from other departments.

Master's Program in Early Childhood Education

The early childhood master's program prepares individuals for a specialization in teaching preschool through grade three students and/or the supervision of programs for young children. To be admitted, individuals must be certified in either the early childhood or intermediate area.

Course patterns are determined for each student by the student and the adviser in accordance with the student's background, needs, and interests. All candidates must, however, complete a core of required courses as follows: EDCI 120, EDCI 121, EDFO 101, EDCI 321, Speech 191, and 192. In addition, the student is to select six hours for subject matter specialization from approved courses in sociology, anthropology, or psychology.

The student interested in supervision of young children must complete EDCI 220 and EDCI 322. Other students select two courses from the following: EDCI 230, EDCI 231, EDCI 235, EDCI 236, and EDCI 237.

Master's Program in Intermediate Education

The intermediate master's program prepares individuals primarily for specialization in teaching in grades 4 through 9, either in self-contained classrooms or in content-organized classrooms. To be admitted, individuals must be certified in intermediate education. However, individuals lacking inter-

mediate certification will be considered for admission with the provision that they complete courses required for initial intermediate certification.

Course patterns are determined for each student by the adviser and the student according to the student's background, interests, and needs. Each student should contact an adviser in Intermediate Education before enrolling in course work. All candidates must complete a core of three required courses as follows: EDCI 202 or EDCI 200, EDFO 201 or EDFO 101, and EDCI 306. Three other courses appropriate to curriculum and instruction in the intermediate grades must be taken in the School of Education. A minor area of four courses taken outside the School of Education is required and must be approved by the adviser. Options for the minor include two courses from each of two areas appropriate to the teaching field or four courses from one minor area appropriate to the teaching field.

Master's Program in Educational Media and Instructional Design

This program prepares educational personnel to assume positions in a variety of settings that require skills in instructional development. Graduates of this program have competencies in the following areas: needs assessment, job analysis, instructional design, design and development of instructional materials in a wide range of media formats, and the management and evaluation of such efforts.

Twelve courses (36 hours) are the minimum requirement for graduation. Eight of these twelve are core courses designed to achieve a common set of competencies for all program students. These eight courses are typically EDCI-111, EDCI-113, EDCI-115, EDCI-211, EDCI-252, EDCI-306, EDFO-390 and EDFO-201.

In addition, students are encouraged to develop skills in at least one of four specialized areas: public education, higher and adult education, business and industrial training, and health professions education. The four courses required to achieve this specialization include courses such as EDCI 200, EDCI 140, EDCI 251, EDCI 303 or other electives.

A variety of practicum sites are provided in the program. Practicum administrators are given a detailed outline of the competencies that students are expected to practice in the field.

This program meets the guidelines for North Carolina Certification of Education Media Specialists in Instructional Develop-

ment and Production. Graduates are employed in a variety of positions: community colleges, school system level positions, state departments of public instruction, health affairs, training offices in business and private consulting.

Most students in this program are in full-time study.

Master's Program in Reading and Language Arts

The master's degree program in Reading and Language Arts is designed to prepare individuals to teach reading, to become reading specialists at all grade levels, and to become reading resource teachers. To be admitted to the master's program in Reading and Language Arts a candidate must be certified in either elementary or secondary education. Students majoring in Reading and Language Arts are expected to spend a minimum of two academic semesters and one summer session in enrollment to complete the degree.

The course pattern for the Reading and Language Arts program requires a sequence of six reading courses: EDCI 230, EDCI 231, EDCI 232, EDCI 233, EDCI 330, and EDCI 335. In addition, two courses in the School of Education are to be selected. At least two other courses are required either inside or outside the School of Education.

Master of Arts in Teaching

The Master of Arts in Teaching degree program is designed for individuals specializing in teaching in the content areas of Art, English, French, German, Health and Physical Education, Latin, Mathematics, Music, Natural Sciences, Social Studies, Spanish, or Speech. The program provides opportunities for individuals to expand in depth and breadth their content specialization while gaining additional understanding of curriculum and instruction at the secondary education level.

To be awarded the M.A.T. degree students must have a teaching certificate obtained prior to admission to the program or as a requirement which must be met during the graduate program. M.A.T. candidates who are admitted with the provision that they complete undergraduate certification requirements must complete the stipulated course work in education foundations (three courses), any courses which may be lacking in subject-matter preparation, and one semester of the professional block which includes student teaching and totals fifteen semester hours. The degree cannot be awarded until the candidate is eligible for North Carolina certification at the Class A and Class G levels.

The course pattern for the M.A.T. degree program varies from one content specialty to another and with each individual area within the specialty. Each program is designed by the student and the adviser according to the student's background, needs, and interests. The degree requires a minimum of 30 semester hours of graduate course work plus an internship in the area of specialization. Of the 30 semester hours, 18 must be in the area of the student's specialty and 12 in Education. In addition, each student must complete successfully a comprehensive examination, scheduled after the course work has been completed or during the semester in which the final courses are taken. The examination is scheduled and administered by the School of Education.

Doctoral Program in Curriculum and Instruction

The Doctor of Philosophy in Curriculum and Instruction is designed to develop expertise and leadership talent in the general area of curriculum and instruction and a specialty in one of these three areas: design, implementation, and evaluation.

Applicants will be selected for admission on the basis of their potential for outstanding contributions to education in the area of curriculum and instruction. They should hold a master's degree in a program in the field of education. Selection for admission is made on the following criteria: the graduate and undergraduate academic records, Graduate Record Examination scores, recommendations, statements of purpose and intent from the candidate, interviews, and other pertinent information and experiences.

The program at the doctoral level takes into consideration the student's background, experience, interests, and future goals. The majority of the course work is in Education and typically includes 40 to 50 semester hours beyond the master's degree. Each program includes field experiences, seminars, and conferences. In planning and completing a doctoral program each student works with a major adviser and a doctoral committee who approve the program of study.

Division of Human Development and Psychological Services

Chairperson and Director of Graduate Studies: **Duane Brown**

Director of Graduate Admissions: **Courtland C. Lee**

Secretary: **Mary Boston**

Telephone Number: **966-5266**

Faculty: John C. Brantley, Linda Brooks, Duane Brown, Richard H. Coop, Henry T. Frierson, Jr., John P. Galassi, Rosalind L. Heiko, Courtland C. Lee, James B. Machen, William C. McGaghie, James D. McKinney, Patricia P. Olmsted, Walter B. Pryzwansky, John N. Pyecha, Roberta I. Rubin, Robert Sakata, R. Neill Scott, Daniel A. Shugars, Rune J. Simeonsson, Gary B. Stuck, William B. Ware, Valora Washington, Barbara H. Wasik, Ralph D. Wenger, Kinnard P. White.

The Division of Human Development and Psychological Services offers programs in specialty areas of Counseling Psychology, Educational Psychology, and School Psychology at the doctoral level and at the master's level, programs in Educational Psychology (30 hours), Counseling (45 hours), and School Psychology (60 hours). These programs are grouped administratively because of their common foundation in psychology.

Master's Program in Counseling

The M.Ed. Program in guidance and counseling is designed primarily to train counselors who will seek employment in elementary, secondary, junior, and senior high schools. Many graduates of this program will be employed in public school settings, others will seek employment as counselors in community colleges, technical institutes, and junior colleges. A prescribed undergraduate major or preparation is not required for admission. Students are not required to hold teaching certificates to be admitted to the program. Graduates of the program are eligible for North Carolina certification (Class G) as school counselors. Certification will not be awarded in some states with which North Carolina does not have a reciprocal certification agreement.

The program includes a year-long, two-day per week experience in a service setting. Students are expected to provide their own transportation to these settings which may be located in Chapel Hill or in surrounding communities. The program requires 45 semester hours of graduate study. Applicants may begin the program either at the beginning of the first summer session (which is approximately the third week of May) or during the second short term of the first summer session (which is about June 10). The program may be completed in 15 months of full-time study.

Doctoral Program in Counseling Psychology

The Ph.D. program in counseling psychology is based on the counselor-investigator model for preparation of doctoral level

professionals. The program emphasizes the training of professionals who will have competence in counseling, consultation, research, supervision, and teaching. Students in the program are trained to provide direct services and to supervise others in the provision of these services to individuals with developmental and/or adjustment concerns. It is assumed that applicants to the program are dedicated to the systematic application of the principles of scholarship and the scientific method to the discipline of counseling psychology.

Applicants may be admitted into the program after they have completed either their undergraduate work or after they have completed a master's program in an area related to counseling psychology. All applicants are encouraged to have a strong background in psychology prior to entering the program.

Practicum experiences are available in college counseling, community mental health, and public school settings. Three semesters of practicum plus a one-year pre-doctoral internship are required. Students should expect to provide their own transportation to the settings which may be located either in Chapel Hill or in surrounding communities.

Applicants who have completed their undergraduate work will begin their program during the second summer session (approximately July 1). For this group of applicants, the program consists of approximately three years of course work and a one-year, full-time pre-doctoral internship. Applicants who have completed a master's program typically begin their doctoral studies during the fall semester.

Master's Program in Educational Psychology

The master's program in educational psychology is a 30-hour program leading either to the M.A. degree which requires a thesis or the M.Ed. degree which does not require a thesis. Students enrolled in the master's program in educational psychology are encouraged to become involved with the faculty in research and teaching activities related to their own goals and interests.

Students are expected to enter the program with course work in child and adolescent psychology and general educational psychology. Students may be permitted to enroll without courses in these two areas or their equivalent but their program of study will be increased from 30 to 36 hours and required courses in these two areas must be taken.

Training in master's programs in educational psychology is de-

signed to prepare people to work in such educational agencies as public schools, state departments, and research agencies. Approximately half of those completing master's degrees are admitted into the Ph.D. program which has a theoretical-conceptual focus. Receipt of the master's degree in educational psychology is not contingent upon any field experience and does not lead to certification.

Most students admitted to the master's program in educational psychology are admitted as full-time students. Although part-time study is possible, part-time master's students are encouraged to plan a program of study leading to the completion of the master's degree within two years.

Doctoral Program in Educational Psychology

Students enrolled in this program select one of two main areas in which to concentrate: human learning and development or measurement-evaluation and statistics-research. Most of the students have already completed a master's degree in educational psychology or in a related area. Very few individuals with bachelor's degrees are admitted directly into the Ph.D. program. Doctoral students in educational psychology are expected to become involved in both teaching and research activities while they are completing their Ph.D. programs. A wide variety of research, training, and teaching activities are available for which financial support is provided.

For students entering the Ph.D. program with a master's degree, three additional years of study are usually required although it may be possible for some students to complete the program in less time.

Master's Program in School Psychology

The school psychology master's program (M.Ed. or M.A.) prepares individuals to work in schools and other educational agencies. Children are seen as the focus of a school psychologist's attention and as such the school psychologist must be prepared to deal with those environments encompassing the child, including peer groups, classrooms, schools, and the family. Graduates are employed in school settings, mental health clinics, in state agencies, and with research organizations. Completion of the program leads to certification as a level II School Psychologist and qualifies one for such certification in most other states. Students should enter the program with undergraduate course work in statistics, learning theory, development and personality or abnormal psychology.

The master's program is a two-year program designed to cover content and skills in the professional areas of assessment, intervention, consultation and professional development. During this time the following courses are taken: EDSP 221 (9 hours), EDSP 222 (9 hours), EDSP 227, EDSP 322, EDSP 180, EDSP 228 (6 hours), EDSP 223, EDSP 281, and EDFO 202. Concurrent field experiences across all four academic semesters are required.

Doctoral Program in School Psychology

The doctoral program, accredited by the American Psychological Association, is designed to prepare a professional school psychologist whose training includes a basic core of knowledge and experience in both scientific and practical aspects of the profession, with available options selected to facilitate either an academic or an applied career. Graduates of the program should be capable of assuming leadership positions in local, state, and national settings, community service, and in university settings.

Current field-based experiences are coordinated with course work across the first three years of academic work. Experiences are planned so that the student obtains increasingly more complex skills. Placement of students is made in the surrounding school systems and in other appropriate settings.

In addition to the courses listed for master's students, doctoral students take advanced seminars and appropriate electives. Students are encouraged to plan a program of study not to exceed four years from initiation of study to the earning of a degree. Individuals may also elect to do a full-time internship following all required practicum.

Division of Organizational Development and Institutional Studies

Chairperson, Director of Graduate Studies and Director of Graduate Admissions: **Julio R. George**

Secretary: **Madeline Tomsick**

Telephone Number: **966-1354**

Faculty: **Donald A. Boulton, James D. Condie, David D. Dill, Paul F. Fendt, Charles P. Friedman, Julio R. George, Samuel M. Holton, James L. Morrison, George W. Noblit, Dwight C. Rhyne, Timothy R. Sanford, Phillip C. Schlechty, William C. Self, Jonathan P. Sher, Marian Smallegan, Donald G. Tarbet, Neal H. Tracy, Eugene R. Watson, Ronald D. Wiegerink, J. Frank Yeager**

The Division of Organizational Development and Institutional Studies has as its focus the study of educational organizations and the roles of leaders and managers of these institutions. The mission encompasses schools, institutions of higher education, and the educational component of other agencies. The Division is concerned with training persons who will serve in leadership roles in such settings. Programs are planned so that faculty and students are engaged in mutual efforts of learning, service, and research.

The Division offers master's programs in School Administration, School Supervision, and Adult and Higher Education, and doctoral programs in School Administration, School Supervision, Social Foundations, and Adult and Higher Education. A two-year certification program is available in the areas of School Administration and in School Supervision.

Master's Program in School Administration

The major objective of the master's program in School Administration is to prepare individuals for principalships. The course requirements for the 30 hour program are 12 semester hours in administration and supervision, 6 semester hours in Curriculum and Instruction, and 3 semester hours in an elective area. All students take the master's level examination in administration. The program leads to the Master's Degree (M.Ed. or M.A.) and recommendation for the Principal's Certificate.

The Two-Year Certification Program in School Administration

The certification program in school administration is designed to cover issues and skills pertinent to the activities of the central office functions of school systems. The general requirements for the certificate are a minimum of 15 semester hours in administration and supervision, 15 semester hours in an approved cognate area, 18 semester hours in Educational Foundations and Curriculum and Instruction, 12 semester hours in approved electives, and the completion of an approved field study. Students are required to complete a one-year residency requirement.

Doctoral Program in School Administration

The doctoral program in School Administration (Ed.D. and Ph.D.) focuses on the needs of the practitioner, the college teacher, and the research specialist. It prepares persons who will serve on central office staffs of schools, on state depart-

ment staffs, and in related organizational structures. In general, and subject to the approval of the student's doctoral committee, the requirements for the degrees are as follows: a major in administration, a minor in an approved cognate area, a program in research and research design, and a foreign language (Ed.D.), or the research/design sequence (Ph.D.). Written and oral examinations and completion of a doctoral dissertation are part of the degree requirements.

Master's Program in School Supervision

The objective of the master's program in School Supervision is to prepare individuals for the various supervisory roles within school systems, ranging from the role of general supervisor to supervisor in a special content area or program. Admission to this program requires prior teaching experience. The following courses constitute a typical program of study: 9 semester hours in administration and supervision, 9 to 12 graduate hours in the area of specialization, 3 semester hours in tests and measurements or statistics, 6 semester hours in the general school curriculum, and the master's level examination in supervision. The program leads to the master's degree and recommendation for the master's level supervisor's certificate.

The Two-Year Certification Program in School Supervision

The objective of this program is to provide advanced training in the role of supervisor in the central office functions of schools. The certificate leads to service on the central office staff in roles from general supervisor to supervisor in a subject or program area. In general, a master's degree in education and teaching experience is required for admission. The general requirements for the certificate are a minimum of 12 semester hours in Administration and Supervision, 12 semester hours in Curriculum and Instruction, 12 to 18 semester hours in the area of specialization, and an approved program of electives. The student is to complete an approved field study and satisfy the one-year residency requirement.

Doctoral Program in School Supervision

The doctoral program addresses the needs of the practitioner, the college teacher, and the researcher. In general, and subject to the approval of the doctoral committee, the requirements for the degrees are as follows: a major in administration, 12 semester hours in Curriculum and Instruction, 12 to 18 semester hours in the area of specialization, 6 semester hours in Educa-

tional Foundations, a program in research and research design, and a foreign language (Ed.D.), or the research/design sequence (Ph.D.). Program approval of the student's course of study must be made by the doctoral committee. Completion of a written and oral examination and doctoral dissertation are required for degree purposes.

Doctoral Program in Social Foundations

The doctoral program in Social Foundations (Ph.D.) has three areas of emphasis: history of education, philosophy of education, and educational sociology. The program prepares individuals in both teaching and research for college and university settings. Students typically enter the program with a master's degree in Education, History, Sociology, Anthropology, Economics or Philosophy. Students admitted without a master's degree are expected to obtain a master's degree or its equivalent as part of the doctoral program. Course work is planned by the student with the adviser and doctoral committee in keeping with the student's area of emphasis.

Master's Program in Adult and Higher Education

The master's program in Adult and Higher Education is designed for practitioners in educational institutions and other agencies concerned with the education of adults. The minimum number of required hours for the M.Ed. or M.A. is 30. Students admitted without an appropriate background relevant to the degree should expect to take additional course work. Both degree programs require completion of the following courses: EDCI 250, EDCI 251, and EDCI 252; one course in Educational Foundations; and one course in statistics or research design. The M.A. degree requires a thesis that may count for 3 to 6 semester hours of the required minimum number of hours.

Doctoral Program in Adult and Higher Education

The Adult and Higher Education doctoral program (Ph.D.) is primarily concerned with training educational leaders, researchers, and faculty for positions relating to post-secondary education. These professionals may serve in traditional institutions of higher education and their supporting or coordinating agencies, in programs of adult education and continuing education for professionals, or in nontraditional settings such as hospitals, government, industry, and other organizations where educational activities are conducted.

The doctoral program offers the student the opportunity to specialize in one of the following areas: administration and governance, organizational development, institutional studies, or student personnel services. The program is designed to prepare students to be able to analyze and explain philosophical, psychological and sociological issues involved in current controversies concerning the nature, scope, and functions of adult and higher education. This and other program objectives are conceptualized as specific competencies that must be met by the student during the course of study. All course work required to prepare the student to master the program objectives and competencies is determined by the doctoral committee which also conducts the written and oral examinations and supervises and approves the doctoral dissertation.

Division of Special Education

Chairperson and Director of Graduate Studies and Director of Graduate Admissions: **James L. Paul**

Secretary: **Anita Buie**

Telephone Number: **962-5579, 962-5570**

Faculty: **Donald B. Bailey, Jr., Lenore B. Behar, Henry V. Cobb, Virginia J. Dickens, Betty C. Epanchin, Dale C. Farran, James J. Gallagher, Gayle W. Hyatt, Kenneth G. Jens, David L. Lillie, Bobbie B. Lubker, J. Gregory Olley, James L. Paul, John W. Pelosi, Gilbert G. Ragland, Rune J. Simeonsson, Donald J. Stedman, Ronald D. Wiegierink, Marvin D. Wyne**

The Division of Special Education trains educators in the new roles and responsibilities necessary for educating handicapped children. The training program incorporates basic principles of nondiscriminatory evaluation of children, individualized education programs, the least restrictive placement of handicapped children, due process, and parental involvement in the education of their children. Students are given the opportunity to be involved in the analysis and resolution of important educational problems in delivering services to handicapped children and their families.

Master's Program in Special Education

At the master's level, the special education program is designed to prepare master teachers who have the skills to work directly with exceptional children and to serve in consultative roles with regular educators, parents and allied professionals.

The master's program requires a minimum of 30 semester hours of graduate study including two semesters of an internship. Introduction to Exceptional Children (EDSP 130) or its equivalent is a required prerequisite to graduate study and must be completed by the end of the fall semester of the first year of graduate study. The majority of entering students seek advanced certification in one or more categorical areas of handicapping conditions. It is not necessary for students to have a teaching certificate to enter the master's program; however, if a certificate has not previously been earned, an additional 18 hours of education courses are typically required. These prerequisite courses do not count toward the graduate degree and should be taken prior to entering the master's degree program. As a minimum, 12 of the required 18 hours must be completed by the end of the fall semester of the first year of graduate study.

Students working for a Master of Education (M.Ed.) degree typically complete degree and certification requirements in one year and one summer session, unless prerequisites are required. Program planning is focused on a cross-categorical course sequence designed to develop a generic special education knowledge base necessary for working with any exceptional child. The individual student then plans further study choosing one of two emphasis areas: academic or developmental. The academic emphasis area trains students to work with mildly to moderately handicapped school-age children and includes competencies leading to advanced certification in mental retardation, learning disabilities, and/or emotional handicaps. The developmental emphasis area trains students to work with pre-school handicapped infants or children and/or youth with severe multiple handicaps, and prepares the student for appropriate advanced certification.

A small number of students are admitted to the Master of Arts degree program, which requires a written thesis. The M.A. program is typically elected by those who are not seeking a professional teaching credential. All students take a written comprehensive examination at the completion of their studies.

Doctoral Program in Special Education

At the doctoral level, the focus of training is on a theoretical and research knowledge base related to the field of special education with an emphasis on one of the following three career areas: university teaching, human services management or research. Within the career areas, students are provided with program flexibility in order to structure training experi-

ences tailored to their future goals. Students are prepared for academic, administrative, or research careers in accordance with the particular area of the doctoral program which they choose to emphasize.

Admissions criteria include a master's degree in special education or a related field and preferably experience in working with handicapped populations. In addition to core courses, required seminars, and electives, students complete internships related to their career emphasis. Examples of internship experiences include teaching preservice and inservice courses, conducting special institutes, working as an assistant on a major research project, working in state and federal agencies, and providing technical assistance on a local, state, and national level.

The program of studies generally covers a three-year period. The first two years are comprised of course work, internship experiences, and a required research apprenticeship. The third year is devoted typically to the completion of written exams and the preparation of a dissertation.

procedures and regulations



Admission Procedures

Undergraduate

The Office of Undergraduate Admissions is responsible for both freshman and transfer admissions. A freshman interested in pursuing a course of study in one of the programs in education must first be admitted to and enroll in the General College and then may transfer directly into the School of Education for the junior and senior years. A junior transfer from another institution may be admitted directly into the School of Education by the Office of Undergraduate Admissions. Because the School of Education operates on a strict quota, only a limited number of students are admitted through the Office of Undergraduate Admissions as junior transfers; therefore, this type of admission is highly competitive.

For further details concerning admission, please refer to the section on Undergraduate Admissions in the *Undergraduate Bulletin*. Requests for application forms should be sent to the Director of Undergraduate Admissions, The University of North Carolina at Chapel Hill, Monogram Building, Country Club Road, Chapel Hill NC 27514.

For an interview or advisement information concerning the undergraduate teacher education programs, contact the Director of Teacher Education or the Administrative Assistant for Academic Programs in the School of Education.

Special Students

A person who already holds a degree and wishes to complete the requirements for certification in a particular teaching field may apply for admission as a full- or part-time "special student." For information and application forms, contact the Director of Teacher Education or the Administrative Assistant for Academic Programs in the School of Education.

Graduate

Admission to a graduate program at The University of North Carolina at Chapel Hill is necessarily a selective process. While the final responsibility for admission rests with The Graduate School, each application is reviewed and a recommendation concerning admission is made by the school or department involved. Requests for application forms should be directed to The Graduate School, The University of North Carolina at Chapel Hill, 200 Bynum Hall 008A, Chapel Hill, NC 27514.

It is advisable to apply for fall admission by February 1. The February 1 deadline must be met to be considered for a Graduate School fellowship. (Departmental awards may continue to be available thereafter.) Applications for admission in the spring semester must be received by October 15, but earlier submission of application is advisable.

The prospective student must hold the bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution - based on a four-year curriculum. The student's record should be a strong one overall with an average grade of B or better in the major subject area. Meeting this requirement does not insure that an applicant will be admitted.

For further details concerning the process of admission to a graduate program at The University of North Carolina at Chapel Hill, please refer to *The Graduate School Catalog* and to the instructions on the application forms.

For interviews or for additional information concerning the programs within the School of Education, contact the Director of Graduate Admissions of the appropriate Division in the School of Education.

Application Fee

A nonrefundable application fee of fifteen dollars (\$15.00) is required to be filed along with each application for admission on either the undergraduate or graduate level.

Enrollment Deposit

Each applicant for admission who is accepted by The University of North Carolina at Chapel Hill is required to remit to the institution a nonrefundable advance deposit of twenty-five dollars (\$25.00) to be applied against the student's tuition and fees for the academic term for which he or she has been accepted.

Tuition and Fees (Per Semester)¹

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.

¹Tuition and fees are subject to change without notice. Amounts given are for the semester system.

Undergraduate

Tuition (North Carolina Resident)	\$218.00
Tuition (Out-of-State Resident)	\$1,130.00
Fees	\$132.75

Graduate

Tuition (North Carolina Resident)	\$218.00
Tuition (Out-of-State Resident)	\$1,130.00
Fees	\$130.75

Residence Status for Tuition Purposes²

The following sections summarize important aspects of the residency law. 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 is available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library.

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

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 or her domicile in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also 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. A student seeking classification as a resident for tuition purposes must complete an application for resident status (obtainable at his or her admissions office) and return it to the proper admissions office. Every student must be classified either resident or non-

²The 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*, Revised August 1981, (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

resident before enrolling. Unless the student supplies enough information to allow the admissions officer to classify the student as a resident-for-tuition-purposes, the student will be classified a nonresident for tuition purposes.

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 Prima Facie Evidence. The student has the burden of establishing facts which justify his or her classification as a resident-for-tuition-purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the statute proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the student is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the student is not a legal resident of North Carolina unless the student has lived in this state the five consecutive years prior to enrolling or re-registering. To overcome this prima facie showing of nonresidence, the student must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

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 overcome by other evidence of legal residence. If the student has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Statutory Exceptions

a. *Grace Period.* If a student has been properly classified as a resident-for-tuition-purposes and, thereafter, his or her state of legal residence changes, the student does not automatically lose the benefit of the in-state tuition rate immediately. Instead the statute provides for a grace period if the following conditions are 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, 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.

c. *Reacquisition of Resident Tuition Status.* The prescribed twelve-month period of legal residence may also be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and re-established North Carolina domicile within twelve months after abandoning it. Students should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is 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 is 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 the domicile of his or her spouse are 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 di-

vorced 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 or she 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.

In determining residence status for tuition purposes, there are two exceptions to the above provisions:

1. If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.

If, immediately prior to his or her eighteenth birthday, a person would have been deemed to be a North Carolina legal resident under this provision but he or she achieves majority before enrolling in an institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:

a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and

b. The person must begin enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

2. If, immediately prior to beginning an enrolled term, the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative, during those years, has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her eighteenth birthday, then, when he or she reaches the age of eighteen, he or she will be deemed to be a legal resident of North Carolina of at least twelve months' duration.

Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under N.C. Gen. Stat. § 7A-717, *et seq.*, he or she is emancipated. The consequence, for present purposes, of such emancipation 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.

Aliens. Aliens who are permanent residents of the U.S., or who hold a visa which will permit eventual permanent residence in the U.S., are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the United States under a visa conditioned at least in part upon intent not to abandon a foreign domicile (B, F, H, and J visas) cannot be classified a resident. An alien abiding in the United States under a visa issued for a purpose which is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (C and D visas) cannot be classified a resident.

Under a special statute, a refugee or orphan from the Republic of Vietnam, Laos, or Cambodia, paroled into the United States after March 31, 1975, who has abided in this state for twelve consecutive months may receive in-state tuition privileges. **No one shall be eligible for this special benefit for any term which ends after July 1, 1982.**

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details aliens should consult their admissions offices and the *Manual*. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident-status-for-tuition purposes.

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 by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the State of North Carolina.

Prisoners. There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the *Manual*.

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) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination by the admitting institution that the student is a resident for tuition purposes, relative to the term of initial enrollment or re-enrollment, the student is classified 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 or her residence status must bear the responsibility for securing a ruling by completing an application for resident status and filing it with 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 these circumstances 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 pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

If a student, who has been found to be a nonresident for tuition purposes, receives an erroneous notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

If a student is classified a resident for tuition purposes after submitting falsified residentiary information or after knowingly withholding residentiary information, the student's application for in-state tuition status is fraudulent. The institution may re-examine any application suspected of being fraudulent, and, if warranted, will change the student's residence status retroactively to the beginning of the term with respect to which the student originally made the fraudulent application. If this occurs the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary consequences, including dismissal from the institution.

Appeals of Rulings of Admissions Officers. A student appeal of a classification decision made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request of the student, he or she is afforded an opportunity to appear and be heard by the Committee. Any student desiring to appeal a decision of the Residence Status Committee must give notice in writing of that fact, within ten days of receipt by the student of the decision of the Committee, to the Chairman of the Residence Status Committee, and the Chairman promptly processes the appeal for transmittal to the State Residence Committee.

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 make accelerated handling impossible.

Notice on "Directory Information" to All Students of The University of North Carolina at Chapel Hill

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.

Students 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.

Housing Information

The primary objective of the Department of University Hous-

ing 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, NC 27514.

Information regarding student family housing is available by writing to: Manager, UNC Student Family Housing, Odum Village, Branson Street, Chapel Hill, NC 27514.

Scholarships, Assistantships, and Loans

The University awards a number of scholarships each year. The Graduate School awards both fellowships and assistantships. The latter requires a work commitment as a graduate, teaching, or research assistant. All students who apply for admission may be nominated for these awards by the area to which they applied for admission. A number of undergraduate scholarships are awarded on the basis of need and all undergraduate student aid applicants are considered for these awards. Information on The Graduate School award recipients is made available on or after April 15.

Under the Board of Governors general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for two or more courses in a degree program, and demonstrate financial need.

The Minority Presence Grant Program for Doctoral Study, Law, and Veterinary Medicine provides stipends of up to \$4,000 for the academic year, with an option of \$500 in additional support for study in the summer session, for black residents of North Carolina who are selected to participate. Recipients must be full-time students pursuing doctoral degrees, law degrees, or degrees in veterinary medicine at East Carolina University, North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and The University of North Carolina at Greensboro.

To apply for financial aid, loans, or the College Work-Study Program, completed Financial Aid Applications and Parent's Confidential Statements should be filed by March 1 each year at the Student Aid Office, 300 Vance Hall 057A, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27514. Forms and additional information are available from the Student Aid Office.

School of Education Fellowships and Assistantships

Each year the School of Education awards a number of fellowships and assistantships. The fellowships are traineeships in specific programs such as special education and school psychology. The assistantships are of three types: a graduate assistantship which requires a work commitment, a teaching assistantship with primarily teaching responsibilities, and a research assistantship with primarily research responsibilities. Applicants for admission are automatically considered for awards and no separate application is necessary. Currently over 200 graduate students in the School of Education are receiving some type of financial award.

State Scholarship Loans

The North Carolina General Assembly has set up a scholarship loan fund for prospective teachers. Present funds provide for loans of \$900 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 \$900 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. Loans are restricted to North Carolina residents and may be secured only for attendance at a North Carolina college or university. For further information or application blanks write to Prospective Teachers' Scholarship Loan Funds, State Department of Public Instruction, Raleigh, North Carolina 27611. Applications must be filed by March 1 in order to be considered for the following school year.

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. Specific information about loan limits, repayment provisions, and can-

cellation provisions may be obtained by writing to the Director of Student Aid, Student Aid Office, 300 Vance Hall 057A, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27514.

General Regulations

The School of Education operates within the framework of the University proper. The following is a brief statement of the most needed information. Additional information is in the *Undergraduate Bulletin* and the *Graduate School Catalog*.

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.

Holiday

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

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 in the "Calendar of Events." To drop a course officially the student secures in writing the following: (1) permission from his or her adviser, (2) the instructor's statement of his or

her standing in the course at the time of the request to withdraw, and (3) the approval of the Dean's Office. If the approval is granted and he or she is passing the course, the course is dropped without a grade; if the student is not passing, the course is dropped with a grade of F. A course dropped "unofficially," without the approval of the Dean's Office, is recorded with the grade of F. Courses may be dropped during the first four weeks of the term. The last day to drop a course for credit on a student's financial account is two weeks from the first day of classes for each semester.

Student Judicial Governance

For almost a century, students at The University of North Carolina have accepted responsibility for their own conduct and discipline in academic and nonacademic affairs. The student body defined this responsibility in two codes, the Honor Code and the Campus Code. Acceptance by a student of enrollment in the University presupposes a commitment to these Codes and to the principle of self-regulation on which their continued viability rests.

The Honor Code

It shall be the responsibility of every student at The University of North Carolina to obey the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity, and which requires the student to report any violations of which he or she has knowledge.

The Campus Code

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunity of others in the University community.

Grading System

For undergraduates, the permanent grades are A (highest level of attainment), B (high level of attainment), C (adequate level of attainment), D (minimal passing level of attainment), PS (passed on the "Pass-Fail" option), and F (failed - unacceptable performance).

Grades used in the evaluation of the performance of graduate students are as follows: H (clear excellence), P (entirely satisfactory), L (low passing), and F (failed).

Plusses and minuses may be assigned to grades of A, B, C, and D. However, plusses may not be assigned to an A and minuses may not be assigned to a D. Plusses and minuses will be recorded on the student's academic record and, beginning with the Fall Semester, 1978, effect quality point values as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), F (0.0).

If a student wishes to protest a grade which has been permanently assigned, specific procedures should be followed. For details on grades and grade appeal procedures consult the *Undergraduate Bulletin* or the *Graduate School Catalog*.

Undergraduate 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 Director of Teacher Education. No student who has made lower than C on a methods course will be allowed to proceed with the student teaching.

Undergraduate Eligibility for the Professional Block Program

Every student is to submit a formal application for admission to the Professional Block Program during the spring of the junior year. Then, with the approval of his or her adviser, a student who has earned a total of 90 semester hours, including Education 52 or 53, 54, and 55 with a grade 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 the courses in his or her teaching field and his or her area of concentration taken at this University, and the approval of his or her 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 110 or 111 Peabody Hall.

Any student who received a rating below C on any professional block course at midsemester will not be permitted to proceed with student teaching without special permission of the Dean.

Honorary and Professional 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 educational fraternity for men and women, is active at the University. Outstanding undergraduate men and women and persons engaged in educational work in adult and continuing education, educational research, elementary education, school administration and supervision, secondary education, teacher education, or higher education may be elected to membership. Additional information may be obtained by contacting the President of the Carolina Chapter, Post Office Box 3026, Chapel Hill, NC 27514.

The Frank Porter Graham Chapter of the Student National Education Association, a member of the North Carolina Association of Educators and the National Education Association, is active on the campus and is open to undergraduate and graduate men and women enrolled in the School of Education and to all students considering careers in education. For more information contact the School of Education.

Undergraduate 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.

Degrees with Honors

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

Undergraduate Degree Requirements

To secure a degree a student must meet each of the following requirements:

1. A minimum of 120 semester hours credit, plus two one-hour Health and Physical Education activity courses.
2. An overall average grade of at least C (GPA of 2.0 or higher).
3. 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.
4. A satisfactory teaching major. 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 completing the necessary hours for graduation. Graduation requirements should be discussed with the faculty adviser and the Administrative Assistant for Academic Programs in the School of Education. Records of students in the undergraduate professional program in the School of Education are kept in the Office of the Director of Teacher Education in 103 Peabody Hall.

Graduate Degrees

The School of Education offers graduate programs leading to three master's degrees: the Master of Education, the Master of Arts, and the Master of Arts in Teaching, and two doctoral degrees: the Doctor of Education and the Doctor of Philosophy.

A general description of each of the degrees is given below. A more complete statement of the Master of Arts and Doctor of Philosophy is provided in the *Graduate School Catalog*. For specific information and requirements for each degree program, see Section 4 on Graduate Programs in this catalog.

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 following requirements are the minimum required for all Master of Arts degrees:

1. A bachelor's degree from an accredited institution.
2. A minimum of 30 semester hours in courses of advanced work. If the student has a minor field, of the 30 semester hours graduate work required, typically 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.

3. At least two full semesters of residence sufficient in amount for completion of 30 semester hours credit to meet residence requirements.
4. All work credited toward the degree to be completed within a period of five years.
5. Application for admission to candidacy for the master's degree, the degree application card to be filed no later than the date specified in The Graduate School Calendar of Events.
6. A written comprehensive examination in the field of the major.
7. An oral examination covering the entire field of study.
8. A thesis.

Master of Education

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

Requirements for this degree are as follows:

1. A bachelor's degree from an accredited institution.
2. A minimum of 30 semester hours in courses of advanced work are required. If the student selects a minor field, typically 21 to 24 hours are taken in the School of Education and six to nine hours are taken in the department of the minor.
3. At least two full semesters of residence in amount for completion of 30 semester hours of credit to meet residence requirements.
4. All work credited toward the degree to be completed within a period of five years.
5. A major in the School of Education.
6. Application for admission to candidacy for the master's degree, the degree application card to be filed no later than the date specified in The Graduate School Calendar of Events.
7. A written comprehensive examination in the field of the major.

8. 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.

Master of Arts in Teaching
(see pages 51-52)

Doctor of Philosophy

1. A bachelor's degree from an accredited institution.
2. A minimum of two years of graduate study, at least one of which must be at this University.
3. All work credited toward the degree to be completed within a period of eight years.
4. The completion of a specified six-course sequence comprised of EDFO 180, EDFO 281, a logic of inquiry course, a measurement course, an evaluation course, and an advanced statistics/design course, and a research apprenticeship.
5. Application for admission to candidacy and the degree application card submitted no later than the deadline date listed in the Calendar of Events for the semester in which the student expects to graduate. Applications must be re-submitted if candidate fails to graduate at the expected time.
6. A major adequately covering the field of major interest. A minor may be selected and, if so, a minimum of 15 semester hours must be taken in the minor area.
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.

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 an accredited 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.
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 admission to candidacy and the degree application card submitted no later than the deadline date listed in the Calendar of Events. Applications must be re-submitted if candidate fails to graduate at the expected time.
10. A final oral examination.
11. A dissertation.

Admission to Candidacy and Application for a Degree

A student in a master's degree program should submit the completed "Application for Admission to Candidacy" and the degree application card early in the semester he or she plans to graduate. Prior to submitting these applications, the candidate

should be certain that he or she has satisfied any condition imposed at the time of admission or during the program of study.

A doctoral candidate should submit the completed "Application for Admission to Candidacy" once he or she has passed both the doctoral oral and written examinations, submitted an acceptable dissertation prospectus, completed all course work required for the programs of the major and minor(s), and completed any language requirements. When a student is admitted to candidacy for the doctoral degree, The Graduate School will issue a letter of candidacy. Early in the semester the doctoral student expects to graduate, he or she should submit a degree application card.

Both master's and doctoral students must submit new degree application cards if they do not complete their degree requirements by the deadline for a particular commencement. The deadlines for submitting each of these applications is listed in the Calendar of Events.

Transfer of Graduate Credit from Another Accredited Institution

Credit for graduate work to be applied in partial fulfillment of requirements for the master's degree, not to exceed six semester hours of the 30-hour requirement for the master's degree, may be transferred to The University of North Carolina at Chapel Hill from member institutions of the Association of American Universities. Within the School of Education, such transfer must be recommended by the student's adviser and endorsed by the Associate Dean for Academic Programs. Final approval is made by The Graduate School. This transfer does not reduce the minimum residence period.

A doctoral student may request transfer of relevant graduate courses from accredited institutions within the degree time limits. The doctoral student must submit all transferred course work for examination at the time of the doctoral oral examination. The examining committee then makes a recommendation to The Graduate School, which has the final responsibility for approving the transfer.

Application for North Carolina Teacher Certification

Early in the semester a student plans to graduate, he or she is asked to complete an application for initial or subsequent teacher certification in North Carolina. The initial application is completed by those students who do not currently hold a

teaching certificate in North Carolina; the subsequent application is completed by those who currently hold a certificate in North Carolina and wish to apply to upgrade or otherwise change that certificate (e.g., upgrade from Class A to Class G; add an additional teaching area).

A student applying for initial certification must have a report of his or her NTE (National Teacher Examination) scores on file with the School of Education. For information about the NTE, contact the University Counseling Center, 101 Nash Hall 032A.

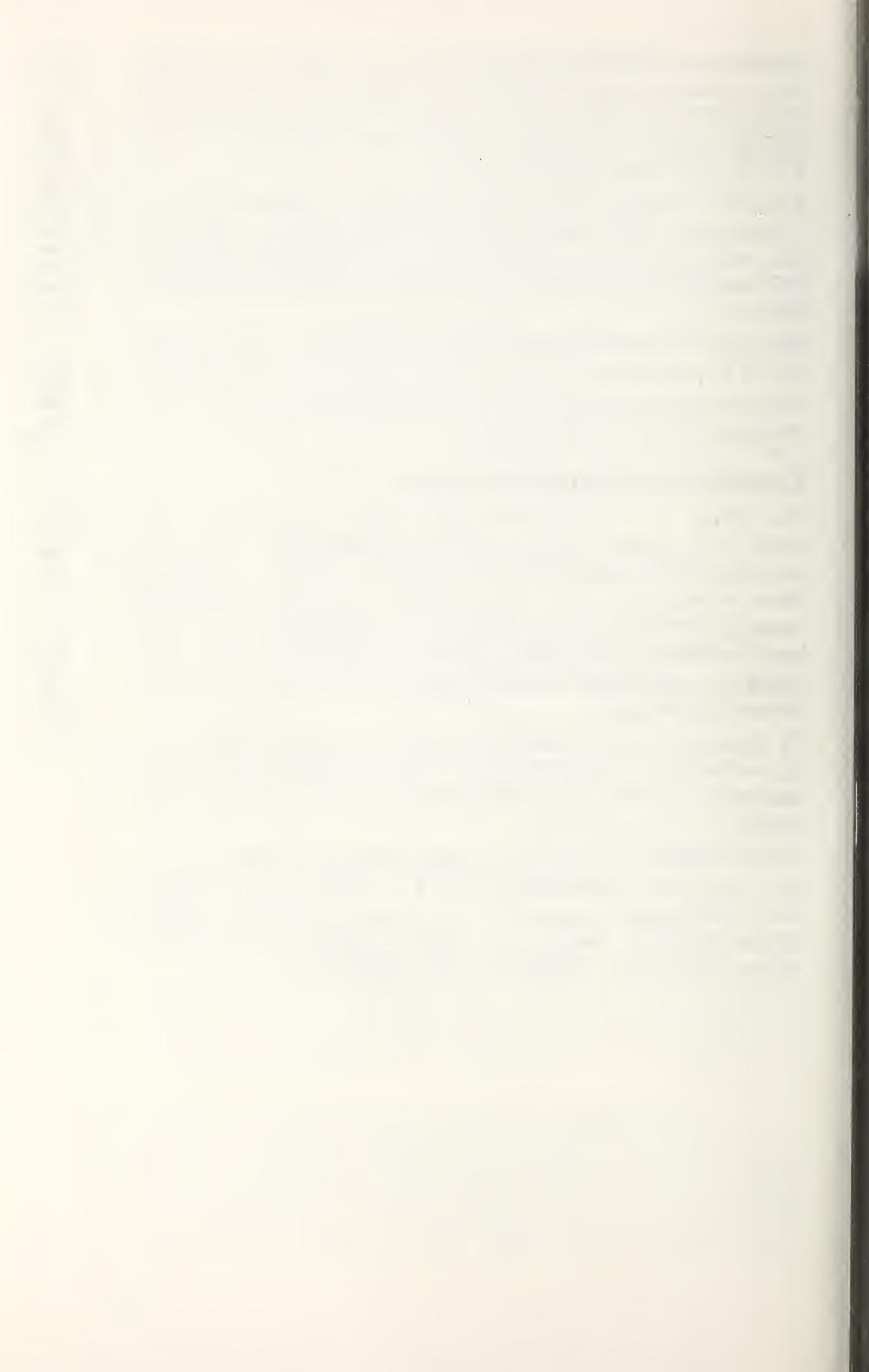
Immediately following the official graduation date, the application is processed by staff in the Academic Programs Office and forwarded to the Division of Certification of the State Department of Public Instruction.

University Placement Services

The Office of University Placement Services assists UNC students and alumni seeking career employment. The office coordinates on-campus interviews with employer representatives, refers job leads to appropriate candidates, maintains vacancy notebooks, and publishes the Education (K-12), College Teaching, and Library Science Vacancy Bulletins. Workshops are conducted on job seeking, resume design, and the interviewing process.

To develop a credentials file and to interview on campus for career positions, individuals must have completed at least two semesters of work at UNC-CH and be in their last year of school.

Other resources available to students include: career counseling, occupational information, and a resource library. Facilities for conducting and taping practice interviews are available for students seeking assistance in developing interviewing techniques. The office is located at 211 Hanes Hall.



COURSES



COURSES

Courses¹ offered by the School of Education are listed under four major headings:

- EDUC** - Teacher Education
Education courses for nonmajors
- EDCI** - Curriculum and Instruction
- EDFO** - Education Foundations
- EDSP** - Specialized Professional Education

Course numbers are assigned as follows:

- 000 - 099** - open to undergraduates only
- 100 - 199** - open to advanced undergraduates and to graduate students
- 200 - 400** - open to graduate students only

EDUC 12 **MATHEMATICS IN EARLY CHILDHOOD AND INTERMEDIATE EDUCATION** (Math 12) (3). Prerequisite, Math 11. This course provides a study of the mathematical content of elementary programs together with materials, techniques, and aids for teaching that content. *Fall, spring and summer.* Ballew.

EDUC 41 **EDUCATION IN AMERICAN SOCIETY** (3). This course is primarily for other than education majors and may be taken by education majors only as an elective. This course is a reflective examination of beliefs and attitudes associated with (1) the historical, philosophical, sociological, political and economic forces affecting education and schooling in the United States; (2) the structure and function of the school system; and (3) current issues and trends in American schooling and education. *Fall, spring and summer.* Unks, Staff.

EDUC 52 **TEACHING READING AND THE RELATED LANGUAGE ARTS** (3). Required of all early childhood and intermediate education majors and should be taken during the semester preceding student teaching. Also open to other education majors. *Fall and spring.* Cunningham, Palmer, Spiegel, Whaley.

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

Sections:

- 1 - Early Childhood
- 2 - Early Childhood
- 3 - Intermediate
- 4 - Intermediate

EDUC 53 **TEACHING READING IN THE SECONDARY SCHOOL (3).** Required of all prospective secondary school teachers. An introductory course that emphasizes the application of appropriate principles, methods, materials and guidelines for teaching reading at the secondary level. Special emphasis is placed upon specific strategies for teaching reading in the various content areas. *Fall, spring and summer.* Cunningham, Hennis, Palmer, Spiegel, Whaley.

EDUC 54 **SOCIAL CONCEPTS AND PROBLEMS IN AMERICAN EDUCATION (4).** Basic course in 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 laboratory a week. *Fall and spring.* Staff.

EDUC 55 **HUMAN DEVELOPMENT (4).** This course examines the theories and research on child and adolescent development. Emphasis is placed on the application of the principles of human development to the school setting. A field placement is required. *Fall and spring.* Staff.

Sections:

- 1 - Secondary
- 2 - Secondary
- 3 - Early Childhood and Intermediate
- 4 - Early Childhood and Intermediate

EDUC 61 **THEORY AND PRACTICE OF TEACHING IN THE ELEMENTARY SCHOOL (6).** Open 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 62 **STUDENT TEACHING ELEMENTARY GRADES** (6) *Fall and 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 64 **STUDENT TEACHING HEALTH AND PHYSICAL EDUCATION** (6). *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 68 **STUDENT TEACHING SPEECH** (6). *Spring.* Staff.
- EDUC 71 **EDUCATIONAL PSYCHOLOGY** (3). This course is primarily for other than education majors and may be taken by education majors only as an elective. The nature and relevance of educational psychology; source and interpretation of educational and psychological data; components of teacher-learning situations, evaluation and reporting. *Fall, spring and summer.* White.
- EDUC 72 **PSYCHOLOGY OF LEARNING** (3). This course considers the components of teaching-learning situations including motivation, learning-teaching strategies, classroom management and testing and evaluation from a psychological perspective. *Fall, spring and summer.* Stuck.
- Sections:**
- 1 - Early Childhood and Intermediate
 - 2 - Early Childhood and Intermediate
 - 3 - Early Childhood and Intermediate
 - 4 - Secondary and Special Subjects
 - 5 - Secondary and Special Subjects
 - 6 - Secondary and Special Subjects
- 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 78 **STUDENT TEACHING INSTRUMENTAL MUSIC (6).** *Spring.* Staff.
- EDUC 79 **STUDENT TEACHING CHORAL MUSIC (6).** *Spring.* Staff.
- EDUC 80 **STUDENT TEACHING ART (6).** *Spring.* Staff.
- EDUC 81 **THEORY AND PRACTICE OF TEACHING 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.* Staff.
- EDUC 82 **STUDENT TEACHING ENGLISH (6).** *Fall.* Staff.
- EDUC 83f **FRENCH (FR 83) (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 (GR 83) (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 (SP 83) (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 84f **STUDENT TEACHING FRENCH (FR 84) (6).** *Spring.* Staff.
- EDUC 84g **STUDENT TEACHING GERMAN (GR 84) (6).** *Spring.* Staff.
- EDUC 84s **STUDENT TEACHING SPANISH (SP 84) (6).** *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.* Staff.

COURSES

- EDUC 86 **STUDENT TEACHING SOCIAL STUDIES (6).** *Fall.* 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.
- EDUC 88 **STUDENT TEACHING LATIN (6).** *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 90 **STUDENT TEACHING MATHEMATICS (6).** *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. *Fall.* Staff.
- EDUC 92 **STUDENT TEACHING SCIENCE (6).** *Fall.* Staff.
- 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. *Fall.* Staff.
- EDUC 96 **STUDENT TEACHING IN THE JUNIOR HIGH SCHOOL (6).** *Spring.* Staff.
- EDUC 98 **INTERNSHIP SEMINAR IN DENTAL AUXILIARY EDUCATION (9).** One semester internship in student teaching at a dental auxiliary program. This course includes preparation and presentation and supervision of students and is under the direction of the School of Dentistry. *Fall and spring.* George.
- 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

and is usually taken as part of the professional semester. Required of all secondary teachers majoring in health and physical education, art, French, German, Spanish, Speech, or Latin. 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.

- 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, Trohanis.
- EDCI 113 **INTRODUCTION TO INSTRUCTIONAL MATERIALS PRODUCTION (RTVMP 113) (3).** The planning and production of two and three dimensional instructional materials, such as: television graphics, slides, overhead transparencies, manipulative tactile materials and animated motion pictures. One lecture, two laboratories per week. *Fall and spring.* Wileman.
- EDCI 115 **PRINCIPLES OF INSTRUCTIONAL DESIGN (3).** Prerequisite, EDUC 71 or EDFO 100. This course presents the principles and techniques for the design of instruction. Students will design and produce instructional materials incorporating: goal analysis, learning task analysis, behavioral objectives, entry behavior, criterion tests, instructional strategies, design planning and formative evaluation. *Fall.* Hannum.
- 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, numbers, music, art, and dramatic play. *Spring and summer.* Day, Brice.

- EDCI 140 **EDUCATIONAL TELEVISION PRODUCTION AND INSTRUCTION (RTVMP 140)** (3). Prerequisite, permission of the Department. To prepare the educational television staff. Topics include current uses of television; content considerations; cooperative program planning; techniques of television teaching; classroom considerations; production techniques; sources of material; special visual considerations; potentials of various instructional forms; evaluation methodology. Two lecture and two laboratory hours per week. *Fall*. Gwyn.
- EDCI 183 **POPULATION EDUCATION: PROGRAMS AND ISSUES** (3). A survey of current and historical studies related to population and population education with 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 to materials and methodology for teaching in the area. *Spring*. Scott.
- EDCI 186 **MUSIC IN THE PUBLIC SCHOOL, K-12** (Music 186). (3). A study of the goals, historical development, and present curricular practices in music education at all levels of public schooling. *Summer and fall*. Bostley (of the Music Department).
- 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*. Staff (of the Music Department).
- EDCI 188 **THE TEACHING OF APPLIED MUSIC: VOCAL** (Music 188) (3). Physiological and acoustical analysis of the singing act; phonics and phonetics as applicable to singing English and foreign languages; vocal exercises and techniques suitable for classroom and choral rehearsal. *Summer*. Bostley (of the Music Department).

- EDCI 199 **INDEPENDENT STUDY IN CURRICULUM AND INSTRUCTION** (1-3). May be repeated for a maximum of six hours of credit. Prerequisite, permission of the instructor. Readings and research under the direction of a member of the Division whose interests coincide with those of the student. *Spring*. Staff.
- EDCI 200 **INTRODUCTION TO CURRICULUM** (3). Open to graduate students in education or by permission of the instructor. *Fall, spring and summer*. Burke, Hennis, Hounshell, Stritter.
- EDCI 202 **ELEMENTARY EDUCATION IN THE UNITED STATES** (3). A survey of the major features of Elementary Education: curriculum determinants in the past and present; organization, structure and instruction in Language Arts, Social Studies, Mathematics, Science and the Arts; trends, issues, and research in the field. *Fall*. 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 208 **THE COLLEGE CURRICULUM** (3). Prerequisite, EDCI 261 or the equivalent, or permission of the instructor. A study of the theories of general education and the determinants and issues of the curriculum in the college; an analysis of research and policy in relation to academic procedures. *Fall*. Stritter.
- EDCI 209 **CURRICULUM THEORY** (3). An advanced course in curriculum theory, research and experimentation. *Spring*. Burke.
- EDCI 210 **INSTRUCTIONAL THEORIES** (3). Prerequisites, a prior course on learning and permission of the instructor. The course examines the nature and application for various theories concerning instruction to instructional goals, individual differences, teaching strategies, sequencing, motivation, and assessment. The course explores the theoretical basis for instructional practices. *Spring and summer*. Hannum.

- EDCI 211 **INSTRUCTIONAL SYSTEMS DEVELOPMENT** (3). This course delineates systematic strategies for developing and improving instructional systems including: needs assessment, job analysis, goal setting, performance objectives, criterion tests, target population analysis, delivery systems, instructional management options, implementation strategies, project management and evaluation of learners and programs. *Spring*. Hannum.
- 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*. Day, Brice.
- EDCI 223 **PRINCIPLES AND METHODS IN PARENT EDUCATION AND INVOLVEMENT** (3). Prerequisites, basic knowledge of child development and permission of the instructor. Principles, theories, models, and methods for work with parents and families in educational settings, with relevant research and practical applications. *Fall, spring and summer*. Leler.
- 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, spring and summer*. Palmer, Cunningham, Spiegel, Whaley.
- 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, Cunningham, Spiegel, Whaley.
- 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 pro-

cedures, standardized, informal, and psycholinguistic diagnostic testing, report writing, and methods and materials of instruction. *Fall and summer.* Palmer, Cunningham, Spiegel, Whaley.

- 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, Cunningham, Spiegel, Whaley.
- EDCI 235 **THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL** (3). A study of the objectives, structure and curriculum of the social studies in the elementary school and of the research and experimental programs in this area. *Fall.* Lane.
- EDCI 236 **NATURAL SCIENCE IN THE ELEMENTARY SCHOOL** (3). An examination of programs and materials for elementary school science, K-6, with activities to assist teachers in organizing and operating science programs in these classrooms. *Spring.* Hounshell.
- EDCI 237 **MATHEMATICS IN THE ELEMENTARY SCHOOL** (3). *Summer.* 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 **INVESTIGATIONS AND TRENDS IN THE TEACHING OF SOCIAL STUDIES** (3). Prerequisite, 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). Prerequisites, a North Carolina Class A Certificate or its equivalent and

- permission of the instructor. Current trends in the teaching of science with emphasis on experimental programs in science and research in science education. *Spring 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, or 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 250 **ADULT EDUCATION: A GENERAL SURVEY** (3). Prerequisite, permission of the instructor. The history, philosophy, and organizational patterns of adult education. Current developments in this and other countries. Adult Education as a social movement. The adult learning environment. Problems in adult learning. *Fall*. Fendt, 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*. Rhyne.
- 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 socioemotional aspects of group functioning. Introduction to sensitivity training and laboratory methods in general. *Fall, spring and summer*. Watson.
- EDCI 260 **THE TWO-YEAR COLLEGE** (3). History, philosophy, objectives, curriculum status, and trends in the development of the two-year college. *Fall*. Morrison.
- EDCI 261 **HIGHER EDUCATION IN THE UNITED STATES** (3). 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 col-

lege, and graduate and professional education. *Fall*. Dill, Sanford.

- 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 265 **COLLEGE TEACHING** (3). *Fall and 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. *Spring*. Dill.
- EDCI 287 **INVESTIGATIONS AND TRENDS IN MUSIC EDUCATION** (Music 287) (3). *Summer*. Staff (of the Music Department).
- EDCI 297 **RESEARCH IN CURRICULUM AND INSTRUCTION** (3). Prerequisites, EDFO 180, 281, 285, EDCI 200, 209, 210, or permission of the instructor. Review and interpretation of existing research in the area of Curriculum and Instruction, and exploration of areas of needed research. *Spring*. Ballew.
- EDCI 303 **PROBLEMS IN CURRICULUM AND INSTRUCTION** (3-6). May be repeated for credit. Prerequisites, two courses in graduate education. *Fall and spring*. Curriculum and Instruction Staff.

Sections:

- 1 - Early Childhood
- 2 - Intermediate
- 3 - Parent Education
- 4 - Secondary/Subject
- 5 - Adult/Higher
- 6 - Media
- 7 - Reading
- 8 - General

- EDCI 306 **PRACTICUM IN CURRICULUM AND INSTRUCTION** (3-6). Practicum experiences may include projects, field studies or internships with any one of a number of agencies concerned with education. Students will organize and conduct workshops, become involved in curriculum develop-

ment and implementation projects, or conduct field research. *Fall, spring and summer.* Curriculum and Instruction Staff.

Sections:

- 1 - Early Childhood**
- 2 - Intermediate**
- 3 - Parent Education**
- 4 - Secondary/Subject**
- 5 - Adult/Higher**
- 6 - Media**
- 7 - Reading**
- 8 - General**

EDCI 321 **PRACTICUM PROBLEMS IN EARLY CHILDHOOD EDUCATION RELATED TO TEACHING** (3). Prerequisites, EDCI 120 and 121. Supervised observation and teaching internship experiences in programs for young children. *Fall, spring and summer.* 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 321. 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). Prerequisites, EDCI 231 and permission of the instructor. *Spring.* Palmer, Cunningham, Spiegel, Whaley.

EDCI 351 **GROUP AND ORGANIZATIONAL DEVELOPMENT CONSULTATIONS** (3). Prerequisites, EDCI 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. *Fall and spring.* Watson.

EDCI 360 **INTERNSHIP IN HIGHER AND ADULT EDUCATION** (1-9). Prerequisite, permission of the instructor. The internship is for apprenticeship training in administration, teaching, or research. The amount of credit will be tailored to the specific experience. *Fall.* Staff.

- EDCI 365 **PROBLEMS IN HIGHER AND ADULT EDUCATION** (3). Prerequisite, permission of the instructor. *Fall, spring and summer.* Staff.
- EDCI 380 **EDUCATION WORKSHOPS** (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.
- 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, spring and summer.* Staff.
- EDFO 101 **PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE** (3). Theories of child and adolescent development plus research findings which aid in the understanding of human behavior and development. *Fall, spring and summer.* Coop, Scott.
- 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.* Stuck.
- 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. *Fall and summer.* Stuck, Ware, 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.
- EDFO 115 **MINORITY CHILDREN: PSYCHOLOGICAL AND COGNITIVE DEVELOPMENT (AFAM 115)** (3). An analysis of research, theory and programs regarding the social and cognitive development of minority children. *Fall and spring.* Washington.

- 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, Phillips, Unks.
- EDFO 180 **STATISTICS AND DESIGN I** (4). Introduction to descriptive and inferential statistics applicable to the design and analysis of educational research. This course will also introduce the student to the fundamental of research design in education. *Fall and summer.* Ware, White.
- EDFO 199 **INDEPENDENT STUDY IN HUMAN DEVELOPMENT AND PSYCHOLOGICAL SERVICES** (1-3). May be repeated for a maximum of six hours of credit. Prerequisite, permission of the instructor. Readings and research under the direction of a member of the Division whose interests coincide with those of the student. *Spring.* Brown, Brantley, Washington, White.
- EDFO 201 **PSYCHOLOGY OF LEARNING IN THE SCHOOL** (3). Prerequisite, Education 71 or equivalent. A study of learning in the school setting; fundamental concepts, issues; evaluation of materials and experiences. *Fall and summer.* Stuck.
- EDFO 202 **THEORIES AND RESEARCH IN HUMAN DEVELOPMENT** (3). Prerequisite, permission of instructor. An advanced level course in human development covering the basic theories of human development and the research bases for instructional decisions relating to the development of humans. *Fall.* Coop.
- EDFO 207 **THEORY AND USE OF INDIVIDUAL INTELLIGENCE TESTS** (3). Prerequisite, permission of the instructor. *Summer.* Staff.
- 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.

- EDFO 222 **ETHICAL ISSUES IN EDUCATION** (3). Identifies issues arising in the professional activities of education personnel in the context of systematic consideration of the nature of ethical choice. *Spring*. Holton.
- EDFO 223 **EDUCATIONAL SOCIOLOGY** (3). An application of sociological theory and research to problems of concern to educators. *Fall and summer*. Schlechty, Noblit.
- EDFO 228 **THE SCHOOL IN AN URBAN SETTING** (3). This course is designed as a seminar to explore the implications of urbanization for educational agencies. Particular attention will be given to public schools. *Spring*. Schlechty.
- EDFO 241 **EUROPEAN FOUNDATIONS OF MODERN EDUCATION** (3). A survey 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 the 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 281 **STATISTICS AND DESIGN II** (4). Prerequisite, EDFO 180. Hypothesis testing in educational research using analysis of variance and regression models. The student will also learn to use the computer to analyze data using the statistical models presented. *Fall, spring and summer*. Ware, White.
- EDFO 285 **LOGIC OF INQUIRY** (3). Introduction to the rationale and procedures of scientific investigation as applied in education. Emphasis placed on conceptual issues in research process, including introductory methods of analysis and presentation. *Spring and summer*. Tracy, White.

- EDFO 286 **MULTIVARIATE ANALYSIS OF EDUCATIONAL DATA (3)**. Prerequisites, EDFO 180, 281, and 285 (which may be taken concurrently), or permission of the instructor. The rationale and application of multivariate statistical techniques to data collected in educational settings. Topics include regression, discriminant function, canonical analysis, and manova using computer packages. *Spring*. Ware.
- EDFO 288 **PROGRAM EVALUATION IN EDUCATION (3)**. Prerequisites, EDFO 180 and 285. The course emphasizes those aspects of evaluation that are distinctively different from research. Students will acquire the tools to undertake program evaluation studies using a variety of approaches. *Spring*. Friedman, Morrison.
- 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.
- 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*. Stuck.
- EDFO 303 **PROBLEMS IN EDUCATIONAL MEASUREMENT (3)**. May be repeated for credit. Prerequisites, EDFO 106 and 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. *Fall*. Staff.
- 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 223 and 228 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.
- EDFO 385 **DOCTORAL RESEARCH SEMINAR** (3). Prerequisites, two courses in graduate education and permission of instructor. *Fall and spring*. Members of the graduate faculty.
- EDFO 390 **SEMINAR IN EDUCATION** (3). Prerequisites, two courses in graduate education and permission of instructor. *Fall, spring and summer*. Members of the graduate faculty.
- EDFO 393 **MASTER'S THESIS** (3 or more). *Fall, spring and summer*. Members of the graduate faculty.
- EDFO 394 **DOCTORAL DISSERTATION** (3 or more). *Fall, spring and summer*. Members of the graduate faculty.
- EDFO 400 **GENERAL REGISTRATION** (0).
- 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 and summer*. Staff.
- 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, spring and summer.* 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.* Gallagher.
- EDSP 135 **PSYCHOLOGY OF MENTAL RETARDATION** (3). An intensive study of the psychological and sociological aspects of educationally handicapping conditions and of the children who manifest those conditions. Analysis and integration of classic and current research. *Fall, spring and summer.* Wyne, Ragland.
- EDSP 141 **METHODS OF TEACHING SPEECH TO THE HEARING-IMPAIRED** (SPHS 203) (3). This course reviews general principles of speech development, the underlying problems in speech acquisition by moderately to profoundly hearing-impaired individuals, deviant spoken language, and the practical and theoretical aspects of evaluating and establishing speech. *Summer.*
- EDSP 143 **INTRODUCTION TO COMMUNICATION DISORDER** (SPHS 183) (3). This course is designed to explore the etiology, epidemiology, assessment, and educational implications of speech and language disorders. *Fall, spring and summer.* Lubke.
- EDSP 144 **FOUNDATIONS OF PHONOLOGICAL AND VOICE DEVIATIONS** (SPHS 184) (3). Prerequisite, SPHS 130 or its equivalent. First semester of a two course offering in evaluation, analysis and measurement (assessment), modification of behaviors, breakdown of processes in speech disorders, with emphasis on voice and articulation disorders. *Spring.* Hadjian.
- EDSP 145 **PHONETICS** (3). The recognition, analysis, production and transcription of the sounds of the English language using the international phonetic alphabet. *Summer.* Staff.

- EDSP 179 **MANAGEMENT OF LEARNING ENVIRONMENTS** (3). Emphasis on affective behavior management and applied analysis techniques for intervening in the environments of exceptional children to increase learning. *Spring and summer*. Bailey.
- EDSP 200 **INTRODUCTION TO SCHOOL COUNSELING** (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, permission of the instructor. 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*. Brown, Galassi, Lee.
- EDSP 202 **CAREER DEVELOPMENT AND COUNSELING** (3). Major theories of career development are examined. The use and appraisal of student information in career counseling is a major topic. *Fall*. Brown.
- EDSP 203 **PRE-PRACTICUM IN COUNSELING** (3). Prerequisites, EDSP 201 (may be taken concurrently) and permission of the instructor. Interviewing techniques will be presented. Role playing, video and audio feedback will be utilized. Student will learn skills at specified levels of competence. *Summer*. Brown, Galassi, Lee.
- EDSP 204 **TESTS AND MEASUREMENTS** (3). Prerequisite, EDSP 200. Basic concepts in tests and measurements. Application and interpretation of tests. The student may be required to purchase tests. *Fall, spring and summer*. White, Lee.
- EDSP 205 **GROUP COUNSELING PROCEDURES** (3). Prerequisite, permission of the instructor. 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 and spring*. Brooks, Brown, Galassi, Lee.
- EDSP 207 **PRACTICUM IN COUNSELING AND CONSULTATION (3-6)**. Prerequisites, EDSP 201 and EDSP 203 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. *Fall and spring*. Brooks, Brown, Galassi, Lee.
- 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 210 **CROSS-CULTURAL COUNSELING (3-6)**. Prerequisite, permission of the instructor. An exploration of the cognitive and affective considerations of counseling in culturally different social systems. This will include ways to incorporate specific sociocultural dimensions into the counseling process. *Spring*. Lee.
- EDSP 212 **PROFESSIONAL ISSUES IN COUNSELING PSYCHOLOGY (1-3)**. May be repeated for credit. Prerequisites, graduate standing in Guidance and Counseling or Counseling Psychology and permission of the instructor. Professional issues in counseling and counseling psychology will be addressed including ethics, licensure, political action, writing for publication, professional involvement and other relevant issues. *Fall*. Brown.
- EDSP 221 **PSYCHO-EDUCATIONAL ASSESSMENT (3)**. May be repeated for credit. Prerequisite, permission of the instructor. A sequence of courses addressing knowledge and skills in techniques of observation interviewing, assessment of environment, intelligence, achievement, perceptual motor

skills and interpersonal perceptions. *Fall and spring.* Brantley, Dean, Simeonsson.

- EDSP 222 **BEHAVIORAL INTERVENTION IN COUNSELING AND SCHOOL PSYCHOLOGY** (3). May be repeated for credit. Prerequisite, permission of instructor. Topics covered will include behavior management and therapy, individual and group therapy. The School Psychology sections include consideration of theoretical interventions beyond those of a behavioral perspective. *Fall, spring and summer.* Brantley, Galassi, Simeonsson, Wasik.
- EDSP 223 **SCHOOL CONSULTATION METHODS** (3-12). May be repeated for credit. Various models of consultation, the role of the consultative model in the schools and related agencies. Role playing and experience in the school will be utilized. *Fall and spring.* Pryzwansky.
- EDSP 224 **WORKING WITH PARENTS AND FAMILIES OF HANDICAPPED CHILDREN** (3). Four units encompassing trends, research, sociological and psychological issues, intervention procedures, and interaction with families of handicapped children will be presented. Field experiences with families of handicapped children provided. *Summer.* Lillie.
- EDSP 225 **THE PROBLEM OF MALADJUSTMENT AMONG CHILDREN** (3). The etiology and behavioral characteristics of the major forms of maladjustment in children as they relate to intervention alternatives. *Fall, spring and summer.* Staff.
- EDSP 226 **SEMINAR IN APPLIED INVESTIGATIONS** (3). Prerequisite, permission of the instructor. This course is designed to provide opportunities to explore in depth specific areas of research interest in school psychology. *Fall and spring.* Galassi, McKinney.
- EDSP 227 **SEMINAR IN PROFESSIONAL SCHOOL PSYCHOLOGY** (2-3). May be repeated for credit. The goals and roles of school psychology, ethical concerns, privileged information, certification and licensing and other relevant areas. *Fall.* Brantley, Pryzwansky.

- EDSP 228 **EXTERNSHIP IN SCHOOL PSYCHOLOGY** (1-6). May be repeated for credit. Prerequisite, permission of the instructor. Supervised observation and participation in school psychological services in schools and school-related field facilities. *Fall and spring.* Staff.
- EDSP 229 **DOCTORAL SEMINAR IN PROFESSIONAL SCHOOL PSYCHOLOGY** (3). Prerequisites, appropriate courses and permission of the instructor. Advanced topics in the field of school psychology, professional issues, interdisciplinary relations. *Fall or spring.* Brantley, Pryzwansky.
- EDSP 231 **TEACHING THE HANDICAPPED CHILD** (3). Emphasis on classroom educational procedures including methods, curriculum, and materials for teaching pupils handicapped by learning problems in the public schools. *Fall or spring.* Jens, Lillie.
- EDSP 233 **MULTI-DISCIPLINARY APPROACHES TO EXCEPTIONALITY I** (3). This seminar focuses on the theory and research related to the biomedical and psychological aspects of exceptionality. *Fall.* Simeonsson.
- EDSP 234 **MULTI-DISCIPLINARY APPROACHES TO EXCEPTIONALITY II** (3). This course focuses on the theory and research related to the sociological, legal, and educational aspects of exceptionality. *Spring.* Wiegerink.
- 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 and summer.* Epanchin, 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.* Epanchin.

- EDSP 242 **EXCEPTIONAL CHILD DEVELOPMENT** (3). Emphasis on developmental deviations exhibited by exceptional children in cognitive, language, social, and affective development. Also perceptual and neurological development. *Fall and/or spring.* Simeonsson, Farran.
- EDSP 243 **AUDIOLOGY** (SPHS 123) (3). Theory and practice of the measurement of hearing, causative factors in hearing loss, evaluation of audiometric results, demonstration and participation in clinical program in audiology. *Fall.* Staff.
- EDSP 244 **FOUNDATIONS OF NEUROLOGICAL AND FLUENCY DEVIATIONS** (SPHS 244) (3). Prerequisite, EDSP 144. A continuation of a two-course offering as described under 144 with emphasis on stuttering and organic disorders of speech. *Spring.* Mahaffey, Peters.
- EDSP 245 **ADVANCED THEORY AND PRACTICE IN EDUCATING THE SPEECH HANDICAPPED** (3). *Summer.* Visiting faculty.
- EDSP 247 **EDUCATIONAL EVALUATION OF HANDICAPPED CHILDREN** (3). Study and practice in the use of both formal and informal diagnostic assessment and observational techniques appropriate for the teacher of children with learning problems. *Fall and spring.* Jens, Wyne.
- EDSP 248 **CURRICULUM DEVELOPMENT IN SPECIAL EDUCATION** (3). Designed to help the student put diagnostic and assessment procedures into practice in the classroom. Includes development of I.E.P.'s, a thorough understanding of legislative mandates directed toward special education population and development of evaluation techniques for accountability. *Spring and summer.* Epanchin.
- EDSP 284 **PLANNING, IMPLEMENTING AND ASSESSING SCHOOL IMPROVEMENTS ON FEDERAL, STATE AND LOCAL LEVELS** (3). Prerequisites, EDSP 286, EDSP 291, EDSP 293, EDSP 295, EDSP 288. This course examines the division of governmental responsibility for school improvement, current and anticipated school improvements, and approaches to planning, implementing and assessing. *Spring.* Schlechty.

- EDSP 285 **ADMINISTRATION OF SPECIAL SERVICES** (3). An overview of special programs and special services which operate in the nation's schools. Focus is on the interaction of federal, state and local policies. Spring. Wiegerink.
- EDSP 286 **SCHOOL REFORM** (3). This course examines historical attempts in educational reform and critically analyzes different types of reform, reform processes, impediments and consequences of reform attempts. Spring. Staff.
- EDSP 287 **SCHOOLS AND COMMITTEES** (3). This course examines the values, processes and approaches to school-community relations. The focus is on analyzing various attempts at school-community linkages and not on public relations. Fall. Staff.
- EDSP 288 **POLITICS IN EDUCATION** (3). This course will focus upon political issues, processes and problems that influence decision and policy-making in elementary, secondary and higher education. Fall. Self, George.
- EDSP 290 **SCHOOL ORGANIZATION AND MANAGEMENT** (3). An introduction to the organizational choices, relationships, and management practices in the schools (K-12 or K-14). Fall. George, Tarbet.
- EDSP 291 **STRUCTURE AND BEHAVIOR IN EDUCATIONAL ORGANIZATION** (3). An examination of theories of organizational structure, organizational behavior and group dynamics in educational organizations. Fall. George, Watson, Noblit.
- EDSP 292 **THE PRINCIPALSHIP: ELEMENTARY AND SECONDARY SCHOOLS** (3). Prerequisites, North Carolina Class A Certificate; a minimum of one year's teaching experience. An analysis of the leadership role of the principal in relation to staff, students, the educational program and the community. Spring and summer. Tracy, Tarbet, Noblit, George.
- EDSP 293 **MANAGEMENT IN EDUCATIONAL ORGANIZATIONS** (3). Prerequisite, EDSP 291. Introduction to management functions of planning and control in educational organizations. Potential relevance of contemporary management techniques

will be examined. Individual decision making will be emphasized through a case study method. *Spring*. Dill, Wiegerink.

- 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, fall and spring*. Schlechty.
- EDSP 295 **LEADERSHIP BEHAVIOR AND ORGANIZATIONAL CHANGE IN EDUCATIONAL SETTINGS (3)**. Prerequisite, EDSP 291. An examination of theoretical and empirical studies which provides bases for interpreting leadership roles in educational organizations and various current perspectives on how organizational change can be effected. *Spring*. George, Watson.
- EDSP 296 **SCHOOL FINANCE: ECONOMIC AND POLITICAL ISSUES (3)**. The content covers the area of financing of school corporations in the current economic and political setting with emphasis on interrelationships of educational, economic, and political decisions. *Fall*. Tracy.
- EDSP 297 **FIELD TECHNIQUES IN EDUCATIONAL RESEARCH (3)**. Prerequisites, EDFO 285, EDFO 180. The course is an introduction to field research methods and analysis of qualitative data. The focus is on the application of these techniques in evaluation and policy research. *Spring*. Noblit.
- 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*. Tracy.
- EDSP 300 **RESEARCH AND THEORY BUILDING IN CAREER DEVELOPMENT (3)**. 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*. Brooks, Brown.

- EDSP 301 **INTRODUCTION TO STUDENT PERSONNEL SERVICES** (3). 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 offices under the joint supervision of administrative personnel of these offices and staff members of the School of Education. *Spring*. Staff.
- 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*. Brooks, Brown.
- EDSP 305 **PROBLEMS IN COUNSELING PSYCHOLOGY** (3). May be repeated for credit. Prerequisites, two graduate courses in guidance and permission of instructor. *Fall and spring*. Brooks, Brown, Lee, Galassi.
- EDSP 306 **DOCTORAL PRACTICUM IN COUNSELING AND CONSULTATION** (3). May be taken three times for credit. Prerequisite, permission of instructor. Practicum experiences working with individual, family and group counseling and consultation are arranged. *Fall and spring*. Brown, Galassi, Lee.
- EDSP 308 **SUPERVISION AND TEACHING IN COUNSELING PSYCHOLOGY** (3). To enable students to gain skills which will enhance their functions as professors in the field and in leadership positions in counseling agencies. Strategies of practicum summarized. Practicum research literature reviewed. Demonstration and on-site supervision. Students will act as coinstructors. *Spring*. Galassi.
- EDSP 309 **DOCTORAL SEMINAR IN COUNSELING PSYCHOLOGY** (3). Prerequisite, doctoral standing. In depth appraisal of topics of theoretical and/or

clinical nature which are of particular relevance to the field. *Fall and spring.* Brooks, Brown, Galassi, Lee.

- EDSP 320 **DOCTORAL EXTERNSHIP IN SCHOOL PSYCHOLOGY** (1-6). Prerequisite, permission of the instructor. Supervised field placement experiences for doctoral level students in school psychology integrating training with field responsibilities at a systems level in schools and school-related settings. *Fall and spring.* Staff.
- EDSP 322 **SEMINAR IN LEARNING DISABILITIES** (3). May be repeated for credit. 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 and summer.* 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.
- 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.* Bailey, staff.
- EDSP 341 **SUPERVISED POST-MASTER'S INTERNSHIP IN SPECIAL EDUCATION** (3, 6 or 9). Prerequisite, permission of the instructor. A full-time field placement under the joint direction of a University staff member and a selected professional at the internship site. *Fall and spring.* Staff.
- EDSP 342 **SEMINAR IN SPECIAL EDUCATION** (3). May be repeated for credit. Graduate level seminar which draws from both theory and research to deal with critical issues. *Fall and spring.* Staff.
- EDSP 345 **PROBLEMS IN SPECIAL EDUCATION** (3). May be repeated for credit. Prerequisite, permission of the instructor. Available for post-master's students who wish to engage in supervised field and pilot research. *Fall and spring.* 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. *Fall, spring and summer.* Self, Noblit.
- 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, George, Self.
- EDSP 395 **PROBLEMS IN EDUCATIONAL ADMINISTRATION (3 or 4).** May be repeated for credit. Prerequisites, EDSP 290 or equivalent, one other course in educational administration, and permission of the instructor. *Fall, spring and summer.* Staff.
- EDSP 396 **PROBLEMS IN SUPERVISION (3 or 4).** Prerequisite, permission of the instructor. A study of major problems in the supervision of instruction. Investigations of new trends and recent research. Staff.

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