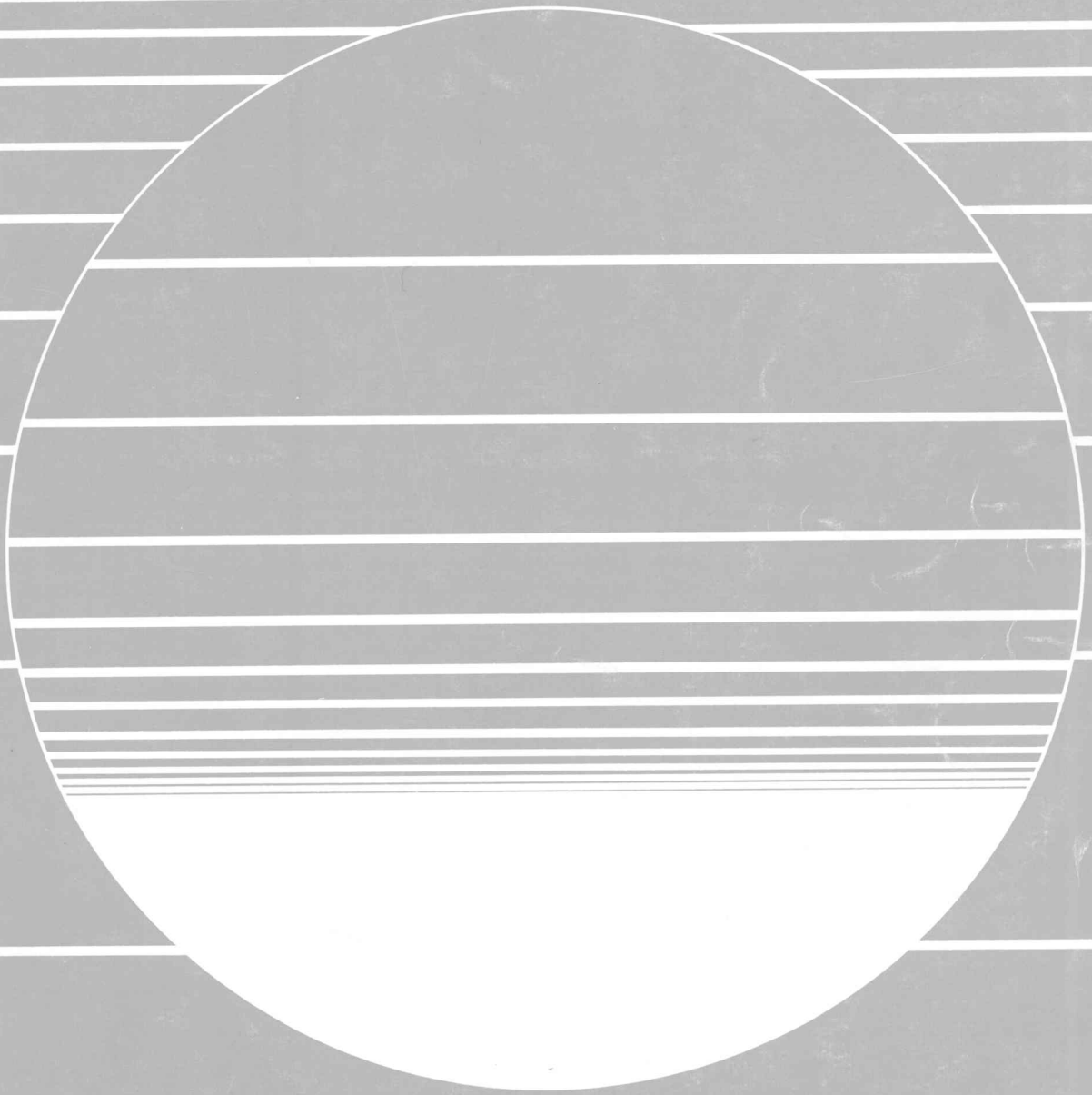


University of Northern Colorado  
Undergraduate Bulletin  
1979 - 1980







# Bulletin Supplement

To the University of Northern Colorado 1979-80 Undergraduate Catalog (page 21), and Graduate School Catalog (page 16). In accordance with legislative action and approval of the Board of Trustees, the following changes have been made effective June 1, 1979.

<b>TUITION</b> (Summer, Fall, Winter or Spring Quarters)		<b>Colorado Resident</b>		<b>Non-Resident</b>	
		<b>Under- graduate</b>	<b>Graduate</b>	<b>Under- graduate</b>	<b>Graduate</b>
9 credit hours or less (tuition per credit hour)		\$ 18	\$ 19	\$ 80	\$ 84
10-18 credit hours (full-time) Tuition per credit hour (for each credit hour above 18)		\$183	\$192	\$803	\$840
		\$ 12	\$ 13	\$ 54	\$ 56
<b>SERVICE FEES</b> (Residence status does <i>not</i> apply.)		<b>Summer Quarter, 1979</b>		<b>Fall, Winter or Spring Quarter, 1979-80</b>	
		General Fee Distribution			
	University Fees	\$16.33		\$26.33	
	Student Fees	13.26		13.26	
	Health Service Fees	11.91		11.91	
	Health Insurance			33.90	
	Total Fees Required, more than 9 credit hours	\$41.50		\$85.40	
	9 credit hours or less (tuition per credit hour)	\$ 4.00		\$ 5.00	
	Health Insurance Optional (during first week of Summer Quarter)	\$30.50			
	COPIRG Fee (Optional)	\$ 1.50		\$ 2.00	



University of Northern  
Colorado  
Undergraduate Bulletin

1979 - 1980

Greeley, Colorado 80639

The University of Northern Colorado does not discriminate on the basis of race, color, creed, national origin, sex, age, individual handicap or veteran status in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinator for university compliance with Section 504 of the Rehabilitation Act of 1973 is the Associate Dean of Students. The Affirmative Action Officer of the university is the Director of Personnel and Equal Employment Opportunity.

**NOTE:** Courses in this Bulletin are subject to change without notice. Also, all rates quoted are subject to a provision that the university reserves the right to change tuition, fees and other charges without notice.

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**EFFECTIVE DATES:**  
**JUNE 1, 1979 to MAY 31, 1980**

## Guide to Campus Offices

### Post Office Address:

University of Northern Colorado  
Greeley, Colorado 80639

### Telephone:

(Area Code 303) 351-1890

### Admissions

Admissions Office, Carter 209 (351-2881)

### Affirmative Action

Affirmative Action Office, Frasier 201  
(351-2957)

### Bulletins and Catalogs

Publications Office, Carter 206A (351-2772)

### Counseling Services

Counseling and Testing Center, 103 Gray Hall  
(351-2497)

### Fee Payments

Accounting Office, Frasier 11 (351-2201)

### Financial Assistance and Student Employment

Financial Aids Office, Carter 209 (351-2502)

### Graduate Program Information

Graduate Office, Frasier 105 (351-2831)

### Housing

Housing Office, Gordon Hall (351-2721)

### Off-Campus and Correspondence Courses

Center for Non-Traditional and Outreach  
Education, Faculty Apts. Unit 1, Garden Level  
(351-2891)

## University Calendar

### Summer, 1979

#### Pre-session and 10-Week Session

Mon., June 11

Registration and classes begin for 1-week (June 11-15) pre-session and 10-week session (June 11 - Aug. 17)

Tues., June 12

Classes begin for 10-week session

Fri., June 15

Last day of classes for 1-week pre-session

#### Regular Sessions\*

Mon., June 18

Registration for 8-week session  
(June 18 - Aug. 10)

Tues., June 19

Classes begin for 8-week session

Wed., July 4

No classes

Fri., Aug. 10

Last day of classes for 8-week session

Sat., Aug. 11

Commencement

#### Post-session

Mon., Aug. 13

Classes begin for post-session

Fri., Aug. 17

Last day of classes for post-session and 10-week session

#### Interim Session

Mon., Aug. 20 through Fri., Sept. 14

Registrations for courses within the interim session will be conducted during the first day of classes in the classroom assigned to the course.

\*One-week, two-week and other short term courses are offered during the regular session. Consult the Summer 1979 Bulletin for the specific beginning and ending dates of courses.

### Fall, 1979

Thurs. and Fri., Sept. 20 - 21

GA, TA, and new faculty meetings

Tues. and Wed., Sept. 25 - 26

Fall Registration

Thurs., Sept. 27

Classes begin

Fri., Nov. 9

Pre-registration for Winter (classes will meet)

Wed., Nov. 21

Classes dismissed 12 noon, Thanksgiving Break

Mon., Nov. 26

Classes resume

Fri., Dec. 7

Last day of classes

Sat., Dec. 8

Commencement, quarter ends

### Winter, 1980

Wed. and Thurs., Jan. 2 - 3

Registration

Fri., Jan. 4

Classes begin

Fri., Feb. 8

Pre-registration for Spring (no classes)

Fri., Mar. 14

Last day of classes

Sat., Mar. 15

Commencement, quarter ends

### Spring, 1980

Mon. and Tues., Mar. 24 - 25

Registration

Wed., Mar. 26

Classes begin

Thurs. and Fri., May 8 - 9

Pre-registration for Fall 1980 (no classes)

Fri., June 6

Last day of classes

Sat., June 7

Commencement

Pre-session June 16 - 20  
10 wk ses. June 16 - Aug 22  
8-wk June 24

" ends Aug 15 - Comm. Aug. 16

Post-session Aug 18 - Aug 22  
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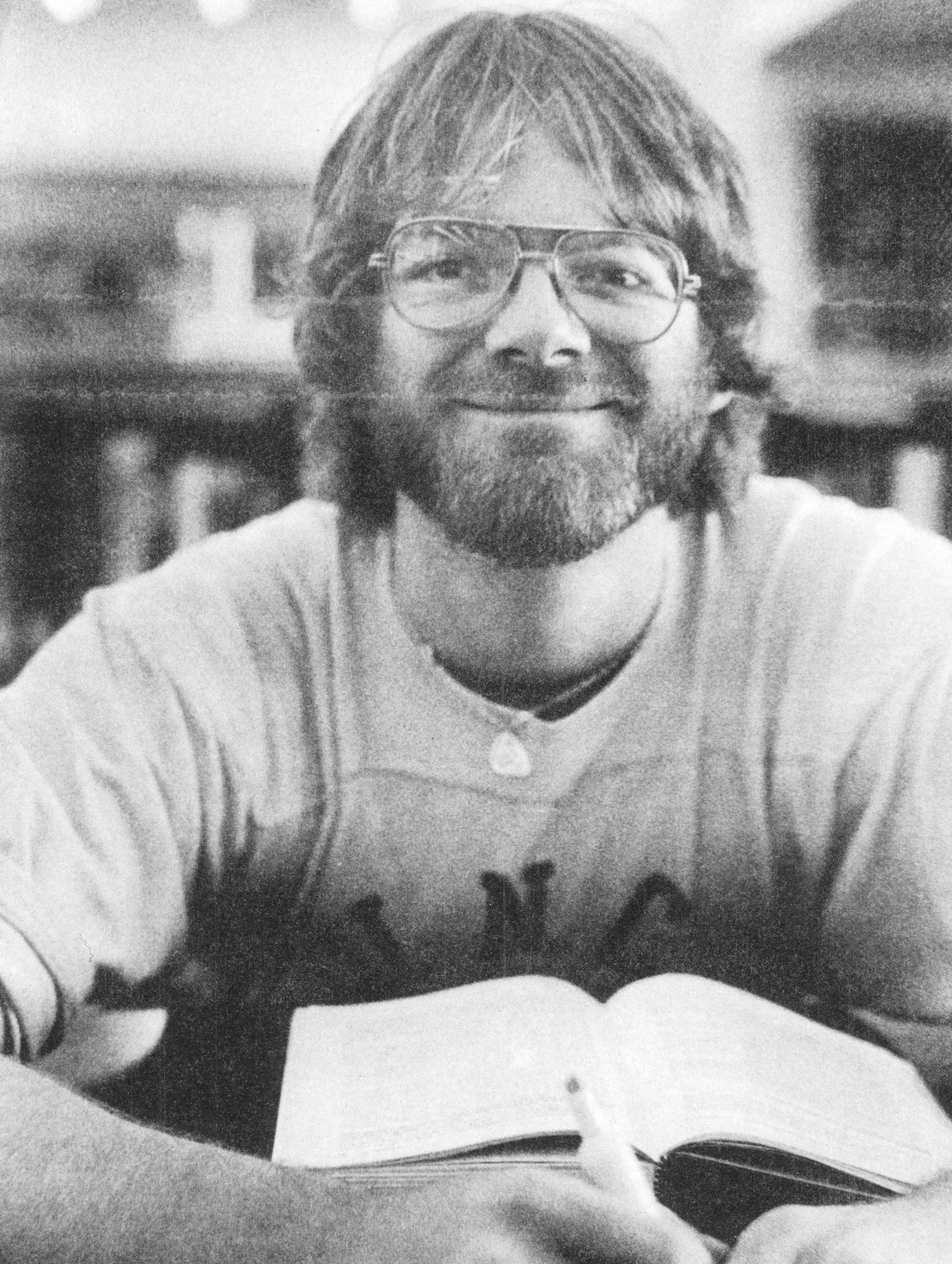
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# General Information

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## Introduction

The University of Northern Colorado is primarily concerned with the needs and welfare of students and directs its major attention to classroom teaching. It seeks to provide all students with a broad general education as well as preparation for selected professions (within the fields of business, education, health services, music, and some related areas) and pre-professions (such as pre-law and pre-medicine). Historically, a principal emphasis has been upon preparing students for careers in education. A growing interest area at the university is Liberal Education through several new programs.

A wide variety of program offerings are organized within eight schools and colleges (Colleges of Arts and Sciences, College of Education, College of Performing and Visual Arts, School of Business, School of educational Change and Development, School of Health, Physical Education and Recreation, School of Industrial Technology and Home Economics, and School of Nursing). Advanced programs are offered through the Graduate School, and an Air Force officers program is available through the Division of Aerospace Studies.

For the convenience of students, the academic calendar is arranged on the quarter system, with new students being permitted to enter at the start of any quarter and to be enrolled continuously through all four quarters. This allows completion of the usual four-year baccalaureate program within three years if the student prefers. The quarters are of approximately equal length, beginning respectively in September, January, March and June.

**Location.** The university is located in a residential area in the southern part of Greeley, Colorado, a city with a population of about 60,000 situated 30 miles from the front range of the Rocky Mountains. It lies roughly 50 miles north of Denver and 50 miles south of Cheyenne, Wyoming, at an elevation of 4,648 feet above sea level. The climate is dry and relatively mild.

**History.** The history of the University of

Northern Colorado, is closely related to that of the Union Colony, which later became the city of Greeley. The Colony was organized in 1870 by a group of settlers from New York and New England under the leadership of Nathan Meeker and with the encouragement of Horace Greeley, famous publisher of the *New York Tribune*. It was to honor the latter that the name was changed from Union Colony to Greeley.

When the Colony was 18 years old, a movement was begun to establish a normal school to supply teachers for the state. The law creating the first State Normal School was signed on April 1, 1889, and the cornerstone of the original building (Cranford Hall, now demolished) was laid on June 13, 1890. Classes were started October 6, 1890. Certificates were granted upon completion of a two-year course of study.

In 1911, the name was changed by the legislature to Colorado State Teachers College. The institution was then offering four years of collegiate work and granting the Bachelor of Arts degree. Graduate work was first offered in 1913, with master's degrees being conferred at the commencement in June, 1914. In 1929 graduate work was extended to the doctoral level, and in 1934 the first Doctor of Philosophy degree was awarded. Other degrees, including the Doctor of Education, the Specialist in Education, and the Doctor of Arts, were approved later.

In 1935 the name of Colorado State College of Education was adopted to recognize the fully developed graduate program as an integral part of the institution. ~~Another name change took place in 1957, when the legislature shortened the name to Colorado State College.~~ Meanwhile, professional programs in such fields as business, medical technology, music, and nursing had been developing. In recognition of the institution's broadened functions and extensive undergraduate and graduate programs, the name was changed to the University of Northern Colorado in May, 1970.



On July 1, 1973, legislation creating a separate governing board for the University of Northern Colorado became effective. The university, formerly one of the several institutions of higher education controlled by the Trustees of State Colleges in Colorado, is now governed by the Trustees for the University of Northern Colorado, a board of seven members appointed by the Governor of the State. Funds for its operation are derived from appropriations of the state legislature, student tuition and fees, special federal grants, and various private gifts.

**Accreditation and Affiliation.** The university is a member of and accredited by the North Central Association of Colleges and Secondary Schools (since 1916).

Various of its academic programs have special accreditation by the following: American Chemical Society (1968), Colorado State Board of Accountancy (1967), Colorado State Board of Nursing (1965), National Association of Schools of Music (1967), National Council for Accreditation of Teacher Education (1960), and National League of Nursing (1966).

The institution holds membership in the American Association of Colleges for Teacher Education, the American Council on Education, the Council of Graduate Schools in the United States, the Midwest Conference on Graduate Study and Research, the Western Association of Graduate Schools, National Association for Business Teacher Education, American Assembly of Collegiate Schools of Business, and other educational organizations.

**Campus.** The physical facilities of the university consists of 17 academic buildings, 23 residence halls and apartments for students, a number of other permanent or temporary buildings used for various miscellaneous purposes, such as service buildings, faculty apartments, athletic facilities, faculty offices, and sorority or fraternity houses. The campus of approximately 240 acres is situated one mile south of the main Greeley business district and is divided into three areas: East Campus, Central Campus, and Darrell Holmes Campus. Residence halls for men and women are located on the East and West campuses and residences for women on the Central Campus. University-owned apartments for married students and families are on the East Campus. Besides athletic fields for the major outdoor team sports on the East Campus, there are extensive recreational and sports areas on all three campuses.

All but two buildings on the Darrell Holmes Campus have been built within the last 10 years, and further development is planned for this area. A major addition in 1970 was the new James A. Michener Library. The new Candelaria Hall houses the arts and sciences style dormitory, opened in 1972. The Butler-Hancock Physical Education Facility opened in January of 1975.

The university also owns a mountain campus of 80 acres and five buildings near the city of Estes Park and another 80-acre tract south of Greeley.

# University Structure and Faculty

## College of Arts and Sciences

Robert O. Schulze, Dean  
John A. Beel, Associate Dean

The College of Arts and Sciences offers courses in eighteen departments leading to the Bachelor of Arts degree. It is also responsible for the administration of a variety of interdisciplinary programs (e.g. Environmental Studies, Women's Studies) in which degrees may be earned. Finally, the College offers a large number and variety of service courses in support of degree programs in other schools and colleges and of the university's General Education program. The offerings are designed to give broad diversified educational opportunities in the liberal arts and, at the same time, provide groundwork for preparation in professions such as law, medicine, and teaching, and for graduate work in the scholarly disciplines.

Each student regularly admitted to the College of Arts and Sciences is required to complete General Education requirements as specified in this catalog. He must also select a major disciplinary or interdisciplinary subject for concentration. Those wishing to be recommended for certification to teach in secondary schools must also complete the Professional Teacher Education courses as prescribed by the College of Education.

### Anthropology Department

Francis W. Denning, Jr., Chairperson  
Professors: Fay, B. Mickey  
Associate Professors: Higgins, Kettel, Lutz, J. Mickey  
Assistant Professors: Ayer, Denning, Haug, Wanner

### Biological Sciences Department

John K. Gapter, Chairperson  
Professors: Buss, Gapter, Lindauer, Plakke, Rich, Richards, Schmidt, Thomas, Thorpe

Associate Professors: Fitzgerald, Harmon, Heimbrook, Peeples

Assistant professors: Hiebert, Olmsted

### Black Studies Department

Robert L. Dillingham, Jr., Chairperson  
Assistant Professor: Dillingham

### Chemistry Department

James O. Schreck, Chairperson  
Professors: Beel, Fields, James, Koch, Meilahn, Pringle, Schreck, Tomasi, Woerner

### Communication Department

Richard J. Crawford, Chairperson

Professors: Crawford, Holley

Associate Professors: Karre, Ross, Velleux, Warnemunde  
Assistant Professors: Bethel, Camp, Hale, Hamer, Hess, Schuetz

Instructors: Rood, J. Trapp, R. Trapp

### Earth Sciences Department

Richard A. Slater, Chairperson  
Professors: Cobb, R. Dietz, Shropshire  
Associate Professors: Hackett, Hopkins, Slater

Assistant Professors: Nesse

### Economics Department

Aroop Mahanty, Chairperson  
Professor: Trainer  
Associate Professors: Anderson, Mahanty  
Assistant Professors: Garrison, Hall, St. Aubyn

Instructor: Robnett

### English Department

Forrest Frease, Chairperson  
Professors: Boyle, Brand, Brewer, Carriar, C. Frease, F. Frease, Harrison, Huff, Jones, Myers, Starr

Associate Professors: Agan, Applegate, Doyle, Finnegan, E. Kearns, Loftis, Luere, C. Meyer, Peercy, Princic, Rea, Santos, Varner, N. Wilson, S. Wilson, Witwer

Assistant Professors: F. Bowles, Kiefer, Lackie, Manley

### Foreign Languages Department

Glenda J. Brown, Chairperson  
Professors: Brown  
Associate Professors: Ensz, Keppeler, Owechko, A. Rodriguez, Sandstedt  
Assistant Professors: Cordova, Evans, Lange, Zeller

Instructor: Malnati, T. Rodriguez

### Geography Department

Steven L. Scott, Chairperson  
Professors: K. Kearns, Lehrer  
Associate Professors: Collins, J. Dietz, Scott

Assistant Professors: Cole, Kutsche Ormrod

### History Department

Stephen T. Powers, Chairperson  
Professors: Arnold, Boeck, Byerly, Cornebise, Larson, Rothaus, Rowe  
Associate Professors: Edgerton, Knott, Lonsdale, Powers, Worrall  
Assistant Professors: Broussard, Clough

### Mathematics Department

Robert L. Heiny, Chairperson  
Professors: Bosch, Cavanagh, Elliott, Fisch, Fuelberth, Heiny, Johnson, Mc Nerney, Popejoy, Richardson, D. Schmidt  
Associate Professors: Johnston, Schweers, Tolar

Assistant Professors: Anders, Rollin, Rumford

### Mexican American Studies Department

Carlos Leal, Chairperson  
Associate Professor: Hoffman  
Assistant Professors: Leal, Lopez

### Philosophy Department

Thomas K. Trelogan, Chairperson  
Assistant Professors: Hodapp, Koliitch, Trelogan

Instructor: Blanke

### Physics Department

Wallace Aas, Chairperson  
Professors: Aas, Fry, Hamerly  
Associate Professor: Fadner



Assistant Professors: Iverson, Lightsey  
**Political Science Department**  
 Richard Perchlik, Chairperson

Professors: Bookman, Christensen,  
 Perchlik

Associate Professors: Knapp, Mazurana,  
 Watson

**Science Education Department**

Leslie W. Trowbridge, Chairperson

Professors: Crockett, Olson, Sund,  
 Trowbridge

**Sociology Department**

Robert B. Stein, Chairperson

Professor: Schulze

Associate Professors: Cleere, Jennison,  
 Kamal, Quammen, Stein, Trahan, Vonk

Assistant Professors: Fox, Howard, Jones,  
 Marshall, O'Connor, Willoughby

## College of Education

Bruce W. Broderius, Dean

Robert L. Johnson, Associate Dean

Duane E. Henderson, Assistant Dean

The College of Education is a professional college offering specialized degree programs in education for the preparation of elementary and secondary school teachers, educational media personnel, and other educational specialists for the schooling processes. These programs include offerings on the undergraduate level leading to the Bachelor of Arts and Bachelor of Science degrees.

The College of Education provides all prospective teachers accepted in the Professional Teacher Education Program with the professional core of subjects and experiences for the development of professional competencies requisite to successful teaching. Additionally, it provides selected components of the general education program.

**Curriculum and Instruction**

James Stoffler, Chairperson

Professors: Broderius, Krosky, Morrison,  
 Nichols, Stoffler

Associate Professors: Rosales

Assistant Professors: Molina

**Educational Administration**

Arthur R. Partridge, Chairperson

Professors: Brainard, Luketich,  
 Montgomery, Partridge, Ritter, Schroeder,  
 Solomon, Whitehead

Assistant Professors: Rosenau

**Educational Field Experiences**

Robert C. Richardson, Director

Professors: Fielder, Johnson, Richardson,  
 Warner

Associate Professors: D. Adams, G.

Burns, Cox, Erickson, Febinger, Weltner

Assistant Professors: Hytrek, Ousley

Instructor: Garcia

**Educational Media Department**

D. Harold Bowman, Chairperson

**Research and Statistical Methodology Department**

Robert Lynch, Chairperson

Professors: B. Heimerl, Houston, Schmid

Associate Professors: Lynch, D. Shaw

**Elementary Education and Reading Department**

Douglas S. Burron, Chairperson

Professors: W. Arnold, D. Brown, A.  
 Burron, D. Burron, Glaser, Henry, Kelly,  
 Lewis, Lowry, Nebel, Wolfe

Associate Professors: J. Cordova, Pavlik  
 Assistant Professors: P. Brazee, P. Garcia,  
 Good, Mullen, Nicely, M. Oreskovich,  
 VerVelde

Instructor: M. Brand

**School of Special Education and Rehabilitation**

Robert S. Sloat, Director

William S. Wright, Associate Director

Professors: Cronin, Eldredge, Gay, B.  
 Gearheart, Gonzales, Hull, B. Kolstoe, O.  
 Kolstoe, Lundeen, Napier, K. Owens, Reinert,  
 Sloat, Weishahn, Wolfe

Associate Professors: Baker, Bowen,  
 Carvajal, DeRuiter, Lane, Millslagle, Tuttle,  
 Underwood, Wright

Assistant Professors: Bottenberg, Childs,  
 Ferraro, Ficociello, Fowler, C. Gearheart,  
 Gilbert, Huang, Kaley, Kappan, Macchello,  
 Olson, Reed, Resnick, Scalia, Sileo, Swanson,  
 Traynor, Uhrig

Instructors: Cleeland, Hoffelt, Lucero

## College of Performing and Visual Arts

James E. Miller, Dean

The College of Performing and Visual Arts consists of a Fine Arts Department, A School of Music and a Theatre Arts Department, each of which offers its own comprehensive curriculum in its area. The three branches of the College work cooperatively in interdisciplinary areas involving more than one art form such as opera, musical theatre and multi-media productions.

**Fine Arts Department**

Richard Munson, Chairperson

Professors: D. Johnson, Moody,  
 Schumacher

Associate Professors: Barucchieri,

Blubaugh, Cordiner, Haas, Luster,  
 MacFarlene, Myers, Turner

Assistant Professors: Cornel, Johnson,  
 Munson, Shin, Welsh

Instructor: Hoover

**School of Music**

James E. Miller, Director

Robert C. Ehle, Assistant Director

**Academic Departments**

Brass and Percussion: Edwin Baker,  
 Chairperson

History and Literature: James Upton,  
 Chairperson

Music Education: Dwight Nofziger,  
 Chairperson

Piano and Organ: Walter Schenkman,  
 Chairperson

Strings: Howard Skinner, Chairperson

Theory and Composition: Dale Dykins,  
 Chairperson

Voice: Claude Schmitz, Chairperson

Woodwind: Loren Bartlett, Chairperson

Professors: Baker, Bartlett, Copley,  
 Dykins, Evans, Himmel, Mickens, J. Miller,  
 Nofziger, Schenkman, Schmitz, Skinner,  
 Upton

Associate Professors: Aitken, Bourassa,  
 Corporon, Ehle, Goes, Graham, Jamieson,

Linscome, F. Miller, Pfund, Rhoads,  
 Robinson, W. Smith Assistant Professors:  
 Anderson, Coppom, Daugherty, D'Aurelio,  
 Haun, Herrick, Jothan, Lehnert, Martino, R.  
 Smith

Instructor: Bundock

**Theatre Arts Department**

John W. Willcoxon, Chairperson

Professors: Girault, Norton, Willcoxon

Associate Professors: Van Loo

Assistant Professors: Gloekler, X. Johnson,  
 Stach

Instructor: Armstrong

## School of Business

Ramon P. Heimerl, Dean

R. Bruce Garrison, Assistant Dean

The School of Business has two primary objectives: (1) to develop professional competence in functional areas of business administration for those students who will assume responsibilities for leadership in business and (2) to develop professional competence in subject matter areas for those students who will assume responsibilities for leadership in the teaching profession.

To accomplish these objectives, the School of Business offers a four-year program of studies leading to the Bachelor of Science degree in business administration and a four-year program of studies leading to a Bachelor of Arts degree in business teacher education and journalism.

**Academic Departments**

**Accounting**

**Administrative Services and Communications**

**Business Teacher Education**

**Finance and Insurance**

**General Business**

**Management**

**Marketing**

**Journalism**

Professors: H. Anderson, Bitter, Clithero,  
 Damgaard, Duff, Heimerl, Kennedy,  
 McConnell, Palmer, Robins, W. Stewart,  
 Teglovic, Waterman

Associate Professors: Allen, Bohrer,  
 Brown, DeBoer, Dierks, Douglas, Dubois,  
 Elsea, Folger, Garrison, Halldorson, Hansen,  
 Harris, Levenson, Renshaw, Saam, Shade

Assistant Professors: D. Anderson,  
 Donnel, Gottko, Hoffman, Jacques, Melanson,  
 Motz, Rodriguez, Seymour, Smith, J. Stewart,  
 Suroviak

Instructors: Cost, Elton, Freese, Jascott,  
 May, Peek, Rinehart

## School of Educational Change and Development

The School of Educational Change and Development provides students who desire to pursue an individually designed program the opportunity to do so. Consult the program description for further information about the

School of Educational Change and Development.

## School of Health, Physical Education and Recreation

Robert A. Montgomery, Dean

The four primary functions of the School of Health, Physical Education and Recreation are:

1. The professional preparation of teachers, coaches, supervisors, and administrators of Health and Physical Education.
2. The professional preparation of recreation leaders and administrators.
3. The professional preparation of Allied Health Specialists.
4. The provision of activity classes as a service to the general education of students.

### Academic Departments

Health and Safety Education  
Physical Education (Men)  
Physical Education (Women)  
Recreation

Professors: Barham, Behling, Cooke, Everett, Lindahl, Malumphy, McKain, Phillips, Rossi, Sage, Shirley, Steffy, Van Anne  
Associate Professors: Blasi, Cody, Dawson, Heiss, LaBonde, Parkos, Van Dinter, Wright

Assistant Professors: Barnes, Benich, Carlisle, Fri, Hedberg, Hurley, James, Kolbe, Kotowski, McMillen, Minton, Mosser, Petroff, Rollins

Instructors: Bauer, Bowers, Harrison, Howard, Larkin, Libera, Tresvan

Affiliate Professors: Cloyd Arford, M.D., Donald Cook, M.D., James Wheeler, M.D.

## School of Industrial Technology and Home Economics

William R. Erwin, Jr., Dean

The School of Industrial Technology and Home Economics offers a four-year program of studies on the undergraduate level in the areas of Home Economics and Industrial Arts and Technology. Also the departments offer majors which prepare students for the teaching profession and non-teaching pursuits.

### Home Economics Department

Marilyn Burns, Chairperson

Associate Professors: Burns, Egeness, Sorensen, Taylor, Walters, Wirick

Assistant Professors: Frye, Kliever, Krosky

Instructor: Peiffer

### Industrial Arts and Technology Department

Robert G. Hammond, Chairperson

Professors: Erwin, Hammond, Jelden, Lubbers, Olson, Roy

Associate Professor: Kruger  
Assistant Professors: Lloyd, Morimoto

## School of Nursing

Phyllis Drennan, Dean

The School of Nursing offers a thirteen quarter program leading to the degree Bachelor of Science in Nursing. The purpose of the program is to prepare qualified students for practice as professional nurses and to provide the foundation for graduate study in nursing.

The School is accredited by the National League for Nursing and by the Colorado State Board of Nursing. Graduates are eligible to write the Colorado State Board of Nursing examination for licensure as registered nurses.

Professors: Drennan

Associate Professors: Babich, Biegel, Bossart, Hurlock, Payton, Sawatzky, Thompson

Assistant Professors: Baird, Comer, Hallan, Heckman, Richter, Tanner, Tracy, Zaweckis

Instructors: Foster, Freeburn, Malkiewicz, Martin, Nate

## Department of Aerospace Studies

Col. Thair D. Layne, Chairperson

Both four year and two year Air Force ROTC programs are in use at the University of Northern Colorado. Candidates are educated to assume duties as Air Force Second Lieutenants upon graduation from the university. AFROTC graduates normally go on active duty with the USAF soon after completion of AFROTC. Initial assignments may include flying training for pilots and navigators, missile training, or other technical or management training depending on the individual's assignment.

Assistant Professors: Lt. Col. Bobby, D. Anderson, Capt. Lonnie R. Conell

## Interdisciplinary Programs

### Environmental Studies

Charles E. Olmsted III, Coordinator

### Women's Studies

Marcia I. Willcoxon, Coordinator

## The Center for Continuing Education and The Center for Special and Advanced Programs

Robert O. Singer, Dean

Richard J. Wood, Associate Director, and Executive Director of UNC/CSAP Foundation, Inc.

Robert R. Ross, Associate Director, UNC/CSAP Foundation, Inc.

Robert H. Taylor, Associate Director, UNC/CSAP Foundation, Inc.

C.O. Haeker, Director, Off-Campus Instruction

Bobbe L. Davey, Program Specialist III, Off-Campus Instruction

James H. Dech, Program Specialist III, Off-Campus Instruction

James R. Cobb, Coordinator for Program Development and Independent Study

Ladd L. Cochrane, Coordinator of External Degree Programs and Summer Inservice for Teachers

John A. Ketchum, Director of Outreach Administrative Services and Coordinator of Continuing Education for Health Care Personnel and Adult Education

The Center houses all off-campus programs in one administrative unit. Through it, the university offers:

**Off-Campus Classes.** Designed to provide educators with opportunities to improve their professional skills are provided upon request, after approval by appropriate University officials, to school districts and individuals having identified needs for educational services.

**Individual Studies.** An individual enrolled on-campus may not take an IS 422/622 through off-campus. If not enrolled on-campus, he or she may take an IS 422/622 through off-campus when 1) the study is needed to complete a degree program and graduate; OR 2) the study is one that can only be done at an off-campus location; OR 3) enrolled in an external degree program. In all cases, the student enrolling for an individual study needs to obtain the instructor's, adviser's, departmental, and appropriate academic dean's signatures of approval on the IS form obtainable at the Center. These guidelines also include EDFE 501.

**Independent Study Courses.** Multi-media learning packages and correspondence courses are provided for the convenience of students wishing to earn university credits who cannot attend classes either on or off the campus. Certain courses are delivered in cooperation with the mass media. Although it is not possible to earn a degree from the University through independent study, UNC policy states that a student may earn and apply a maximum of 45 quarter hours of credit through correspondence, learning package, or extension courses toward a bachelor's degree.

**External Degree Programs.** At present, these are offered only at the master's level. See Graduate School Catalog.

**Adult Education Courses.** Adult education courses allow professional people to earn non-academic credit in courses designed to improve job performance or foster cultural enrichment.

**UNC/CSAP Foundation, Inc.** The University, in association with UNC/CSAP Foundation, Inc., has developed and offers educational programs to meet the needs of

the employed adult. These programs are delivered at established instate and outstate sites, and are designed to enable students to obtain degrees without undue interference with full-time employment.

Students must obtain a current copy of the Independent Study Bulletin or see current off-campus advertising for complete information and regulations concerning independent study and off-campus courses.

For detailed information, address inquiries to the Dean, Center for Continuing Education, University of Northern Colorado, Greeley, Colorado 80639, or call (303) 351-2891. For information about the Center for Special and Advanced Programs, address inquiries to the Executive Director, UNC/CSAP Foundation, Inc., University of Northern Colorado, Greeley, Colorado 80639 or call (303) 356-2442.

## Bachelor's Degree Requirements

All students pursuing work for the bachelor's degree must complete satisfactorily 1) at least 60 quarter hours of courses designated as general education and 2) all courses required by the school or department in which a student elects a major or minor. (See specific major and minor program requirements.) In addition, students may select other courses to meet the minimum requirements for graduation of 180 quarter hours. A faculty adviser from the department of the student's major subject is assigned to assist in program planning.

### General Education Requirements

General Education at the University of Northern Colorado is a program of 60 quarter hours which are selected by the student from nine components or categories (a-b-c-d-e-f-g-h-i). The 60 hours required in general education allow the student an opportunity to choose a variety of courses outside his/her major field to strengthen and enhance the bachelor's degree.

All courses which are acceptable for general education credit are identified by a letter preceding the prefix, course number and title in the "Course Descriptions" of this catalog. Thus, a-MATH 101 "Fundamental Mathematical Skills" indicates that this

course may be taken to satisfy the basic computational skills requirement; d-FA 108 "Drawing for Non-Majors" may be taken to partially satisfy Category d of the general education requirements.

To fulfill the 60 quarter hours required in general education, all students will complete the following requirements:

#### I. Foundations of General Education. Complete the requirements as follows.

a. One 3 quarter hour approved course in Computational Skills or demonstrated competency. Courses to be selected from the following:

a-MATH 101 Recommended for students with little or no high school mathematics.

a-MATH 123 Recommended for students with one year of high school algebra.

a-MATH 192\* For elementary education majors and special education majors.

a-PHIL 101 Recommended background: one year of high school algebra.

a-RSM 203 Recommended background: one year of high school algebra.

Successful completion of any other MATH course, carrying a general education designation, of at least three hours credit (with the exception of MATH 117 and MATH 191\*) will indicate demonstrated competency and will exempt the student from the Computational Skills requirement. Those students who have an adequate algebraic background are encouraged to take a mathematics course numbered 115 or higher.

b. One 3 quarter hour course in Basic Composition or demonstrated competency. Only one course may be taken to satisfy this requirement: b-ENGL 101.

c. One 3 quarter hours approved course in Intermediate Composition. A list of courses which can be used to satisfy this requirement will be published in the Schedule of Classes and/or will be available with pre-registration materials. Courses will be identified with a lower case "c" before the prefix and course number.

A student may be exempted from taking a portion of the Foundations of General Education component by complying with one or more of the following conditions: 1) possess an Associate of Arts or an Associate of Science degree from an accredited junior college; 2) pass a challenge examination in one or two of the Foundations of General Education areas. Exemption, but not necessarily credit, will be made for the Foundations areas successfully challenged (credit may be granted where a credit examination is the basis for the challenge); 3) present an ACT score of 26.0 and higher in mathematics and/or English. A student exempted from taking courses in Foundations of General Education component for this reason would take a comparable amount of elective credit. See III.

\*For elementary education or special education majors, successful completion of both MATH 191 and MATH 192 will satisfy the basic computational skills requirement. These courses are required for the elementary education major.

II. Categories. Complete the required two courses from each of the following categories.

d. Arts and Applied Language Studies. Two courses, carrying different prefixes\*\* (e.g., d-MUS, d-FA), are required.

e. Professional and Applied Studies. Two courses, carrying different prefixes\*\* (e.g., f-BUS, e-IA), are required.

f. Social and Behavioral Sciences. Two courses, carrying different prefixes\*\* (e.g., f-GEOG, f-ECON), are required.

g. Humanities and Integrative Studies. Two courses, carrying different prefixes\*\* (e.g., g-MAS, g-PHIL), are required.

h. Sciences. Two courses carrying different prefixes\*\* (e.g., h-CHEM, h-PHYS), are required.

i. Human Interaction. Two courses, carrying different prefixes\*\* (e.g., i-COMM, i-PSY), are required.

III. Complete the general education program to a total of 60 quarter hours. A maximum of up to six quarter hours taken in the field of specialty (major) may potentially count for general education credit, providing such courses bear a category designation. Any elective hours remaining to reach the required total of 60 must be satisfied with courses carrying a category designation from anywhere in the general education program except the major field of specialty.

Courses not preceded by a category designation (e.g., BUS 223 "Business Law III") in the catalog may not be taken to satisfy general education requirements. Methods courses, field experience courses, independent studies, and graduate level courses (i.e., 500 level and up) will not count for general education credit. No course can satisfy more than one general education category simultaneously.

The general education program at the University of Northern Colorado is intended to be distributed over a four-year period.

Junior-College Transfers. Students transferring to the university from junior or community colleges who have earned an Associate of Arts or Associate of Science Degree or who have completed equivalent programs in general education, as determined by the University Admissions Office, will receive full credit for such work and are excused from further general education requirements. Students without Associate of Arts or Associate of Science degrees will be held to the general education requirements.

\*\*When two or more departments share a common prefix (BUS, MUS, HPER) courses selected from two different departments will satisfy the requirement. Thus, e-HPER 299 "Community Health" (from the Health Education Department) and e-HPER 108 "Gymnastics" (from the Physical Education Department) would satisfy the Category e requirements. Students should check with departments to determine the departmental origin of specific courses.

# Institutional Programs

## Honors Program

Forrest W. Frease, Director

**Admission Requirements.** A student who has completed 45 quarter hours of course work at the University of Northern Colorado and who shows evidence of outstanding academic ability may be invited to participate in the honors program on the basis of departmental recommendation.

Transfer students who have completed 45 quarter hours of work and who wish to participate in the honors program may apply for admission after the first, second, or third quarter of work at the University of Northern Colorado. These students must be recommended by two faculty members in their field and must possess a 3.25 cumulative grade point average or better.

A student who completed 45 quarter hours of work at the University of Northern Colorado and has attained a 3.25 cumulative grade point average may apply for admission to the honors program at any time during the sophomore year. Recommendations from two faculty members in the specific discipline should accompany the request. All applications are reviewed by the director of the honors program and the department or school concerned.

**Program Enrichment.** The program of an honors student is individually planned. An honors student, therefore, may be excused from certain required courses, except those which may be necessary for teacher certification.

**Sophomore Honors.** During the sophomore year, each academic department participating in the honors program offers a special course each quarter designated for honors students only. The course title for each department is Honors 251: Sophomore Honors Seminar. The course carries one to three hours of credit. The content and activities of the course vary from one department to another. Each academic department provides the kind of activity which will enrich the educational experience of the honor student in his particular discipline. Basically, the course is structured in terms of the student's needs and interests.

**Junior Honors.** In the junior year each honors student enrolls in Honors 351: Junior Honors Project. The aim of the course is to increase the student's familiarity with the literature and/or current issues in his or her field. The department, school or college concerned may assign the student to an individual professor or to a seminar group. This course carries regular university credit at the rate of one to three hours each quarter.

**Senior Honors.** In the senior year each

honors student enrolls in Honors 451: Senior Honors Research Project or Thesis. The course carries one to three hours of credit each quarter. During the senior year the student will gain assistance with his or her project or thesis from a professor of his or her own choosing or from a professor assigned by the department. The professor advises the student concerning different aspects of the subject or project for study, the result of which shall be an acceptable written report handed in at least three weeks before the honors student is to be graduated.

**International Education and Exchange Programs.** Honors students are encouraged to investigate the opportunities provided by the University to study in foreign countries. Students interested in such an educational experience may obtain detailed information at the Office of International Education.

**Student Review.** Cumulative grade averages of honors students shall be reviewed at the end of each academic year. An honors student shall be expected to register for a full-time program and to maintain better than a 3.25 cumulative average as well as a comparable average in the major and minor fields.

**Graduation with Honors.** Graduating seniors completing the required honors work as specified by the various departments, schools, or colleges will be graduated "With Honors." To be graduated with honors, each student must complete a thesis or a creative project. Participants in the honors program who graduated in the upper six percent of their class will be graduated with the appropriate designation.

Each honors student is required to submit the title of his or her honors thesis or project to the office of the director of the honors program 12 weeks before the graduation date.

Special designations are given students who are graduated in the upper six percent of their class. The top two percent will be graduated *Summa Cum Laude*, the next two percent will be graduated *Magna Cum Laude*, and the next two percent will be graduated *Cum Laude*.

## UNC Program in Comparative Arts

Beginning in the summer of 1974, the University officially inaugurated its study abroad program housed in "La Poggerina," located 41 kilometers from Florence, Italy. The Program is operated three quarters per year: spring, summer and fall. The major study opportunities of the undergraduate program include studio and museum experiences in the fine arts, historic and comparative analysis of Renaissance and contemporary periods through the Humanities and Fine Arts Departments, as well as Italian language offered through the Foreign Language Department. On occasion, other departmental courses will become available as the Program is developed. "La Poggerina" is a converted and modernized

resident center with facilities including classrooms, art studios, gallery, dormitory accommodations, dining room, student lounge and recreation area.

For further information on programs and courses, see the appropriate department section and course listings. Potential participants requesting complete information and application forms should contact UNC Program in Comparative Arts, University Center 206, 351-2796.

## American Humanics

Richard Rodriguez, Resident Administrator

An emphasis on Youth Agency Administration is offered in the Department of Recreation in conjunction with American Humanics, a thirty-year-old organization that works with colleges and universities to provide quality education to meet the needs of today's youth agencies. The Humanics program at UNC is made possible by a grant from the W. K. Kellogg Foundation of Battle Creek, Michigan.

The academic phase of the program offers specialized courses dealing in the nature of volunteer agencies. Internships and practicums are also a part of the academic offerings that feature practical experience. The Humanics program leads to a Bachelor's degree in Recreation with an area of concentration in Youth Agency Administration.

A loan fund has been established and is available to students in the Humanics program, and American Humanics offers a placement program which works closely with a national network of youth agencies.

American Humanics provides a Resident Administrator at the University of Northern Colorado who coordinates workshops, retreats, and field trips. For more information, contact the American Humanics Resident Administrator, Gunter Hall, Room 102, telephone 351-2720.

## Laboratory School

The Laboratory School is a department of the College of Education with a comprehensive elementary/secondary educational program for grades kindergarten through high school. The elementary school student population is 75 pupils in the primary continuum (grades K-2), 75 pupils in the intermediate continuum (grades 3-5), 150 students in the middle school continuum (grades 6-8), and 300 students in grades 9-12.

The primary role and mission of the Laboratory School is to provide a clinical experience for the pre-student teacher. This experience enables the pre-student teachers to be actively involved in the classroom environment of the elementary/secondary students before they enter the field as student teachers. Students taking any one of the clinical experiences in the Laboratory School should be aware that they must have certain time periods available. These vary with each course. It is, therefore, strongly

recommended that students inquire about times at least one quarter prior to taking any one of the clinical experience courses. Information on the Teacher Education Program may be obtained from the Assistant Director for Teacher Education, telephone 351-2196. Information on enrollment procedures and fees for the elementary/secondary students may be obtained from the Director of the Laboratory School, telephone 351-2116.

## Pre-Professional Programs

The following information is provided for those students whose goal will require studies in professional schools such as law, engineering, dentistry, medicine, optometry, pharmacy and veterinary medicine. Pre-professional course work in each of these areas is available at UNC. Admission to these professional schools is very competitive and requires careful planning. To optimize one's chances for admission, pre-professional students should work very closely with one of the special advisers for their program. These advisers are knowledgeable about the requirements for admissions, application procedures and selection factors and will direct the student's program toward meeting the specific requirements of the professional school as well as his/her degree program at UNC. General information about each of these programs is listed below. For further information and for the assignment of an academic adviser, students should see the following person.

**Pre-law:** A Pre-Law Guide and Recommended Course list are available upon request. Richard Seymour, School of Business, Kepner 106 (351-2652).

**Pre-engineering:** Two-year program for engineers after which the student will transfer to an engineering school to complete his/her degree. Information available from Wallace Aas, Department of Physics, Ross 43 (351-2961).

**Pre-health professions:** Information regarding dentistry, medicine, optometry, pharmacy, veterinary medicine, dental hygiene, physical therapy, and physician assistant is available from Gordon Tomasi, Chairman, Pre-health Professions Committee, Department of Chemistry, Ross 138 (351-2559).

### General Information

**Pre-law:** Law schools do not recommend a specifically designed major for pre-law students. A good pre-law curriculum could be structured around any non-teaching major offered within the College of Arts and Sciences or Business Administration.

**Pre-engineering:** Course of study for pre-engineers is as follows:

1. One year general chemistry (CHEM 104 or 106, 105 or 107, 111)
2. Mathematics through calculus (MATH 131, 132, 133)

3. One year calculus-level general physics (PHYS 265, 266, 267)

4. Electives in general education which will transfer to the engineering school of the student's choice.

This program can be modified depending upon the engineering school and type of engineering selected by the student. Information regarding appropriate electives is obtained from the student's adviser in the Department of Physics.

**Pre-health professions:** Each professional school sets its own specific requirements but certain generalizations are possible:

1. Two to four years of undergraduate study is generally expected prior to admission to most professional schools. No specific undergraduate major is required although most students major in one of the biological sciences or chemistry.

2. Minimum course requirements for most health professions are as follows: One year in each of the following areas: (BIO 101, 102, 103), English (composition and speech classes), general chemistry (CHEM 104 or 106, 105 or 107, and 111), mathematics (MATH 124, 125, 130), organic chemistry (CHEM 332, 333, 334), and physics (PHYS 260, 261, 262, or 265, 266, 267). These courses represent minimum preparation and additional courses especially in biology (a second year including some cellular biology and genetics) and mathematics (additional calculus and statistics) are encouraged and in some cases required. Schools of veterinary medicine require a minimum of two years of biology and often at least a semester of biochemistry.

## Professional Teacher Education (PTE)

### Admission

The following are the minimal requirements for admission to PTE:

1. 45 quarter hours of college study
2. 2.30 cumulative grade point average
3. Documented evidence of 40 contact hours of educational field experience (Use EDFE 270, 2 hours, or equivalent)
4. Recommendation of the major department
5. Speech/hearing test, health check, personality inventory, and attendance at an information seminar
6. Demonstration of competencies in computation and composition.

**Note.** Graduation from a program of PTE also requires a minimum 2.30 cumulative grade point average.

Application to the PTE program should be made at the beginning of the quarter and all forms must be returned to McKee 518 before the second Friday of that quarter. (It takes the remainder of the quarter to process applications.) The forms require a declaration of major because recommendation for entrance to the PTE program and later for certification can be made in a major area only. If a student has a

double major, application must be made for each. If a student changes major or adds a second major, application must be made again for each new area.

The required professional education courses which are listed below are open only to students who have been fully or probationally (or in the case of transfer students with more than 60 hours, tentatively) admitted to PTE. Transfer students may receive some exemptions based on evaluation of transcripts from colleges previously attended.

PSY 347	Developmental Psychology for Teachers	3
PSY 348	Learning Processes in Education (Prereq: PSY 347)	3
EDF 366	Foundations of Education	4
EDF 367	Philosophy of Education	3
EDSE 405	Handicapped Students in the Regular Classroom	3
EDSE 406	Working with Handicapped Students in the Elementary School	2
EDSE 407	Working with Handicapped Students in the Secondary School	2
EDRD 420	Reading in the Secondary school (Elementary Education and Special Education majors take EDRD 310)	3
EDLS 360, 361, 362, or 363	Clinical Experience (or departmental equivalent) (Certain majors may use EDFE 378, 379)	2
EDFE 444	Supervised Teaching (Check major for requirement)	3
	Hours credit:	44

**Note.** For majors in Special Education, none of EDSE 405-406-407 are required. For students in appropriate program areas, the following are acceptable substitutes for EDSE 406 or EDSE 407:

EDEC 463	Diagnostic Teaching in Early Childhood
EDSE 306	Identification of Learning Disabilities in Early Childhood
FA 229	Art for the Exceptional Child
HECV 465	Home Economics Program for Special Needs
HPER 432	Adapted Physical Education
HPER 438	Physical Education/Recreation for the Mentally Impaired
HPER 439	Physical Education/Recreation for the Physically Handicapped
MUS 414	Music for Children with Learning Disabilities
VTE 430	Vocational Education for Learners with Special Needs
SCED 360	Science for the Handicapped

### PTE Enrollment Options

In order to help insure continuity in the program of PTE, students enroll in the PTE courses in one of the following ways.

#### The "Block" Option

1st Quarter		2nd Quarter	
PSY 347	3	PSY 348	3
EDF 366	4	EDF 367	3
EDSE 405	3	EDSE 406/7	2
EDRD 420	3	EDLS 360-3	2
	13	...(Methods)	3
			13
3rd Quarter			
EDFE 444	18		

### The "Professional Year" Option

Students enroll in the same courses as shown in the list of requirements. Such enrollment occurs for a sequence of three consecutive quarters for a minimum total of 44 quarter hours of credit. At registration, students pick up a complete packet of class cards for *special sections* of the PTE courses. Since the registration may be limited, students must apply for this option no later than the end of the 2nd quarter preceding enrollment in it.

### Specified Departmental Majors Option

Certain major departments have arranged for the option listed below. Check with the major department to gain full information.

<i>1st Quarter</i>		<i>3rd Quarter</i>	
PSY 347	3	...(Methods)	3
EDF 366	4	EDLS 360-3	2
<i>2nd Quarter</i>		<i>4th Quarter</i>	
PSY 348	3	EDSE 405	3
EDF 367	3	EDSE 406/7	2
		EDRD 420	3
		<i>5th Quarter</i>	
		EDFE 444	18

### Substitutions and Electives

1. The Professional Teacher Education Committee may determine that certain requirements listed above may be met by other means. Check with your major department for special accommodations that may be available.

2. The following courses in education are among the recommended electives. Check with your advisor for further information.

PSY 346	Human Effectiveness in Education	3
EDEM 410	Introduction to Educational Media	3
EDAD 520	School Law I (Open to qualified juniors and seniors)	3

**Certification.** Upon satisfactory completion of a program of teacher education and any additional requirements that may be imposed by state law, a student is eligible for institutional recommendation to the State Commission on Teacher Education and Certification for certification in the state of Colorado. Near the end of the quarter in which the program is to be completed, the student should complete application forms in the College of Education office in McKee Hall. Applications are processed as soon as official transcripts, ordered by the applicant, are received from the Registrar showing completion of the program and the degree conferred.

**Supervised Teaching.** Application forms and information are available at all times in the Educational Field Experiences Office, 27 McKee. Forms must be picked-up four - six weeks before the "application due-dates" listed: Winter assignment: due-date is November 1; Spring assignment: due-date is February 1; and Summer and Fall assignment: due-date is May 1.

Student Teaching assignments are made in cooperating schools in Colorado and out-of-state with the approval of the Director of Educational Field Experiences under the policies of the PTE Committee and in cooperation with academic departments. Students should be prepared to move to the area of their assignment regardless of campus or personal commitments.

The following requirements must be met before a student may report to his/her field assignment: 1) Full PTE admission in the student's major field, 2) clearance by the UNC Health Service, and 3) compliance with all specific department requirements for entering student teaching.

## Vocational Teacher Education

Robert F. Barnes, Director

Students who plan to seek a teaching career in Vocational Education in Colorado must meet credentialing requirements set forth by the Colorado State Board for Community Colleges and Occupational Education as published in the State Plan. The University of Northern Colorado is recognized by this state agency for the training of Vocational teachers in Business and Office Education, Distributive Education, Home Economics Education, and Health Occupations Education. Students should refer to the following sections of this catalog for detailed information related to specific Vocational Teacher Education Program Areas.

Business and Office Education; page 27  
Distributive Education, page 27  
Home Economics Education, page 39  
Health Occupations Education, page 60  
Several generic Vocational Teacher Education Courses are taught at the undergraduate level; refer to Vocational Teacher Education, page 60.

**Credentialing Requirements.** Every program has two elements with its program credentialing requirements: 1) Work Experience, and 2) Formal Education. Each student should consult the teacher educator within the program area to obtain detailed information concerning credentialing requirements. To apply for a Colorado Vocational Education Credential, see the Vocational Credentialing Officer in Carter Hall, 5th Level.

Professor: Keller  
Associate Professors: Barnes, Bennett, Burns, Dierks, Renshaw, Robins, Sorensen, Walters, Wirick  
Assistant Professors: Donnel, Johnson, Hartley, Welch  
Instructors: Gibson, Peiffer  
Vocational Credentialing Officer: Hollingsworth

## Division of Student Services

The Vice President for Student Services coordinates all of the activities of the departments in the area of Student Services. The Division of Student Services assists students in all classroom and non-class activities and provides academic support services necessary to carry out the goals of the University. Faculty and staff members assigned to Student Services work in the following areas: The Dean of Students Office, Scholastic Standards, Student Services Center, Orientation of New Students, Admissions, Registrar and Records, Housing, Food Services, Counseling, Financial Aids, Placement, Health Services, The Center for Human Enrichment, The University Center, Student Activities, The Office of Resources for Disabled Students, Veterans' Affairs, and the Department of Public Safety. The Division of Student Services assists students in testing the formal classroom experience against the real world. The mission of the division, then is to assist the student remove barriers which would interfere with his or her educational progress within the university environment.

## Admissions

The Office of Admissions at the University of Northern Colorado is responsible for the recruitment selection and admission of all qualified undergraduate students. This includes freshman students, transfer students and students from foreign countries.

### Admission Policy

The high school graduate or a person holding a high school equivalency certificate may be admitted to the University of Northern Colorado if the transcript of his or her high school record accompanying the application indicates he or she has the academic ability to do college work successfully. All applications for admission normally must be received one month prior to registration. Individuals are encouraged to submit applications as early as possible, since enrollments may be limited due to UNC's capped enrollment.

Minimal requirements for freshman admission are:

1. Graduation from an accredited high school with a minimum of 15 secondary school units. Graduates from high schools not accredited will be examined individually for admission purposes.
2. Of the 15 units required, 10 must be chosen from the following academic fields:



English (minimum of three units), foreign languages, mathematics, science and social studies.

3. Rank in the upper one-half of the high school graduating class or scores above the national average on the American College Test.

All new students are required to submit scores from the American College Test (ACT). Entrance examination results should be submitted as early as possible so admission status can be determined without delay. Information regarding the ACT examination may be obtained from high school principals or counselors.

The committee on Admissions uses additional information such as secondary school grades, trend in quality of high school performance, and principal or counselor recommendations, as well as recommendations from officials of reputable community agencies, in assessing the probability of satisfactory performance in the academic program of the university.

A person 18 years of age or over who is not a high school graduate may be admitted to a degree program if the results of the GED examination taken at least one month prior to the day of registration show he or she has the academic ability to do college work successfully.

**Freshman Admission Procedures.** (1). An application for admission may be obtained from a high school principal or counselor. Out-of-state students write to the Office of Admissions, the University of Northern Colorado. (2). Fill in the application for Admission and have the high school office attach a transcript and send it to the Office of Admissions. Applications may be filed any time after the beginning of the senior year in high school and normally not later than 30 days prior to registration day. Individuals are encouraged to submit applications as early as possible, since enrollments may be limited because of UNC's capped enrollment. The application must be accompanied by a \$10.00 transcript and evaluation fee. This fee is non-refundable. (3). Take the American College Test (ACT). (4). Upon receipt of the application, the university will inform you of your admission status and will send you a form for reserving a room in a university residence hall.

Information regarding the University Orientation/Pre-Registration Program will be mailed prior to the opening of the University to those applicants entering each quarter.

**Freshman Admissions Timetable.** Applications may be filed at any time during the senior year in high school but normally not later than 30 days prior to registration day. Individuals should submit applications as early as possible, since enrollments may be limited due to UNC's capped enrollment. The application must be accompanied by a \$10.00 transcript and evaluation fee, which is non-refundable. The American College Test (ACT) is required and should be taken early enough so that the test results may be considered at the time the application is filed. An October or December test date is recommended. Junior year test scores will

be accepted. Students planning to major in Nursing or Music will be required to submit additional application for admission to those schools. The second application and instructions will be sent by the Admissions Office upon receipt of inquiry or application for admission to the University. Applicants for financial aid must submit the Family Financial statement of the American College Testing Program in order to be considered for financial aid. All financial aid materials must be received by the Financial Aids Office prior to March 31. The aid applicant is, therefore, encouraged to complete the Family Financial Statement prior to the end of February. This form is used for consideration for scholarships, student loans and grants. A student must have been officially admitted to the university before the offer of scholarships or financial aid package becomes final.

**Transfer Admissions.** A student transferring from another college or university may be admitted if he or she has a "C" average academic record and is in good standing at the college or university from which he or she is transferring. His or her application must be received one month prior to registration. Individuals are encouraged to submit applications as early as possible, since enrollments may be curtailed because of UNC's capped enrollment.

**Transfer Credit.** A maximum of 135 quarter hours of academic credit is accepted from accredited 4-year institutions. Students must have a minimum residence of 45 quarter hours on the UNC campus - this does not include UNC off-campus courses. Students graduating from a junior college or transferring two years of college work may have to spend more than two years at the University of Northern Colorado to complete the requirements for graduation in certain major fields. If the junior college program corresponds to the requirements of the first two years in the same plan of study at the University of Northern Colorado, graduation in two additional years is possible in most cases. Credit earned at a junior college after completion of the sophomore year or beyond 96 quarter hours of credit will not be transferable.

Students transferring to the university from junior or community colleges who have earned an Associate of Arts or Associate of Science Degree or who have completed equivalent programs in general education, as determined by the University Admissions Office, will receive full credit for such work and are excused from further general education requirements.

The University of Northern Colorado *does not accept credit from other colleges and universities in which grades below "C" have been earned.*

Since 1949 the University of Northern Colorado has accepted in transfer a maximum of 90 quarter hours of academic credit plus 6 physical education credits, if and when a complete and official transcript shows that a prospective transfer student has been granted an Associate of Arts degree from an accredited college. (Credit for "D's" is accepted in this instance if such grades

are an integral part of the Associate of Arts degree.)

Many specialized courses do not transfer to the University of Northern Colorado.

Any college work earned more than 15 years prior to the time the baccalaureate degree is granted at the University of Northern Colorado may be applicable toward a degree at the discretion of the major and minor departments.

*Previous grade point averages are used for admission purposes only and are not carried forward to the student's academic record at the University of Northern Colorado. The student will begin a new University of Northern Colorado grade point average which will not be combined with any previous grade point average earned.*

The University of Northern Colorado allows no transfer of credit from non-accredited colleges and universities outside the State of Colorado.

Transfer of credit may be allowed transfer students from non-accredited institutions of higher learning in Colorado if these institutions have been rated "C" or above in the Report of Credit Given by Educational Institutions, American Association of Collegiate Registrars and Admission Officers. This acceptance will be individually determined in accordance with existing policies of the University of Northern Colorado.

Transcripts from other colleges and universities that contain credit necessary for completion of degree requirements at the University of Northern Colorado must be received by the University prior to the quarter of graduation.

**Credit for Military Service School Experience.** Certain credit may be awarded to veterans of military service who have attended military service schools. This credit is evaluated by the Office of Admissions according to suggested guidelines by the American Council on Education.

**Transfer Procedures.** File with the Office of Admissions, the University of Northern Colorado (a) An Application for Admission, and (b) Two official transcripts of all credits earned at other colleges and universities.

The application must be accompanied by a \$10.00 transcript and evaluation fee. This fee is non-refundable.

In order to insure an evaluation for admission, these materials must normally be sent to the Office of Admissions, the University of Northern Colorado, 30 days in advance of the quarter for which the transfer student wishes to enroll. Individuals are encouraged to submit applications as early as possible, since enrollments may be limited because of UNC's capped enrollment. Necessary forms may be obtained from the Office of Admissions, and the letter of inquiry should state specifically that the student is an undergraduate transfer student. (*Graduate students: Please consult the Graduate Catalog for details concerning graduate students.*)

**Transfer Student Admissions Timetable.** All applications and two official transcripts from each college or university attended

must normally be filed 30 days prior to the quarter for which the transfer student wishes to enroll. Individuals are encouraged to submit applications as early as possible, since enrollments may be limited due to UNC's capped enrollment. The application must be accompanied by a \$10.00 transcript and evaluation fee, which is non-refundable. *All undergraduate students whether full- or part-time, must make application for admission and be officially admitted in order to take course work. There is no "unclassified" or "special student" status for undergraduate students.*

**International Students.** English Proficiency: The Test of English as a Foreign Language (TOEFL) is required by the University of Northern Colorado for all students with a native language other than English. The TOEFL test is given periodically at testing centers throughout the world. Arrangements to take this test can be made by writing to the following address:

Test of English as a Foreign Language  
Educational Testing Service  
Princeton, New Jersey, U.S.A. 08540

The application for admission and all credentials including the TOEFL score, must be mailed in time to reach the University of Northern Colorado no later than 90 days prior to registration day. Individuals are encouraged to submit applications as early as possible, since foreign enrollments may be curtailed because of limited facilities.

**Medical Examination.** Prior to final admission and following a medical examination by a qualified practitioner, a student shall submit to the Student Health Service of the University a health report in a form which is acceptable to the staff of the Student Health Service indicating the health status of the student. Such information is necessary to provide better medical care while attending the University, to insure the health of others in the community and to assist the student in progressing toward his educational goals.

**Additional Admission Requirements to Programs.** Some programs require previous experience, course work, or different procedures prior to acceptance into those programs. Students should consult the appropriate department or the program description located between page 24 and 61 in this catalog.

**Personal and Social Qualities.** A student seeking admission to the University of Northern Colorado is expected to possess personal and social qualities befitting the curriculum he or she wishes to study, in keeping with the objectives and traditions of the university, and desirable for the vocation he or she plans to enter. After admission to the university, the student is expected to develop and express these qualities in the classroom, at social and athletic events, in residence, and in community affairs both on and off campus.

A student is expected to have such speech skills as will enable that person to progress satisfactorily in the chosen curriculum and to perform adequately when in a later vocation.

## Registrar and Records

The Office of Registrar and Records is responsible for student registrations (including program changes), graduation checks (initiated by students when they have accumulated 135 quarter hours of credit), classification of students for tuition purposes, maintenance of student records (including transcript production), and class scheduling. The Office is located in Frasier 123.

**Academic Credit.** The normal undergraduate course load for a quarter is 15 hours of academic credit. During the Early and Pre-registration period, students may register for a maximum of 18 academic credit hours. During registration and ending with the last day for adding courses, students who have 2.75 or higher cumulative grade point average may enroll for additional hours with approval from the office of the Dean of Students or the Student Services Center. Students who carry an overload (in excess of 18 academic credit hours) will be required to pay a non-refundable tuition surcharge on a per credit hour basis. It is recommended that students desiring to take more than 18 hours seek prior departmental academic counseling. Students who have less than a 2.75 cumulative grade point average may not take in excess of 18 academic hours.

All credit toward graduation is computed in "quarter credit hours." The term "one quarter hour" means a course is offered for one hour, one day a week through a quarter of approximately ten weeks.

Courses offered during Fall, Winter, Spring and Summer quarters will carry the credit designated in the catalog. Students may register for "No Credit," however, they must pay the appropriate tuition and fees. No audit or visitors cards are issued.

**Grading System.** Alphabetical grades are used: "A" indicates superior work; "B" indicates work above average; "C" indicates average work; "D" indicates work below average, but passing; "F" indicates failure. Other marks used are "I" incomplete; "W" approved withdrawal; "UW" unapproved withdrawal. The work to remove an "I" is to be completed and the official grade change card received in the Records Office by the last day of the succeeding quarter of attendance, which must occur within one year of assignment of the grade. If the process has not been completed within the time limitation, the "I" remains on the record and is computed as an "F" in the student's grade average. "NR" indicates no report and means that the coursework has not been completed. A grade of "S" or "U" indicates satisfactory or unsatisfactory work. The grade of "UW" is not computed in the student's grade average.

No student's grade can be changed after the first two weeks of the quarter following the receipt of the original grade by the Records Office.

**Course Numbers.** The course numbers are divided into three groups:

1. Lower Division: (a) 100 level courses for freshman students (b) 200 level courses

for sophomore students.

2. Upper Division: 300-499 level courses for junior and senior students.

3. Graduate Division: 500-700 are graduate courses. (a) Qualified juniors and seniors may be admitted to 500 level courses by special permission; (b) *No undergraduates may be admitted to 600 or 700 level courses.*

Courses using department prefixes or ID prefix numbered 198, 298, 398, 498, 598, 698, or 798 are new or experimental courses which have been approved through proper university procedures but on which action was not completed in time for publication in the current catalog. The course will be designated by title and a course description will be published in the subsequent catalog under the appropriate department with a different assigned number. Cross reference may be made by checking identical titles. Distinction of each course will be made by title as is the case for designating workshops.

All academic departments will maintain files of course descriptions for courses ending "98".

**Course Work May Count for Next Degree.** Students in the last quarter of academic study for one degree may register for graduate courses which are in excess of the requirements for that degree when application for admission to the next higher degree program has been filed prior to the final quarter. If a student is admitted, he or she *must* complete a Petition to Count Work on the Next Higher Degree in the quarter *prior* to enrolling in the course(s). Students will be held for final examinations in the courses taken for the next higher degree.

**Late Enrollment.** No student will be permitted to enroll in a course after the first week of the Fall, Winter, Spring and Summer quarters.

**Schedule Changes.** Students may change their schedule by the drop-add procedure at the Records Office. No classes may be added to a student's schedule after the add deadline posted in the schedule of classes.

**Schedule of Classes.** The university publishes a Schedule of Classes which lists courses being offered during Fall, Winter and Spring Quarters. Courses offered in the Summer Quarter are listed in the Summer Bulletin.

**Withdrawal from Class.** When a student registers for a class, the student is considered to be a member of that class. If the student should wish to withdraw from the class, he or she must first obtain a withdrawal form from the Records Office and obtain the signature of the faculty member teaching the class. If the faculty member refuses to sign the withdrawal form, the student should contact the Dean of Students Office or the Student Services Center. The last day to withdraw from a course is the mid-point of the course. Withdrawal deadlines for each quarter are posted in the Schedule of Classes.

A faculty member *may withdraw* a student who does not attend the first two class meetings. It is the student's responsibility to notify the instructor if he or she cannot



attend the first two meetings. *Since not all instructors will exercise this option, a student cannot rely on this process to be withdrawn from a class.*

**Complete Withdrawal from the University.** A student may make a complete withdrawal from the university through the close of the quarter. Students who wish to completely withdraw from school during the quarter must initiate and complete the withdrawal in the Dean of Students Office in Frasier Hall or the Student Services Center in the University Center. Faculty members and their offices must also have official notification of the withdrawal. Students who make a complete withdrawal from the university will be charged a withdrawal fee through the end of the 4th week of the quarter. After such time, a student will be assessed full tuition and fees without refund. Please refer to the Fees and Expenses section, page 21. Financial Aid Students who withdraw from the University of Northern Colorado during an academic term for which they received aid, may be required to repay to the Financial Aid Account amounts equivalent to the proportion of the remainder of the academic term left to be completed upon withdrawal from the university.

**Class Status.** A student is a freshman until he or she has successfully completed 45 quarter hours of credit, and is a sophomore after successfully completing 45 quarter hours of credit until he or she has successfully completed 90 quarter hours of course credit. A student is a junior after successfully completing 90 quarter hours of credit until he or she has successfully completed 135 quarter hours of credit. A senior is a student who has successfully completed 135 quarter hours until graduated with a baccalaureate degree. When applying for a student teaching assignment, a student must have a cumulative grade point average of 2.30.

**Credit by Examination.** The University of Northern Colorado offers hour credit and/or course exemption by examination for certain courses designated by the various departments. The university recognizes the College Entrance Examination Board's Advanced Placement Program, the College Level-Examination Program (CLEP), and offers the opportunity to challenge certain general education courses on the campus. Successful challenges provide exemption from courses, but the awarding of credit for specific courses is at the option of the school or department.

No student may challenge by examination a course for which he or she is enrolled or registered. A student may only challenge by examination once unless approval is granted by the dean of the school or college in which the course is offered. Information regarding credit by examination may be obtained by writing to the Office of Admissions. Score reports should be forwarded to the Office of Admissions for evaluation. A fee is charged for each examination given. Credit by examination is administered at the Counseling Center located in Gray Hall.

**Proficiency Examinations.** Proficiency examinations in certain required courses in a student's major or minor may be taken to determine whether or not the student may be excused from these courses and in some cases to provide evidence for teacher certification.

**Individual Studies.** Individual studies are available in most disciplines. This type of study involves a great amount of self-directed study on the part of the individual student under the guidance of an instructor.

The following policies concerning registration apply:

1. The study must be limited to four hours per quarter.

2. The approved ID/IS registration form used may be obtained in the Registrar's Office. The applicant must have the approval evidenced by signature of the instructor who will direct the study, the student's adviser, and the department chairman of the department in which the study is to be done. It is suggested that students consult their instructor prior to the day of registration.

**Residence Requirements.** At least 45 quarter hours of credit must be earned in courses taken on the campus at Greeley to meet the minimum residence requirement for an undergraduate degree including some work in the major field to be determined by the college, school or department. Course work taken off the campus, both correspondence and off-campus courses, cannot be counted as residence credit in meeting the requirement of 45 quarter hours of credit which must be earned in classes on the University of Northern Colorado campus. In addition, 30 of the last 45 credit hours of a degree program must be earned while enrolled in on-campus courses at the University of Northern Colorado.

### Release of Student Information

The University has designated the following information as "directory information" under 348(a)(5)(B) of the Family Educational Rights and Privacy Act of 1974. Directory information concerning students at the University will be released during the current school year (Fall through Summer) *without the prior consent of the student* as permitted by law unless within ten (10) days after registration a student has notified the Registrar's Office, located in Frasier Hall, Room 123, that such information should not be released without his or her consent. This notification must be made each year during which the student is registered. "Directory information" at the University of Northern Colorado is as follows: (a) name, address, and phone listing; (b) date and place of birth; (c) major field of study; (d) participation in officially recognized activities and sports; (e) dates of attendance; (f) degrees and awards received; (g) all recent previous educational agencies or institutions attended; and (h) weight and height of members of athletic teams.

### Graduation Requirements

1. A student must meet the General

Education Requirements, Professional Education (if applicable), major and minor requirements as required by the academic schools or departments of the university.

2. A student must have earned 180 quarter hours of credit.

3. A student must have minimum residence of 45 quarter hours on the University of Northern Colorado campus. In addition, 30 of the last 45 credit hours of a degree program must be earned in on-campus courses at the University of Northern Colorado.

4. Forty-five quarter hours of correspondence and/or extension courses from the University of Northern Colorado and/or any other institution is the maximum that will be accepted toward graduation. All correspondence courses and/or transfer work must be completed, received, graded, and recorded prior to the quarter of graduation.

5. Transcripts from all colleges and universities that contain credit necessary for completion of degree requirements must be received by the Registrar prior to the quarter of graduation.

6. A student must have a University of Northern Colorado cumulative grade point average of at least 2.00 the quarter before graduation. Graduation from a teacher education program requires a University of Northern Colorado cumulative grade point average of at least 2.30

7. The student must apply for graduation, and the application be processed and evaluated by the Registrar's Office and the major and minor schools or departments. Application for graduation must be made upon completion of 135 quarter hours of academic credit applicable to the degree from the University of Northern Colorado. No applications for graduation will be accepted after 4:00 p.m. Friday of the second week of the quarter in which the student expects to graduate.

8. The university catalog used on first classification may be used for a period of six years. After six years students must re-apply for graduation, have their records re-evaluated and must meet all requirements in the current catalog.

9. Requirements for graduation are checked in accordance with the requirements in one particular university catalog — that is, a student may not choose a major from one catalog and a minor from another catalog.

10. Participation in Graduation Exercises is a requirement for graduation. It is compulsory for all graduating students to participate in Graduation Exercises unless formally excused. Graduating students may obtain forms in the Registrars Office for requesting an excuse from Graduation Exercises.

11. Any college work earned more than 15 years prior to the time the baccalaureate degree is granted at the University of Northern Colorado *may* be applicable toward a degree at the discretion of the major and minor departments.

12. It is the student's obligation to keep the Registrars Office informed at all times of any change in graduation plans, such as,

change in the proposed quarter of graduation after the application was filed or change of address.

**Second Baccalaureate Degree.** To qualify for a second baccalaureate degree, students must complete at least three additional quarters of academic work, with a minimum of 45 quarter hours taken after the first degree has been completed. Students must maintain an average of "C" (2.00) or better in the courses taken for the second baccalaureate in order to receive the degree. Students with questions concerning a second baccalaureate degree should confer with the Registrar, Director of Admissions, and/or the Chairman of the Department in which the degree will be taken.

### Bachelor's Degree Requirements

All students pursuing work for the bachelor's degree must complete satisfactorily 1) at least 60 quarter hours of courses designated as general education and 2) all courses required by the school or department in which a student elects a major or minor. (See specific major and minor program requirements.) In addition, students may select other courses to meet the minimum requirements for graduation of 180 quarter hours. A faculty adviser from the department of the student's major subject is assigned to assist in program planning.

### Financial Aids

The University of Northern Colorado offers a wide variety of financial aids for deserving and needy students. These awards are designed to assist needy students in meeting the financial requirements of their education.

The availability of financial assistance is subject to the financial resources available to the university.

All students seeking financial assistance are required to submit an ACT Family Financial Statement (FFS). The FFS must be mailed to American College Testing Program in Iowa City. The deadline date for receipt of the processed FFS from ACT in Iowa City is March 31. Applications received after March 31 will be considered late applications and will be processed pending availability of funds. Due to processing time of the FFS in Iowa City, the student should complete the ACT FFS prior to the end of February to insure that the processed FFS is received by the Aid Office prior to the March 31 deadline.

**Loans**The university participates in the National direct Student Loan Program, Federally Insured Student Loan Program, Nursing Student Loan Program for full-time students enrolled in the School of Nursing, and its own Short-Term Loan Program. Loan applicants must show financial need and at least average academic potential. Address all inquiries to the Director of Financial Aid, University of Northern Colorado.

**Employment.** Federal and State College Work-Study program awards are available to qualified students for on-campus employment. In order to determine eligibility,

students are required to submit the ACT Family Financial Statement. The University rate of pay is based on the minimum wage law, with consideration given to types of skills required on the job.

Students desiring part-time employment, other than work-study, must obtain a work permit from the Office of Financial Aid before they can accept employment in any area of the university.

The university also endeavors to assist students in securing off-campus employment. Off-campus hours and rates are determined by the individual employer.

**Grants.** All students who submit the ACT Family Financial Statement form are considered for Federally-Funded Supplemental Educational Opportunity Grants. These grants are available to students who demonstrate a high degree of financial need and may be renewable up to four years, provided that financial need continues to be documented and the student makes normal academic progress.

Any Colorado resident student admitted to or attending the University of Northern Colorado who has a documented need is eligible to be considered for a Colorado State Grant.

**Withdrawal Repayment.** Students who withdraw from the University of Northern Colorado during an academic term for which they have received financial aid, may be required to repay to the Financial Aid Account, amounts equivalent to the proportion of the remainder of the academic term left to be completed upon withdrawal from the university.

Additional information available upon request from the Financial Aids Office.

### Awards and Scholarships

**Eleanor S. and Alma J. Dickerson Scholarship.** This fund was established by Dr. Oliver M. Dickerson, Professor Emeritus of History and Political Science and former Chairman of the Division of Social Studies at the University of Northern Colorado, to assist worthy students during their senior year in the field of social sciences. Two scholarships will be awarded each year and may provide a stipend of \$500 each. Qualified recipients of the scholarships will be chosen by the Scholarship Committee on the basis of scholastic achievement, personality and promise of future growth.

**Jule Statton Doubenmier Scholarship Fund.** This fund was established by his many friends as a memorial to J. S. "Dobby" Doubenmier, former professor of physical education at the University of Northern Colorado and the director of intramural athletics. The Scholarship Committee of the University selects the man or woman to receive the scholarship for each school year. The scholarship is normally awarded to an upperclassman who has been enrolled in the university for at least one year.

**Agnes Wood Garnsey Memorial Scholarship.** The American Association of University Women, Greeley Branch, has established a memorial to Agnes Wood Garnsey in the form of an annual scholarship.

The scholarship in the amount of \$150 a year is granted to a worthy junior woman for use during her senior year. The recipient is chosen by the University of Northern Colorado Scholarship Committee on the basis of scholarship, leadership, and service to the university.

**Marvin E. George Memorial Fund.** This Memorial Fund has been established by the Greeley Elks Chorus and friends of Marvin E. George, former professor of music at the University of Northern Colorado. This fund provides financial aid to a meritorious upperclassman enrolled as a music education major at the University of Northern Colorado. The money can be used for tuition, fees, books, materials, room and board, and/or personal expenses while attending the University of Northern Colorado. Applications should be made to the Dean, School of Music, the University of Northern Colorado.

**Pearl Beaver Gleason Scholarship Fund.** This fund was established by the wills of Mr. and Mrs. Halton H. Friend in memory of Mrs. Friend's mother, to assist each year a deserving and distinguished young undergraduate woman in teacher education. The scholarship may provide a stipend up to \$1,000 to be used for tuition, fees, books and materials, room and board, and/or personal expenses while attending the University of Northern Colorado. Applications must be directed to the Director of Financial Aid, University of Northern Colorado, prior to March 15 for the following academic year. The scholarship is awarded to a Colorado resident whose father is deceased.

**Lyman B. Graybeal Student Teaching Scholarship Fund.** This fund has been established by Lyman B. Graybeal, the University of Northern Colorado Professor Emeritus of Education, former head of Secondary Education and Director of Student Teaching, and the late Grace Graybeal, to assist student teachers. Officials of the university will select one or more student teachers each year.

**Kenneth J. Hansen Memorial Scholarship.** A fund has been established by his friends and family in memory of Kenneth J. Hansen, former professor and head of the Department of Business Education at the University of Northern Colorado. The Scholarship Committee selects annually a deserving upperclassman who has been enrolled in the university for at least a year. The award is to be used at the University of Northern Colorado and preference is given to a student majoring in business education.

**House of Neighborly Service Scholarship.** The House of Neighborly Service Fund has been established as a trust fund, the income of which is to be used to assist a Spanish-American student at the University of Northern Colorado who is a resident of Weld County. The scholarship will be granted on an annual basis as income from the trust fund is available.

**Walter D. Humphrey Memorial Scholarship.** Friends of the late Walter D. Humphrey, a graduate of the University of Northern Colorado and for many years a

teacher and principal in the Denver Public Schools, have established a scholarship in his honor. Income from funds will be used for the scholarship for a student interested in entering the teaching profession. Preference will be given to students who are Denver residents.

**Helen MacCracken Scholarship.** A fund has been established by Mrs. Helen MacCracken, a former professor of science at the University of Northern Colorado, to provide financial aid to a meritorious student enrolled at the University of Northern Colorado studying elementary science education. Inquiries should be made to the Associate Dean, Arts and Sciences, the University of Northern Colorado.

**Della B. McDonald Memorial Scholarship.** This fund was established by the will of Della B. McDonald, a long time resident of the city of Greeley. It provides that the income from the Trust Fund be used as scholarships to assist deserving students attending the University of Northern Colorado.

**Miriam Mitchell Memorial Scholarship Fund.** The Miriam Mitchell Memorial Scholarship Fund was established by the will of Miriam Mitchell to assist deserving young women who are resident citizens of the State of Colorado to defray the expenses of attending the University of Northern Colorado. A number of scholarships are awarded annually from this fund, and a recipient may qualify for each year she is attending the university as a full-time undergraduate student. Normally, a scholarship is not awarded before the sophomore year.

**Carl G. Melander Vocal Scholarship Award.** A fund was established as a memorial to Carl G. Melander, former professor of music at the University of Northern Colorado. This fund provides for private instruction in singing for deserving and talented young singers. Recipients are chosen by the voice faculty of the School of Music, and the instruction is given by a member of the School of Music faculty.

**Mary A. Morrison Scholarship Fund.** This fund was established by family and friends of Mary A. Morrison, a retired Greeley teacher. The scholarship is awarded to an incoming Spanish-surnamed freshman student pursuing a degree in education. The recipient will be selected on the basis of need and high probability of success in completing the requirements for a teaching certificate. The scholarship is to cover the cost of fees for the freshman year.

**Emily C. Newman Scholarship Fund.** This fund was established by the will of Emily C. Newman, pioneer homesteader and teacher in northern Colorado. It provides financial assistance to well-qualified and deserving freshman applicants from Weld and Morgan counties, Colorado.

**Nursing Scholarship Program.** The University of Northern Colorado has been approved as a participant in the Nursing Scholarship Program. These scholarships are awarded on the basis of financial need, and a recipient may receive a maximum of \$2,000

for a school year.

**Edward M. and Agnes S. Nusbaum Memorial Scholarship.** This fund was established by Dr. Jesse L. Nusbaum in the name of his parents to serve the institution's need in connection with students who especially merit some financial assistance for their educational needs.

**Roof Memorial Scholarship.** The Roof Memorial Scholarship assists deserving men and women students to defray expenses of attending the University of Northern Colorado. A number of scholarships are awarded annually from the income of this fund. The recipients must be full-time undergraduate students. Normally awards are not made before the sophomore year.

**Tony D. Vaughan Memorial Scholarship.** This fund was established to assist special education majors during their junior or senior year. Selection of the recipient is made by the Scholarship Committee, with recommendations from the School of Special Education and Rehabilitation.

**John S. Welling Scholarship.** A fund was established by his friends and family in memory of John S. Welling, former professor of social sciences at the University of Northern Colorado. The Scholarship Committee annually selects a deserving sophomore student who is majoring in social science. The award is to be used for expenses at the University of Northern Colorado.

**Air Force ROTC University Scholarship Program.** The Air Force ROTC offers a number of scholarships to selected students. These scholarships are available to well-qualified students. Benefits include full tuition, laboratory expenses, incidental fees, and an allowance for books. In addition, the scholarship provides \$100 each month in non-taxable subsistence allowance.

Applicants are selected on the basis of qualifying test scores, quality of their academic work, extracurricular activities, a medical evaluation, and a rating by a board of Air Force officers.

Once awarded a scholarship, a cadet continues on scholarship status until graduation and commissioning unless he falls below qualifying standards (i.e., a freshman awarded a grant would normally remain on grant status for the full four years of his undergraduate college work).

A scholarship recipient incurs no additional active duty obligation.

All inquiries should be directed to the Chairman, Department of Aerospace Studies.

**Alpha Delta Kappa Scholarship.** This fund was established by the Colorado Alpha Delta Kappa Sorority and the local Alpha Delta Kappa Chapters to assist deserving Junior, Senior, or Graduate women who are residents of the State of Colorado, maintaining at least a 3.0 grade average, and preparing for a career in teaching.

## Housing

The University of Northern Colorado provides a variety of housing accommodations for students. On-campus

accommodations are provided for approximately 3,150 single students in 14 residence halls. There are twelve specially designed rooms in Harrison Hall for disabled students. Ninety-eight university-owned furnished apartments are provided for married students on an annual basis. Summer Quarter usage of residence hall facilities provides an additional 280 units for families.

**Residence Requirements in Brief.** Any undergraduate student enrolled is subject to the university housing regulations, including the summer.

All freshman students must live in university residence halls for their first academic year with the following exceptions:

1. Students commuting from parents or guardians' homes.
2. Married students.

If you have special needs in conflict with this university requirement, write to the Director of Housing, Gordon Hall, Greeley, Colorado 80639. This letter should include the student's name, Social Security number, and detailed information regarding the reasons for the request to which the Director of Housing may respond.

The freshman residency requirement is consistent with the philosophy which views a student's living environment as an important part of personal and academic development. For students on campus, the residence hall program attempts to provide the support and guidance necessary to maximize successful adjustment to the university community. Together with the combined efforts of residence hall staff, faculty, other university staff, and the individual student, the university attempts to provide a climate conducive to the accomplishments of a student's educational objectives.

**Residence Halls.** The housing staff at the University of Northern Colorado strives to provide comfortable, wholesome, pleasant living conditions, healthy and appealing food, and an opportunity to enhance the educational experience of students who live in the residence halls. Group living in a university setting is a unique learning experience. Interaction with people from other geographical areas, ethnic groups and religions provides an opportunity to broaden one's perspective of life. Further, the opportunity, in a secure setting, to compare one's own life style and values with those of other individuals and groups is a vital element in the maturation process of every student. Most rooms are designed for two students. They are fully furnished, including blankets, drapes, and bed linens. Students may add to their room furnishings with small belongings from home. All residence halls have recreation rooms, lounges, study areas, cleaning equipment, personal laundry facilities and ironing boards. (Students provide their own personal linens, towels, and irons.)

**Residence Hall Regulations.** Regulations applicable to residence hall living attempt to provide ample opportunity for personal growth and self-discipline. Group living requires certain guidelines that apply to

all and students are involved to a large measure in determining the local regulations by which residents will live.

Students are not required to maintain hours. After closing hours (11:00 p.m.), residence halls are accessible through night clerks.

**Staff.** A professionally-trained staff is provided in each residence hall to assist students. The Resident Advisor is a graduate student chosen through a detailed selection process, and is trained in the areas of administration, counseling, facilitation, advising, and referral. The Student Assistant is an upperclass student who has been carefully chosen to work with students based on leadership ability, a successful academic record, and a desire to assist fellow students.

**Residence Hall Student Government.** The resident hall student government structure functions on two levels in an attempt to assess and meet the needs of the residents on campus. First, every residence hall council is comprised of representatives from each floor living unit and deal with not only the issues, policies and projects, but also with social, educational, and cultural programming according to the needs and interests of students in the halls. Secondly, each residence hall also sends representatives to the master level student government, the Inter-Residence Hall Council (IRHC) and its two sub-committees, the Developmental Programming Council (DPC) and the Hall Improvements Committee (HIC). These three groups serve as coordination agents to unite the efforts of the fourteen residence halls on campus.

**Food Service.** Meals prepared in each dining hall are served cafeteria style. University food staff plan menus which give proper emphasis on nutrition, quality and quantity. At least two choices of main courses, salads and desserts are offered at noon and evening meals. Special diets or menus are not provided. Three meals a day are served Monday through Saturday. Two meals (breakfast and dinner) are served on Sundays and official university holidays. No refunds are made for meals missed. Additional servings are available at all meals on most items.

**Contracts.** Each reservation and assignment in all residence halls is available only on a contract basis for the school year (Fall, Winter and Spring Quarters), or for the remaining portions of the school year for students entering after the beginning of Fall Quarter. Separate contracts for Summer Quarter housing are available. Room reservations for the next school year are made at the end of winter term for students already on campus who wish to return to the residence halls. In all except the apartment-type halls (Turner and Lawrenson Halls), room and meals are included. Apartment hall residents as well as students living off-campus may contract individually for meals at adjacent dining facilities on either a full or partial board plan. Separate meal contracts are for one quarter and may be renewed each quarter.

Generally, *students are not permitted to*

*terminate a contract unless they withdraw from the university or become married after entering the contractual agreement. The contract is binding throughout the full academic year. In exceptional cases, where a student's circumstances have radically changed after entering the contract, the student may petition the Assistant Director of Housing in their area for release. Obligations to the terms and conditions of the contract do not terminate until the university has officially approved a petition for release from the contract.*

**Application for Housing.** Address the Housing Office, Gordon Hall, when applying for any type of on-campus housing. A deposit of \$50 must be advanced with the contract to confirm a reservation. If it is decided not to attend the University of Northern Colorado, and a written statement is received by the Housing Office to that effect, the policy in regard to housing deposit refunds is as follows:

A \$25 refund will be made to academic year applicants who cancel their housing contract on or before August 15. Applicants who contract during the year starting with the Winter, Spring, or Summer Quarters are subject to the cancellation deadline dates below:

November 15 (for Winter Quarter applicants)

February 15 (for Spring Quarter applicants)

May 15 (for Summer Quarter applicants)

Notice received after these dates in each quarter or no notice to forego attendance at the university results in a full forfeiture of the deposit. A housing deposit for a student who is assigned to university housing will be held during all consecutive reservation periods and the full period of residence. The deposit will be refunded by mail, when all monies owed to the university are paid and the contract fulfilled, approximately 60 days after termination of campus residence.

**Rates.** Rates are established on a room and board basis and vary slightly depending upon hall location and size of room. Changes are authorized by the UNC Board of Trustees. The university reserves the right to change rates prior to the beginning of any academic quarter.

**Married Student Housing.** There are 98 university-owned two-bedroom furnished apartments available for students who are married and have no more than two children. These units are located at 508 17th Street and 509 18th Street.

**Off-Campus Housing.** The Off-Campus Renters Information Service provides bulletin board assistance in obtaining available facilities in the Greeley area. Current listings of private rooms, apartments, houses, mobile homes, and rentals to share are posted daily at the office in the University Center. Students are also encouraged to contact local newspapers for assistance. The university does not inspect nor approve off-campus housing. It is expected that landlords who list with the Renters Information Service will abide by the Colorado Fair Housing Act of 1959.

The Off-Campus Renters Information

Service also provides assistance and referral in student landlord/tenant disputes. General renter information and publications are also available. Students will derive the most benefit by using these services before they rent and before signing any lease or contract. Prospective UNC students are welcome to write, or call (303) 351-2172, for information. A visit to the Greeley area prior to enrollment is strongly encouraged to complete a housing search in time for the beginning of the academic year.

## Dean of Students

The area of responsibilities in the Dean of Students Office involves student development; general areas of student problems; policy investigation and student life; group advising; individual counseling; administration of disabled students program; administration of academic standards; administration of new student orientation program; and cooperative programming with other administrative, faculty, and student groups. The Dean of Students Office does not approve student absences.

## Academic Freedom, Rights and Responsibilities of Students.

Policies and Procedures have been established which reflect the university's concern for student freedom, rights, and responsibilities. Essentially, students can expect protection of freedom of expression, protection against improper disclosure and beliefs and associations, protection against improper academic evaluation, and protection of the student's right to due process in academic and disciplinary proceedings. The students can also expect to be held responsible for their performance and conduct in the classroom, on the campus, and in the community.

For further information, students may obtain a copy of the *Academic Freedom, Rights and Responsibilities of Students* document from the offices of the Dean of Students, Student Services Center, or Campus Ombudsman.

## Citizenship Standards

University of Northern Colorado Students neither gain nor lose any of the rights or responsibilities of other citizens by virtue of their student status. They are subject to the same federal, state, and local laws as non-students, and they are the beneficiaries of the same safeguards of individual rights as non-students.

Students have equivalent responsibility with the faculty for study and learning and for conducting themselves with academic integrity in a manner compatible with the university's function as an educational institution. The university expects its students, as well as its faculty and staff, to respect the rights and privileges of other people and their freedom to teach and to learn without disruption.

Specific rights, responsibilities and codes of conduct are listed in the following

university documents: Administrative Handbook; Student Handbook; Statement of Academic Freedom, Rights and Responsibilities of Students; Residence Hall Contract and Handbook; and Statement of Vehicle Regulations. Information concerning student rights and responsibilities are communicated through administrative, faculty and/or student committees, groups and organizations of the university community by meetings, publications and contracts. It is the student's obligation to conduct himself or herself as a responsible citizen and to abide by the university's stated rules and regulations. In developing responsible student conduct, counseling, guidance, and admonition, as well as disciplinary proceedings, are used. Student conduct involving minor infractions of university regulations will subject the student to disciplining probationary action by the university. Student conduct involving major infractions of university regulations may subject the student to suspension or expulsion from the institution.

### Student Services Center

Located in Room 206 of the University Center, the Student Services Center is a multi-purpose agency designed to provide many of the functions of Student Services Divisions in one central facility. It is an information center; a place to go when you don't know where to go. It is a problem-solving center, serving faculty as well as students. It is an academic-advising center for all undeclared students. It is a materials-distribution center, handling most of the forms and materials of other campus offices. In addition, it is a processing center for forms such as drop and add, change of major and change of address.

**Preface.** UNC's new student orientation program, Preface is also administered out of the Student Services Center. Newly accepted students receive information and assistance geared towards facilitating the entrance of the student into the university community. Summer orientation/pre-registration sessions provide the new student with academic advising and pre-registration for fall quarter. Students who will be residing on campus are afforded the opportunity to participate in Housing orientations, to include overnight accommodations in a residence hall on the evening preceding each summer session date. All information regarding orientation will be mailed to new students via a Preface Newsletter.

### Scholastic Standards

**Academic Advising.** It is the firm expectation that all students at the university will work with faculty members in defining and developing their academic programs. While some academic departments do not require their students to obtain advisement prior to each quarter's registration, all faculty of the university are expected to be available to advise students.

Students should check with the chairman of their department to be assigned a faculty adviser. Students who have not yet declared

a major should contact the Student Services Center, located in the University Center, to be assigned to an adviser.

**Attendance.** Regular attendance in all classes will be assumed and encouraged. The instructor will determine the relationship between class attendance and the objective of the class and the way in which he or she will evaluate attendance as a factor in the achievement of the student. A student may be withdrawn by the instructor if that student does not attend the first two class meetings. Any requests for absence from class must be arranged between the instructor and student.

The instructor has the responsibility to inform students of policies as these policies relate to the students' grades. The student also has the responsibility of knowing the policies in each course.

**Computing Grade Averages.** Prior to September, 1966, the university computed grades on a five-point system. After the above date, grades are computed on a four-point system. Each of the letters of the marking system has a numerical value. The letter "A" has a value of four (4) points; "B" has a value of three (3) points; "C" has a value of two (2) points; "D" has a value of one (1) point; and no points are given for an "F" or a "TF". If all the student's marks were "Cs", he or she would have a grade point average of 2.00. If one-half of his or her marks were "Cs", and the other half "Ds", the numerical value of his or her grade average would be 1.50. A grade of "S" does not carry any points nor is such a grade computed in the grade point average. However, the credit hours do count toward credits earned. In order to compute a grade point average, divide the total number of hours attempted into the total number of honor points.

### Recognition of Academic Excellence

**Dean's List of Distinction.** A student may be placed on the Dean's List of Distinction by carrying a minimum of 12 hours and achieving a 3.75 or above grade point average for each quarter of the academic year (Fall, Winter, and Spring). *Cumulative grade point averages are not considered.*

**Dean's Honor Roll.** A student may be placed on the Dean's Honor Roll by carrying a minimum of 12 hours and achieving between a 3.50 and 3.74 grade point average for each quarter of the academic year (Fall, Winter, and Spring). *Cumulative grade point averages are not considered.*

**Graduation with Honors.** A student may be graduated with honors on the basis of his or her cumulative grade point average as calculated the quarter preceding graduation.

To be considered for honors based on a cumulative grade point average, a student must have completed 75 quarter hours of credit at the University of Northern Colorado prior to the quarter of graduation. The GPA's will be designated as follows:

1. The top two percent of the graduating class: *Summa Cum Laude*
2. The next two percent of the graduating class: *Magna Cum Laude*

3. The next two percent of the graduating class: *Cum Laude*

**Academic Standing.** The scholastic standing of all students is computed on the basis of courses attempted at this university only. For determining scholarship rank in the awarding of honors, the honor point system is used. The honor point average is a quotient obtained by dividing the total number of honor points earned by the total number of hours attempted (that is, those for which grades of "A", "B", "C", "D", "F" are recorded). All grades earned by a student at the University of Northern Colorado become a permanent part of the student's academic record and are computed in the cumulative average. If a student repeats a course previously taken at the University of Northern Colorado, both the first and second grade received remain on the record and are computed in the cumulative average.

An undergraduate either currently or formerly enrolled is either:

1. In good standing
2. On probation
3. Suspended

"Good standing" signifies that the student is eligible to return and continue his or her studies at the University of Northern Colorado. It covers good standing in respect to both grades and conduct.

"Probation" is an intermediate status between good standing and suspension or dismissal and refers to any student whose university achievement does not meet scholastic conditions as set forth on the following pages.

Academic probation is meant to be a warning to the student and is not intended as a penalty. No notation is made on the official transcript.

"Suspended" represents an involuntary separation of the student from the university. It implies and may state a time limit when a student's return is acceptable.

**Regulations Governing Academic Probation and Dismissal.** A student will be placed on academic probation if that student fails to attain the designated quarter or cumulative average within the following classifications:

For students with fewer than 90 quarter hours of credit (including transfer credit): Freshman students are required to maintain a cumulative grade point average of 1.50 during the freshman year and attain a 1.75 cumulative grade point average by the close of the freshman year. A freshman student achieving less than 1.75 in any quarter will be placed on academic probation for the succeeding quarter. Any freshman student attaining less than 1.50 in any quarter or less than 1.75 at the end of the freshman year may be suspended.

Sophomore students are required to maintain a minimum cumulative grade point average of 1.75 during the sophomore year and must attain a cumulative grade point average of 2.00 by the close of their sophomore year. A sophomore achieving less than 2.00 in any quarter will be placed on academic probation for the succeeding quarter. Any sophomore attaining less than



1.75 in any quarter or less than 2.00 at the close of the sophomore year may be suspended.

Junior or senior students will be placed on academic probation whenever their cumulative or quarterly average is less than 2.00 based on the courses taken at this university. Any junior or senior student attaining less than 1.75 in a quarter or less than 2.00 cumulative during the junior and senior year may be suspended.

**Academic Suspension.** Academic suspension may result in the failure to remove probationary status or in the failure to attain or maintain the minimum quarterly or cumulative grade average as listed in the preceding paragraphs.

A student placed on academic suspension may not enroll at the University of Northern Colorado without approval of the Committee on Scholastic Standing. Such students may not seek such approval until after the lapse of one academic quarter, not including summer quarter.

**Readmission of Students Who Have Been Dismissed for Academic Reasons.** A student who has been required to withdraw from the university for academic reasons and is petitioning for readmission must account definitely for the expenditure of the time in a profitable way since leaving the university and should give good reasons for believing that he or she will improve upon the previous record if readmitted. Such a student is not eligible to be considered for readmission until after the lapse of a least one quarter, not counting the summer quarter. Petition for readmission must be made in writing to the Associate Dean of Students, the University of Northern Colorado. This is a letter of petition, not a formal application for readmission. A student who has attended another institution(s) since enrollment at the University of Northern Colorado must furnish an official transcript from each institution attended.

**Academic Appeals Board.** The purpose of the Academic Appeals Board is to provide the student with easily implemented means for appealing any academic decision which he or she considers unwarranted or capricious. Before initiating these procedures, and between any of the appeals steps outlined below, the student may and is encouraged to seek advice from his or her academic adviser or from any of the Deans in the Dean of Students Office, the Student Services Center, or the University Ombudsman.

It is further recommended that prior to submitting an appeal to the Academic Appeals Board an attempt at mediation between student and instructor be pursued with the aid and advice of the university ombudsman. It is assumed at this stage the ombudsman could serve as an impartial third party.

**Procedure:**

**Step 1 —** The student who has a specific academic problem should first discuss such a problem with the instructor of the class where the problem originated.

**Step 2 —** If the student does not feel that

the initial conference with the instructor has resolved the problem, he or she should then request a conference with the instructor's Department Chairman. (If the instructor involved is the Department Chairman, the student should schedule the Step 2 conference with the instructor's Academic Dean.) In matters concerning departmental policy, the student should take his or her problem directly to the Department Chairman.

**Step 3 —** If the student is not satisfied with the results of step 2 conference, he or she may appeal the case to the Academic Appeals Board, filing a written request for a hearing through the office of the Vice-President for Academic Services.

### Resources for Disabled Students

The Office of Resources for Disabled Students provides assistance to the physically disabled in their pursuit of higher education. The various resources available through this office include counseling, tutors, attendants, readers, a Learning Laboratory, an adapted van, and job readiness skills training.

Counseling is provided on a one-to-one basis and in small groups for pre-admission assistance, academic concerns, and personal needs. The Learning Laboratory has equipment available such as a Visual-Tek to magnify printed matter, tape recorders, loaner wheelchairs, a battery charger, and study areas. A van equipped with a wheelchair lift is available to provide transportation to and from the university and between classes. The office assists disabled students in arranging for attendant care, tutors, readers, and/or interpreters. The Department of Recreation coordinates an adapted recreation program which includes such sports as swimming, wheelchair basketball, archery, bowling, track events, and skiing.

### The Department of Public Safety

The Department of Public Safety is the University Law Enforcement Agency. It is staffed by full-time, certified professional Peace Officers. The Department handles all traffic, with the exception of parking, on campus, and investigates criminal incidents that occur on campus. The Department conducts crime prevention information programs. It is responsible for providing a safe and secure environment for the university community and provides a wide range of services to the student, faculty, and staff. Among these services are administering University Lost and Found, providing engraving tools to identify personal items, transporting sick and injured students when feasible, a limited escort service to female students, and conducting security surveys of off-campus housing.

The Department is operational 24 hours a day and will respond to all calls for service or assistance. It also serves as the University Information Center. Emergencies and all criminal incidents should be promptly reported to the Department by calling 351-2245 or 351-2345 (emergency number).

## Counseling Center

Counseling services are available free of charge for all students of the university. Well qualified counseling psychologists provide assistance to students in dealing with a wide variety of problems.

In our complex society, students are beset by many situations which may require the thoughtful and understanding consideration of a counselor. Concerns commonly discussed by students who come to the Counseling Center include: 1) Personal problems, 2) academic planning, 3) career planning, 4) marriage counseling, 5) personality and vocational test data, and 6) study skills problems.

The Center's staff also sponsor encounter and personal growth groups, life planning seminars, test and speech anxiety reduction programs, Career Planning Workshops, Assertive Training, 48-hour Weekend Marathons, Relaxation Groups, and others as requested.

The Counseling Center is the institutional testing center for CLEP, ACT, SAT, GRE, GED, Miller Analogies, and the UNC department challenge program. *All Counseling Center files are confidential.*

Students in need of immediate assistance can usually see a counselor within a few minutes, but making an appointment assures the student of being seen at a particular time. The Counseling Center is located in Gray 103. Phone: 351-2496.

## Health Services

**Student Health Services.** A program of health services is available for the purpose of meeting health needs and promoting optimum health which in turn, facilitates the students' progress toward educational and career goals. This is accomplished by providing medical and mental health services, preventive medicine, health education and counseling, and access to and coordination with local medical facilities within the limits of available resources. All full-time students currently enrolled in the university (10 hours or more) have paid full health services fees and are entitled to receive all of the health services during the term in which they are enrolled. Part-time students have paid a partial health fee and are eligible to receive a portion of the available health services. A brief description of the program is as follows: The Student Health Center (On-Campus Outpatient Clinic) provides an initial source of help for any student who has a known or suspected health problem. Examples of benefits provided are services by physicians, mental health professionals, registered nurses, first aid, immunizations, and administration of allergy medications. A supplemental off-campus program of medical services is available through a contract with the Weld County Medical Society which include office calls and diagnostic laboratory services within the terms of the contract.

**Student Health Insurance Plan.** A health

insurance plan is provided for all students registered for ten (10) hours or more. Enrollment is automatic (Fall, Winter & Spring only) and the premium is included in Student Fees. The main provisions of this basic plan are primary coverage for accidents and sicknesses including benefits for hospital room and board, outpatient laboratory and x-ray, surgical procedures, doctor's visits in-hospital, etc. within the terms of the policy. Enrolled students may also purchase this insurance for eligible dependents upon request during the week of registration. Students have an option to waive the Student Insurance if proof of current enrollment in a comparable accident/sickness insurance plan can be shown. Proof consists of a letter from the insurance company, insurance agent, or employer. This letter must show the name of the insurance company and address; policy number, if available; student's name; and current coverage. A letter from the policyholder (person paying the premium) showing the above information will also be accepted at the time a waiver is requested. To complete the waiver process, the student must present the above information to Student Health Center during registration or in the Student Health Center the first week of the quarter and sign the "Waiver of Student Health Insurance" form. *This must be completed before the deadline date of 12 Noon on the last day to add classes. Petitions for late waivers may be considered on an individual basis until the last day of fee payment week. After this date, no additional waivers will be made.*

A complete description of the services available at the student Health Center and a summary of the insurance plan including the waiver process are listed in the Student Health Service and Insurance brochure. Copies are made available at registration. Additionally, they can be obtained by contacting the Student Health Center.

## Center for Human Enrichment

The Center for Human Enrichment (CHE) is a supportive services program designed for incoming freshman and sophomore students. An outgrowth of the university's concern for the admission, retention, and graduation of all capable students, the program provides intensive and individualized services in the following areas: academic advising; personal counseling; career guidance; tutorial services; academic development classes (reading, writing, math, and study skills); university orientation; and special interest classes (personal growth and assertive training).

Students are eligible for CHE if they meet several of the following criteria:

1. Have academic need, as verified through high school transcripts, (GPA and class rank) and ACT scores.
2. Have financial need, as determined by HEW Office of Education income guidelines.
3. Have potential for success in post-

secondary education.

4. Come from an environment characterized by severe rural isolation.

Program participants are referred by the Office of Admissions, although individual student requests for services are welcomed. The Center is located in Candelaria Hall, Room 225.

## University Center

The University Center is more than just a building; it's a staff of many people offering a variety of services and activities for the entire university community. Besides lounges and study areas throughout the building, the University Center offers a Recreation Area, Food Services, Bookstore, Copy Center, Music Lounge, Patio Art Gallery, Information Desk and meeting room facilities. The University Center also houses the Activities Area, Visitors Center, Student Services Center, Faculty Senate Office and a variety of Student Government Offices and services.

## Student Visitation Center

The Visitors Center is located in the University Center and is staffed by a coordinator and two new student relation officers. The Visitors Center provides the following services: A complete array of university publications and program information on display; drop-in and scheduled individual and group tour services; provides referral services to other university offices, faculty and staff; conference/convention planning and coordination; Visitation Day and Parent's Day program planning and coordination.

## Student Activities

All campus organizations must apply each year through the Associate students to the Dean of Student's Office for charter approval.

When organizations are recognized through the chartering process, facilities of the campus designated for such purposes may be used by the groups.

**Student Activities Office.** The Student Activities Office acts as the primary coordinator of "activities outside the classroom." The office and Student Activities Area are administered by the University Program Coordinator.

The Student Activities Area includes offices of Associated Students government, University Program Council, Black Student Union, United Mexican-American Students, Book Exchange, Mirror, Legal Counsel, CoPIRG, student magazines, and the Student Services Center. Services include mailboxes and storage space for student organizations; free manual typewriter and ditto machine usage; and display case space scheduling. A Student Activities Area Sign Shop provides poster and publicity service to University individuals/groups for modest fees.

**University Program Council.** The

University Program Council is the primary student programming group on campus. Operating through a committee system, students present a schedule of activities of an educational, social, recreational, or entertaining nature. Program committee areas include films, leisure activities, lectures, concerts, residence hall programs, art exhibits, cultural arts, minority programs, and publicity. The organization also works with the approximately forty student clubs/organizations in presenting special interest activities. Membership is open to all students through an application process.

**Student Government.** Student government and activities on the campus are administered by the members of the Associated Students under the sponsorship of the Dean of Students Office.

Membership in the Associated Students entitles students to attend most cultural, social, dramatic and athletic events at a reduced charge. Facilities of the University Center are available to all members.

**Athletics.** The intercollegiate athletic activities of the university are governed by a Board of Athletic Control on which both students and faculty are represented. Intercollegiate athletic programs are scheduled in football, basketball, baseball, cross country, field and track, wrestling, swimming, gymnastics, tennis and golf. Competition is afforded with women from other colleges in basketball, volleyball, track and field, field hockey, softball, tennis, golf, gymnastics, and swimming. Gunter Hall, Butler-Hancock Hall, Jackson Field, and the Holmes Campus athletic fields afford the facilities for the major indoor and outdoor sports.

The university is a member of the National Collegiate Athletic Association, and is bound by the rules of that body in governing eligibility of athletics and the conduct of students at or in connection with athletic events.

**Intramural programs.** The intramural programs for men and women are important offerings of the School of Health, Physical Education and Recreation. These programs are open to all students with a wide variety of team, individual, and dual sports on a competitive yet informal and voluntary basis. It is hoped that all students will take advantage of the opportunity to actively participate in these programs. Indoor and outdoor facilities are made available for evening and weekend recreational use by students.

**Forensics.** Students have an opportunity to participate in a comprehensive program for intercollegiate debate and individual events. The university is a member of the Colorado-Wyoming Forensic Association and has the Colorado Beta Chapter of Pi Kappa Delta, national forensic society. Under faculty supervision, students participate in regional and national programs and contests.

**Publications.** Interested students have an opportunity for expression in two student publications; the *Mirror* (a tri-weekly newspaper) and the *Colorado North Review* (a general interest and literary magazine).

**Clubs and Honorary Fraternities.** Each school or college of the university sponsors honorary fraternities and clubs of various types which are of special interest to students majoring or minoring in the school or college. These organizations provide an opportunity for students and faculty members to become better acquainted.

Qualified students are eligible to become members of numerous honorary and service fraternities. Organizations open to both men and women include:

Alpha Psi Omega, national drama fraternity;

Gamma Theta Upsilon, national geography honorary;

Lambda Sigma Tau, national science fraternity;

\*Phi Sigma Iota, national foreign language fraternity;

\*Phi Alpha Theta, national history fraternity;

Phi Mu Alpha Sinfonia, national music fraternity;

Pi Kappa Delta, national forensic fraternity;

\*Pi Omega Pi, national business education

fraternity;

Kappa Delta Pi, national education fraternity;

Delta Pi Epsilon, national business education fraternity (Alpha, Alpha chapter);

Pi Mu Epsilon, national math fraternity.

The following honorary and service fraternities are for men:

Arnold Air Society, honorary AFROTC society;

Epsilon Pi Tau, national honorary fraternity in industrial arts;

Kappa Kappa Psi, national band fraternity;

Phi Delta Kappa, national professional education fraternity.

Women's honorary and service organizations include:

Angel Flight, national service auxiliary of Arnold Air Society;

Chandelle, junior women's honorary;

Delta Omicron, national music fraternity;

Mortar Board, senior women's honor society;

Pi Lambda Theta, national education fraternity;

Spur, national service fraternity;

Tau Beta Sigma, national band fraternity;

Theta Pi Theta, home economics honorary.

**Social Organizations.** At the University of Northern Colorado there are eleven social sororities and nine social fraternities.

Sororities are: Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta, Alpha Phi, Alpha Sigma Alpha, Delta Zeta, Sigma Kappa, Sigma Gamma Rho, Sigma Sigma Sigma, Alpha Kappa Alpha, and Delta Sigma Theta.

Fraternities are: Alpha Zeta Omega, Lambda Chi Alpha, Sigma Alpha Epsilon, Sigma Chi, Sigma Phi Epsilon, Tau Kappa Epsilon, Theta Xi, Phi Beta Sigma, and Omega Psi Phi.

All students are eligible for pledging once they have matriculated. To be eligible for initiation, students must maintain at least a 2.0 cumulative grade point average.

\*Members of the Association of College Honor Societies.

Panhellenic Council, composed of two representatives from each sorority, functions as the coordinating agent for its respective groups, governing pledging and initiation and maintaining a high plane of inter-sorority relations on the campus. The council sponsors several awards to the member organizations including awards for high scholastic achievement. All of the fraternities on campus have representation in the Interfraternity Council which acts as an organizational body for fraternity activities. The Greek Council, composed of the presidents of each fraternity and sorority, is the coordinating agent among the Greeks. It fosters cooperation among the Greeks and sponsors total Greek activity.

**Religious Program.** The university emphasizes the values of a religious life and encourages students to attend churches of their choice. Greeley is noted as a city of churches. Most denominations are represented by an active church. There are several student religious groups on the campus, including an ecumenical campus ministry located at the Agape House at 2204 11th Avenue.

## Placement

The Placement Center is located in Carter Hall, Room 401, and provides service to the student, the employer, and the university. A file of credentials can be established for graduating seniors, alumni, and for students who have a college degree and completed course work at our university. Enrollment is not required, but highly recommended.

Employment is not guaranteed. University students and Placement Center enrollees are offered counseling service and other assistance which will aid the candidate in reaching a career decision based on a full appreciation of individual potential. Included in our facilities are seven private rooms for personal interviewing and a library section which contains files of materials relating to vacancies and prospective employers.

## Veterans

Students with military service should contact the UNC Office of Veterans' Affairs to establish eligibility for state and federal veterans' benefits. Two photocopies of separation papers (DD-214) are usually required. Servicemen's dependents receiving VA benefits should also see the Veterans Affairs Office.

**Important:** VA regulations require students who withdraw from a course to report their last date of attendance immediately to the Veterans' Affairs Office. The VA will not consider a student to have made satisfactory academic progress under the GI Bill when the student fails or withdraws from all courses undertaken when enrolled in two or more courses.

## Campus Ombudsman

The Office of the Campus Ombudsman has been created to act as an independent and an impartial channel through which any member of the academic community may express grievances, complaints, or problems which seemingly have not been addressed or reconciled within the existing university structures. The functions of the Ombudsman, depending on the circumstances and clarification of problem issues, research and investigation, mediation, and facilitation of policy development and change.

Although the Ombudsman assumes no actual authority to alter or reverse decisions, his independence and impartiality, coupled with the privilege of free inquiry, provides for a viable, informal, and personal approach to problem solving.

If you are unsure as to which office are designed to deal with your problem or if you feel that the existing university structures have not responded to your needs, you are encouraged to contact the Campus Ombudsman by calling 351-2889 or by writing to the Ombudsman, c/o University of Northern Colorado, Greeley, Colorado 80639.

## Performing Arts

The Little Theatre of the Rockies, the Opera Theatre and the Dance Program present a wide variety of programs in theatre, musical theatre, and dance during the academic year. All students may audition and/or participate in all production activities by attending tryouts, held at the beginning of each quarter. For Fall Quarter auditions in theatre see the general tryout information under the degree program in the Department of Theatre Arts. For further information call the Performing Arts box office: 351-2200.

Qualified students are eligible to participate in the university choirs, bands, orchestra, small ensembles and the Greeley Philharmonic Orchestra. During the academic year, the School of Music presents special programs. For further information call the School of Music: 351-2678.

## Speech/Language Pathology and Audiology Clinics

As good speech/language and hearing are considered necessary for the preparation of future professionals in all fields, the Speech/Language Pathology and Audiology Clinics provide assessment and treatment services for the students and faculty of this university.

The Speech/Language Pathology and Audiology Clinics are fully accredited for the provision of professional services by the American Boards of Examiners in Speech Pathology and Audiology of the American Speech and Hearing Association. The Speech/Language Pathology Clinic located in



Bishop-Lehr Hall, Room 147, provides compete assessment and treatment services for the wide range of speech/language problems which are found within the general categories of articulation, voice, stuttering and language. Services available do not include teaching English as a second language. For further information, please call 351-2012.

The Audiology Clinic, located in McKee Hall, Room 58, provides a full range of services for the assessment of hearing disorders and (re)habilitation treatment for those who possess hearing loss. Services include standard hearing assessment, all special hearing tests for site of lesion, hearing aid evaluations, hearing aid analysis, speechreading/auditory training, counseling regarding hearing impairment, noise measurement and evaluation, ear protection from noise, and other such services. For further information, please call 351-2734.

## Libraries

The main University Library is located on the Darrell Holmes Campus and provides the materials and services necessary for student and faculty research and study.

The Library materials collection, comprised of a total of over 1,200,000 units, or approximately 471,000 volume equivalents, is housed largely in the Michener Library.

The Library holdings contain representative collections of literature in the fields of knowledge taught at the university; also, bound periodicals, government documents, pamphlets and reference materials in the variety formats, such as print, microforms, filmstrips, slides, maps, phono records and tapes, braille writing, videotapes and cassettes.

The stacks are open to all students and other patrons; individual and group study facilities are located in or near all stack areas.

UNC students, with proper identification, may borrow books from any state-supported college or university in Colorado, and the University of Denver. Students borrowing from these colleges are bound by the regulations of the lending institutions.

The Educational Information Service, a computerized retrieval service, is available at the Reference Service Desk. Interlibrary Loan Services, also part of the Reference Department, borrows library materials for our students which are not readily available in our Library.

The Multi-media Services, located on the lower level of the Michener Library, are composed of: Microforms Reading and Storage; the Educational Resources Center, which contains educational materials such as textbooks, curriculum guides, and testing materials for the student who is preparing to teach; a special Reserve Book Facility and Reading Area; and Services to the Handicapped.

The Music Library is located in Carter Hall 307. Selected library volumes, including music reference materials, together with

music recordings, scores, and listening equipment are available.

The Laboratory School Library (K-6 and 7-12) is located in Bishop-Lehr Hall. The best of children's and young adult literature has been gathered in approximately 16,100 volumes, together with other learning media, for the Laboratory School student and faculty use. College students preparing to teach also find this facility and its collection an important resource.

Tours and special instruction in library use are available on request.

## Media Services

Assistance to faculty in the location, acquisition, production, duplication, and utilization of educational media materials and equipment is available from the Educational Materials Services (EMS) office, located in the Michener Library, L171 South.

In addition to film rental services, EMS maintains a permanent library of films, videotapes, and other media materials, and is the central coordinating agency for all audio-visual equipment on the UNC campus.

A professional staff and facilities are available for the original production and/or duplication of audio-visual teaching materials including television programs, tape/slide programs, audio tape materials, and graphic art materials including overhead transparencies.

An engineering staff is available for maintenance of audio-visual equipment and consultation on design and installation of audio-visual equipment and consultation on design and installation of audio-visual equipment and systems.

In cooperation with the Department of Educational Media, EMS offers consultant services for all faculty on the design, development, and utilization of Educational technology systems and devices.

EMS must approve all departmental requests for audio-visual type equipment and materials prior to purchase.

## Bureau of Business and Public Research

The bureau's primary mission is to provide research and consultative services to business and government organizations. It has been officially designated by the U.S. Department of Commerce as a Census Summary Tape Processing Center and has assumed responsibility for establishing and coordinating the development of a regional planning data depository for the northern Colorado area.

## Insurance Institute

The function of the Insurance Institute is to formulate insurance courses and other insurance programs in cooperation with the School of Business and insurance industry

and to act as coordinator of these courses and programs. Special emphasis is placed on undergraduate work in insurance and on in-service training for insurance industry personnel in academic work leading to advanced professional designations and general seminars for professional improvement.

# Fees and Expenses

All rates quoted below are subject to a provision that the university reserves the right to change tuition, fees and other charges without notice. As with all state-supported institutions, the tuition rates are affected by legislative action which may not be finalized until late spring of any given year. Note. The State of Colorado is considering a uniform hourly tuition assessment policy which, if put into practice in the Summer of 1979, might result in a per credit hour tuition charge which would differ from the estimated schedule shown below.

Revised information concerning tuition and fees may be available prior to registration. Contact the Office of Student Services, University Center, University of Northern Colorado, Greeley, Colorado 80639. (303) 351-2796.

TUITION (Effective June 1, 1979)	1979-80 Colorado Resident Under-graduate Graduate	
	9 Credit Hours or Less, Tuition per Credit Hour	\$ 18
10-18 Credit Hours (full-time)	183	192
Tuition per Credit Hour for each Credit Hour above 18	12	13

	Non-Resident of Colorado	
	9 Credit Hours or Less, Tuition per Credit Hour	80
10-18 Credit Hours (full-time)	803	840
Tuition per Credit Hour for each Credit Hour above 18	54	56
	50	53

ESTIMATED FEES (a)	All Students ACAD. YR.	Sum. 1979
9 Credit Hours or Less, Fees per Credit Hour	\$ 4.00	5.00
10 or more Credit Hours		16.33
University Fees	26.33	26.00
Student Fees	13.26	13:50
Health Services Fees	11.91	14:00
Health Insurance (b)	33.90	29.00
Total	85.40	82.50
COPIRG FEE (Optional, All Quarters)	\$ 1.50	
		Health Ins. Apr. - 30.50 2.00

(a) University, Student, and Health Services Fees are committed for the support of student activities programs, the Student Health Center, and Associated Student Government. No part of these fees is remitted to those students who may not desire to make use of any or all of the privileges provided. Students will receive a Certificate of Registration upon completion of step 3 of the registration process. This Certificate of Registration will be required for university events. Student Services Fees for full-time Summer students may be set at a rate lower than the academic year.

(b) Health Insurance coverage is required for all students who register for ten academic hours or more each quarter, *except summer*. Details of this coverage may be obtained from the Student Health Center. Students who are currently enrolled in a comparable health and accident program may request a waiver of the UNC student health insurance plan. For information regarding this waiver procedure see the student health program description on page 18 of this catalog.

The right of a student to classification as a resident for tuition payment purposes in a state institution of higher education is determined under State Law Title 23, Article 7, Colorado Revised Statutes 1973, as amended. Administrative procedures fix status *before or at the time of registration*. If, following a registration, the status conferred on a student is questioned for revision, appeal may be made during the first five days of classes on a specific form and the case will be reviewed by the University Committee on Residence Status. The determination by the committee following the review is final. All matters concerning residency status rulings shall be filed with the Office of the Registrar, where referrals will appropriately be made to the University Committee on Residence Status.

**Incidental Extra Fees Applicable Under Specified Conditions**

Certified Statement of Issuance of Teaching Certificate and/or diploma	\$ 1.00
Change of Program: Assessed for each add-drop slip processed	2.00
Deferral Fee (based on amount deferred)	
<i>Amount Deferred</i>	<i>Amount Deferred</i>
<i>Fee</i>	<i>Fee</i>
\$ 25 - \$ 99	\$ 2.50
100 - 299	5.00
\$300 - \$499	\$ 7.50
500 & over	10.00
Late Registration Fee: Assessed for registration after scheduled registration time	5.00
Assessed for each added day of late registration	2.00

**Late Fee Payment (based on past due balance)**

<i>Amount Owed</i>	<i>Fee</i>	<i>Amount Owed</i>	<i>Fee</i>
\$ 25 - \$ 99	\$ 5.00	\$500 - 599	\$17.50
100 - 199	7.50	600 - 699	20.00
200 - 299	10.00	700 - 799	22.50
300 - 399	12.50	800 - 899	25.00
400 - 499	15.00	900 & over	27.50

Late Application for Graduation	10.00
Meal Ticket Replacement	5.00
Official Transcript of University Records, per copy	1.00
Optional Student Health Insurance Coverage Summer Quarter Only*	30.50
(If a student was not enrolled full-time — for more than nine credit hours — Spring Quarter 1979, he does not have health insurance coverage for the Summer Quarter of 1979.)	
Special Program Fees such as bowling, skiing, field trips, golf	At Cost
Special Tests by the Counseling Service	At Cost
Library Identification Card Replacement	1.00
Transcript Evaluation Fee for application for the baccalaureate and master's degrees and graduate student certification program	10.00

\*This insurance can be obtained only by requesting coverage at registration or at the Student Health Center during the first week of the quarter.

**Fees for Music Instruction**

Individual music lessons, per quarter	
Non-music majors	\$15.00
Persons not enrolled in the university or affiliated schools	25.00

**Placement Center Charges**

(The placement year begins September 1 and ends August 31)

Initial enrollment	\$15.00
Re-enrollment	15.00
First and subsequent copies of credentials mailed when applicant has not re-enrolled, per copy	2.00

**Residence Hall Charges**

Rates may be changed subject to the approval of the Board of Trustees in July 1979 to become effective Fall Quarter, 1979. Students planning to live in a residence hall for Fall Quarter will be notified during August 1979 of any rate adjustment.

1978-79  
QUARTERLY  
RATES  
PER STUDENT

**RESIDENCE HALL WITH ROOM AND BOARD**

(Occupancy: 2 persons per room)

Harrison	\$510.00
McCowen, Wilson, Wiebking	505.00
Belford, Tobey-Kendel, Sabin, Snyder	490.00
Cross, Hadden, Hays, Troxel	485.00

**RESIDENCE HALLS, APARTMENT STYLE, WITHOUT BOARD**

(Occupancy: 4 persons per apartment)

Turner Hall	\$245.00
Lawrenson Hall	280.00

Board service only is available at the residence halls on a quarterly contract basis for students living in Turner Hall, Lawrenson Hall or off campus.

1978-79  
MONTHLY RATES  
PER FAMILY

**FAMILY FACILITIES**

Student Family Apartments, East Campus leased on 12-month contract (includes furnishings & utilities)	\$155.00
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Additional family facilities, including furnishings and utilities, are available in Lawrenson hall Summer Quarter only and are limited to the student and three (3) dependents per family.

**Policy on Reassessment, Refunds and Withdrawals**

Adjustments in tuition or fees, are permitted after registration only under specified conditions. A change in a course of study which results in a change of registered hours during the period ending with the last day for adding classes will result in a reassessment of tuition and fees. Tuition and fees will not be adjusted after the last day for adding classes.

For information regarding the procedure for withdrawal from the university, refer to page 13 of this catalog. To be eligible for a refund of any kind upon withdrawal from school the student must present a formal, approved Notice of Withdrawal and Program Change Form(s) (Drop Slip) at the Cashier's Office. Refunds are not prorated; rather, they are made in terms of the policy statements below and the resident halls lease.

Refunds allowed against paid tuition and student services fees upon withdrawal are provided as follows:

On programs of nine credit hours or less, the student will be assessed a \$15 withdrawal fee if withdrawal occurs during the first week of the term, \$30 if withdrawal occurs during the second week, \$45 if withdrawal occurs during the third week, and \$60 if withdrawal occurs during the fourth week. If the total tuition and fees is less than the withdrawal fee, the lesser amount will be charged. If the student withdraws after the fourth week of the term, the student will be required to pay the full amount of tuition and student services fees.

On programs of ten or more credit hours, the student will be assessed a \$25 withdrawal fee if withdrawal occurs during the first week of the term, \$50 if withdrawal occurs during the second week, \$75 if withdrawal occurs during the third week, and \$100 if withdrawal occurs during the fourth week. If the student withdraws after the fourth week of the term, the student will be required to pay the full amount of tuition and student services fees.

Refunds allowed against assessed quarterly board and room charges, apartment rentals, and the Housing Deposit are permitted under the terms of the housing lease. The Housing Office, when consulted at withdrawal, will provide information on the computations applied.

Incidental fees and health insurance are not refunded for any cause at anytime.

## Payment of Student Accounts

Any student who enrolls in the university is responsible for the payment of tuition, fees, housing, food service, or any other charges and should be *prepared to pay the full amount at the beginning of the term.*

Each student's financial obligation to the university must be paid prior to the end of the fifth day of classes before registration is considered final (step 4 of the registration process). This payment is to be completed at the Cashier's Office in Frasier Hall through one of the following methods or combination thereof: 1) Payment in full, 2) Payment through financial aid, 3) Payment through the deferral plan of at least 50 percent of the total bill plus a deferral fee on the unpaid balance as shown on page 22, or 4) Payment by a sponsor (not financial aid).

Two additional statements of account will be mailed to the student's local address if any additional charges are incurred. Every student is required to notify the Registrar's Office promptly of any change in his or her local address or permanent mailing address.

A student with a past due financial obligation to the university is subject to a late payment charge as indicated in the list of fees shown on page 22.

The university will not register a student, release a diploma, provide a transcript, nor provide placement services or other university services to any student or former student who has any financial obligation to the university (other than a loan not yet due).

Any student who presents to the university a check that is not accepted for payment by the bank, because of insufficiency of funds, nonexistence of an account, or other reasons for which the student is responsible, is charged a fee of \$8. A notice of this fee and the amount of the "bad check" placed on the student's account is mailed to his or her local address or to his or her permanent mailing address. A "bad check" presented in payment of tuition, fees, and housing charges will be considered as a nonpayment and may result in withdrawal of a student's enrollment.

Botany major-LA  
 Business Administration minor-LA  
 Business Administration-LA  
*(emphasis on Accounting)*  
 Business Administration major-LA  
*(emphasis in Finance)*  
 Business Administration major-LA  
*(emphasis in General)*  
 Business Administration major-LA  
*(emphasis in Insurance)*  
 Business Administration major-LA  
*(emphasis in Small Business Management)*  
 Business Administration major-LA  
*(emphasis in Management Adm.)*  
 Business Administration major-LA  
*(emphasis in Management Info. Science)*  
 Business Administration major-LA  
*(emphasis in Marketing)*  
 Business Administration major-LA  
*(emphasis in Office Admin.)*  
 Business: Secretarial, two year non-degree program  
 Business Teacher Ed. major-TE  
*(emphasis in Distributive Ed.)*  
 Business Teacher Ed. major-TE  
*(emphasis in Office Education)*  
 Chemistry major-LA and TE  
 Chemistry minor-LA and TE  
 Chemistry minor for Med. Tech.-LA  
 Communication major-TE  
*(Emphasis in PTE)*  
 Communication major-LA  
*(emphasis in Human Relationship)*  
 Communication major-LA  
*(emphasis in Mass Media)*  
 Communication major-LA  
*(emphasis in Law and Public Policy)*  
 Communication major-LA  
*(emphasis in Organization)*  
 Communication minor-LA and TE  
 Communication minor for El. Ed.-TE  
 Dance Education minor-TE  
 Earth Sciences major-LA and TE  
 Earth Sciences minor-LA and TE  
 Economics major-LA  
 Economics minor-LA  
 Economics Ed. minor-TE  
 Ed. Field Experiences-non-degree program  
 Educational Media minor-TE  
 Elementary Ed. major-TE  
 Elementary Ed., Bilingual-Bicultural major-TE  
 Elementary Ed., Early Childhood major-TE  
 Elementary Science minor-TE  
 English major-LA and TE  
 English minor-LA and TE  
 Environmental Studies minor-LA  
 Fine Arts major-LA and TE  
 Fine Arts minor-LA  
 Florence Program-non-degree program  
 French major-LA and TE

*\*Students who major in teacher education programs may select a minor in either a teacher education or non-teaching area. Students who major in a non-teaching program, may pursue a minor only in non-teaching areas.*

French minor-LA and TE  
 Geography major-LA  
 Geography minor-LA  
 German major-LA and TE  
 German minor LA and TE

Gerontology major-LA  
 Health Education major-TE  
*(emphasis School Health)*  
 Health Education major-LA  
*(emphasis Community Health)*  
 Health Education minor-TE  
*(emphasis School Health)*  
 Health Education minor-LA  
*(emphasis Community Health)*  
 Health Occupations-TE  
 History major-LA and TE  
 History minor-LA and TE  
 Home Economics, Dietetics major-LA  
 Home Economics Education major-TE  
 Home Economics, Family Life and Consumer Education major-LA  
 Home Economics, Food and Nutrition major-LA  
 Home Economics, Vocational Home Economics major-TE  
 Home Economics minor-TE  
 Home Economics minor in Business-LA  
 Home Economics minor in Science-LA  
 Humanities minor-LA  
 Individualized Education Program-non-degree program  
 Industrial Arts major-LA and TE  
 Industrial Arts minor-LA and TE  
 Interdisciplinary Studies major-LA and TE  
 Journalism major-LA  
*(emphasis in News-editorial)*  
 Journalism major-TE  
*(emphasis in Teacher Ed.)*  
 Journalism major-LA  
*(emphasis in Management Relations)*  
 Journalism minor-TE  
 Junior High/Secondary School Science Major-TE  
 Mathematics major-LA and TE  
 Mathematics minor-LA and TE  
 Medical Technology major-LA  
 Mexican American Studies major-LA  
 Mexican American Studies minor-LA and TE  
 Middle School Ed. major-TE  
 Music major-LA  
*(emphasis in Instrumental)*  
 Music major-LA  
*(emphasis in Piano)*  
 Music major-LA  
*(emphasis in Theory/Composition)*  
 Music major-LA  
*(emphasis in Vocal)*  
 Music Education major-TE  
*(emphasis in Instrumental)*  
 Music Education major-TE  
*(emphasis in Vocal, Piano and General)*  
 Music/Theatre major-LA  
 Music minor-LA  
 Nursing major-LA  
 Outdoor Education, Environmental Education minor-TE  
 Philosophy major-LA  
 Philosophy minor-TE  
 Physical Education major-TE  
 Physical Education minor-TE  
*(emphasis in Coaching)*  
 Physical Education minor-TE  
*(emphasis in Secondary)*  
 Physical Education minor-TE  
*(emphasis in Elementary)*  
 Physical Education minor-TE  
 Physical Science major-TE  
 Physics major-LA and TE  
 Physics minor-LA and TE

## Undergraduate Major, Minor, and Non-Degree Programs - 1979 - 80

\*TE - Teacher Education  
 LA - Liberal Arts

Aerospace minor-LA  
 Anthropology major-LA  
 Anthropology minor-LA  
 Biological Sciences major-LA and TE  
 Biological Sciences minor-LA and TE  
 Black Studies major-LA  
 Black Studies minor-LA

- Political Science major-LA
- Political Science minor-LA
- Pre-School minor-TE
- Pre-School Ed. major-TE
- Psychology major-LA
- Psychology minor-LA and TE
- Recreation major-LA
- Rehabilitation & Related Services major-LA
- Russian minor-LA and TE
- Russian-Soviet Studies minor-LA
- School of Educational Change & Development major-LA and TE
- Social Science major-LA and TE
- Sociology major-LA
- Sociology minor-LA
- Spanish major-LA and TE
- Spanish minor-LA and TE
- Special Education major-TE  
(emphasis in Acous. Handicapped)
- Special Education major-LA and TE  
(emphasis in Audiology)
- Special Education major-TE  
(emphasis in Mental Retardation)
- Special Education major-LA  
(emphasis in Speech Pathology)
- Theatre Arts major-LA and TE
- Theatre Arts minor-LA and TE
- Voc. Teacher Education non-degree program
- Women's Studies minor-LA
- Zoology major-LA

## Aerospace Studies

Administered by the Department of Aerospace Studies

### Aerospace Studies Minor

Requirements for a minor are completion of 12 hours of the General Military Course and 18 hours of the Professional Officer Course, for a total of 30 hours.

### AFROTC Curriculum

**Four-Year.** The four-year program requires student participation in the General Military Course (GMC) and the Professional Officer Course (POC), each requiring 6 quarters. During the second year of the GMC, qualified cadets may apply for membership in the POC. Cadets selected by the Professor of Aerospace Studies (PAS) will enter the POC at the beginning of the junior year or six quarters prior to completion of their academic program. Cadets will be commissioned in the Air Force Reserve on completion of: 1) the GMC and POC, 2) a four-week Field Training Course between the sophomore and junior year, and 3) college degree requirements.

**Two-year.** The two-year program requires student participation in six academic undergraduate and/or graduate quarters concurrently with the POC. Students will compete for selection during the academic year preceding the year of entrance into the POC. Students will be commissioned in the Air Force Reserve on completion of: 1) a six-week Field Training Course during the summer prior to entering the POC, 2) the POC, 3) six quarters of undergraduate/graduate academic work, and 4) college

degree requirements. Testing information is available at the AFROTC office.

**Flight Instruction Program.** Students selected for Pilot Training receive 25 hours of flight instruction during the senior year of the POC. Students possessing a private flying license are excluded from this portion of training.

### General Military Course

The General Military Course is a two-year program open to all full-time undergraduate students. Air Force uniforms and textbooks are furnished. Veterans, Junior ROTC graduates and participants in the Civil Air Patrol may request waiver of portions of the GMC. Also, the GMC may be compressed into one year to accommodate students entering out-of-phase.

Freshman enroll in the following courses:

AS 110	U.S. Military Forces in the Contemporary World I	2
AS 111	U.S. Military Forces in the Contemporary World II	2
AS 112	U.S. Military Forces in the Contemporary World III	2

Sophomores enroll in the following courses:

AS 210	The Development Growth of Air Power I	2
AS 211	The Development Growth of Air Power II	2
AS 212	The Development Growth of Air Power III	2

### Professional Officer Course

The Professional Officer Course is a two-year program which prepares the student for active duty service as a commissioned officer in the United States Air Force Reserve. The curriculum is continually updated to include current technological developments made by the military establishment. All course instruction is student-centered. The Professor of Aerospace studies selects the most highly qualified applicants for enrollment. Corps Training is arranged within the cadet corps on an individual basis.

Required Professional Officer Courses:

AS 310	Concepts of Air Force Leadership and Management I	3
AS 311	Concepts of Air Force Leadership and Management II	3
AS 312	Concepts of Air Force Leadership and Management III	3
AS 410	Security Forces in America I	3
AS 411	Security Forces in America II	3
AS 412	Security Forces in America III	3
AS 403	Flight Instruction*	3

\*Required of all pilot trainees; however, enrollment for the ground school class is open to any interested student on a space available basis.

**Staff.** Air Force Personnel are assigned by Headquarters, United States Air Force. The Professor of Aerospace Studies (PAS) and instructional staff are officers with diversified experience.

**AFROTC College Scholarship program.** The program includes full tuition, fees, reimbursement for all required text material,

and \$100 per month. Both male and female students, in either the two-year or four-year program may qualify on a competitive basis.

## Anthropology Major

Administered by the Department of Anthropology

The Department of Anthropology offers a Liberal Arts major and minor in Anthropology. Students interested in being certified for teaching of Anthropology must take a major in Social Sciences rather than in Anthropology.

Students pursuing the B.A. degree with a major in Anthropology must plan their programs to fulfill the following requirements:

1. All General Education requirements as specified earlier in this catalog.
2. Two courses selected from each of the following areas: Cultural, Archaeology, Physical, and Theory; and one course from the area of Linguistics.
3. Electives in Anthropology chosen from any of the areas to total 48 hours credit.

	<i>Number of Required Courses</i>
I. General	0
Selected from ANT 100, 380, 472, (ANT 100 is not required for majors, but will count as 5 of the hours of electives. However, majors are strongly urged to take ANT 110, 140, and 170 early in their academic programs.)	
II. Cultural	2
Selected from 110, 120, 122, 220, 221, 222, 223, 228, 280, 281, 290, 320, 321, 322, 323, 324, 325, 327, 328, 329, 331, 335, 337, 338, 350, 381, 382, 383, 420, 421, 431.	
III. Archaeology	2
Selected from 140, 143, 240, 241, 242, 243, 244, 245, 340, 341, 342, 344, 345, 346, 347, 348, 349, 385, 386, 440, 449, 450.	
IV. Physical	2
Selected from ANT 170, 370, 371, 372, 373, 470, 471.	
V. Theory	2
Selected from ANT 284, 384, 480, 481.	
VI. Linguistics	1
Selected from ANT 360, 361.	
VII. Electives	Courses to total 48 hours
4. A further requirement of a minor or a concentration of at least 27 hours agreed upon in consultation with the adviser.	
5. Electives sufficient to complete requirements for the Bachelor of Arts degree.	

Following are the requirements for the minor:

1. One course selected from each of the following areas: Cultural, Archaeology, Physical, Theory, and Linguistics. In addition, electives in Anthropology chosen from any of the areas to total 27 hours credit.

	<i>Number of Required Courses</i>
I. General	0
Selected from ANT 100, 380, 472.	
II. Cultural	1
Selected from ANT 110, 120, 122, 220, 221, 222, 223, 228, 280, 281, 290, 320,	

321, 323, 324, 325, 327, 328, 329, 331, 335, 337, 338, 350, 381, 382, 383, 420, 421, 431.	
III. Archaeology	1
Selected from 140, 143, 240, 241, 242, 243, 244, 245, 340, 341, 342, 344, 345, 346, 347, 348, 349, 385, 386, 440, 449, 450.	
IV. Physical	1
Selected from ANT 170, 370, 371, 372, 373, 470, 471.	
V. Theory	1
Selected from ANT 284, 384, 480, 481.	
VI. Linguistics	1
Selected from ANT 360, 361.	
VII. Electives	Courses to total 27 hours

## Biological Sciences Major

Administered by the Department of Biological Sciences

Students majoring in Biological Sciences must plan their programs to fulfill the following requirements:

1. It is recommended that the student take BIO 291, Seminar in Scientific Writing. This course may be used to meet the General Education intermediate composition requirement.

2. Complete the General Education Requirements of 60 quarter hours.

3. Complete the following courses:

BIO 101 Principles of Biology	5
BIO 102 Principles of Botany	5
BIO 103 Principles of Zoology	5

4. A minimum of 10 hours in each of the prefix areas BIO, BOT and ZOO must be taken with at least one course from each category I-V.

I. Evolutionary Biology (A study of the genes and genetic changes in an organism or population).

BIO 231 Genetics	3
BIO 232 Genetics Laboratory	2
BIO 336 Evolution	3
BIO 234 Population Genetics	3

II. Interactional Biology (A study of the interactions between organisms and their environment).

BIO 241 Modifications of the Human Environment	4
BOT 340 Plant Ecology	5
ZOO 340 Animal Ecology	5
ZOO 302 Principles of Animal Behavior	4
BIO 346 Aquatic Ecology	5

III. Structural and Developmental Biology (A study of development of organisms).

BOT 323 Morphogenesis of Non-Vascular Plants	5
BOT 421 Plant Anatomy	5
ZOO 121 Human Anatomy	4
ZOO 427 Vertebrate Embryology	5
ZOO 428 Comparative Vertebrate Anatomy	5

IV. Organismal Biology (An in-depth study of a particular group of organisms with emphasis on recognition).

BIO 361 Microbiology	5
BOT 310 Plant Taxonomy	5
BOT 425 Mycology	5
ZOO 304 Ornithology	4
ZOO 316 Entomology	5
ZOO 320 Invertebrate Zoology	5
ZOO 412 General Parasitology	5
ZOO 441 Mammal and Herpetile Survey	5

V. Physiological Biology (A study of the biochemical function of cells and organisms).

BIO 350 Cell Physiology	5
BOT 350 General Plant Physiology	5
ZOO 250 Human Physiology	5

Hours credit: 60

VI. Enrichment Biology (All BIO, BOT and ZOO courses not required in categories I-V may be used for elective credit.)

Students interested in special areas of biology such as graduate work, teacher certification or other professional areas should attempt to include additional courses appropriate to their programs. Consult with your adviser.

5. A minor of 27 or more quarter hours is recommended. Chemistry, Physics, Mathematics or Earth Sciences are suggested depending upon the student's career goals. Check with adviser.

6. Three courses in each of the areas of Chemistry, Physics, and Mathematics not selected as a minor are recommended, depending upon the student's career goal.

7. Students majoring in Biological Sciences who plan to teach in the public schools must also complete 44 hours of Professional Teacher Education (including EDLS 363 and SCED 441) and one hour credit of BIO 371. The student must meet with the departmental PTE Committee for evaluation before admittance into the program. In addition, the student must plan a program which will develop knowledge and skills in chemistry, physics, earth sciences and mathematics in order to meet certification requirements.

8. Additional hours of electives to complete 180 quarter hours of academic credit required for graduation. Students interested in preparing for certain professional areas in the Biological Sciences should be prepared to include additional hours in their programs.

## Biological Sciences Minor

Following are the requirements for minor:

BIO 101 Principles of Biology	5
BIO 102 Principles of Botany	5
BIO 103 Principles of Zoology	5
*Electives	12

Hours credit: 27

\*Electives must be chosen from at least three of the categories I-V listed under the Biological Sciences major.

Minors interested in teaching Biological Sciences in secondary schools must complete the minor listed above plus additional electives to be selected with approval of the student's minor adviser to

complete 36 hours.

## Black Studies Major

Administered by the Department of Black Studies

The Black Studies Program offers a major and a minor.

Students pursuing the B.A. with a major in Black Studies must plan their program to fulfill the following requirements.

1. Meet all General Education requirements as specified earlier in this catalog.

2. Following courses in the major:

BLS 101 Crisis of Identity	3
BLS 220 Black Community Development	3
BLS 240 Dynamics of Racism	3
BLS 260 Themes in Afro-American Literature	3
BLS 228 History of the Black Man in America I	4
BLS 229 History of the Black Man in America II	4
BLS 230 History of the Black Man in America III	4
BLS 380 Education in the Black Community	3
BLS 392 Linguistic Styles of Black America	3
BLS 399 Community Study Project	1-4
BLS 495 Interpersonal Communication	3
Black Studies Electives to be selected from courses below with the approval of the Coordinator of Black Studies	11-14

Hours credit: 48

## Black Studies Electives

ID 308 Interpersonal Growth Workshop	3
BLS 322 Black Nationalism	3
BLS 340 The Black Family	3
BLS 350 Black Psychology	3
BLS 360 Rhythm and the Black Experience	3
BLS 420 Black Urban Politics	3
BLS 430 Law and the Black Community	3
BLS 460 Black Religion	3
BLS 462 Theatre of Black America	3
BLS 463 The Black Man in American Drama II: 1945 to the Present	3
BLS 464 Seminar in Black Theatre	4
BLS 465 Black Media	3
BLS 480 Black Curriculum Development	3

## Black Studies Minor

HIST 228 History of the Black Man in America I	4
HIST 229 History of the Black Man in America II	4
HIST 230 History of the Black Man in America III	4
BLS 101 Crisis of Identity	3
BLS 240 Dynamics of Racism	3
BLS 220 Black Community Development	3
BLS 399 Community Study Project	1-4

Electives selected from the following list with the approval of the Coordinator of Black Studies

Hours credit: 28

## Black Studies Minor Electives

ID 308 Interpersonal Growth Workshop	3
BLS 322 Black Nationalism	3
BLS 340 The Black Family	3

BLS 350	Black Psychology	3
BLS 360	Rhythm and the Black Experience	3
BLS 420	Black Urban Politics	3
BLS 430	Law and the Black Community	3
BLS 460	Black Religion	3
BLS 462	Theatre of Black America	3
BLS 463	The Black Man in American Drama II: 1945 to the Present	3
BLS 464	Seminar in Black Theatre	4
BLS 465	Black Media	3
BLS 480	Black Curriculum Development	3
BLS 495	Interpersonal Communication	3

## Botany Major

Administered by the Department of Biological Sciences

Students pursuing the B.A. degree with a major in Botany must plan their programs to fulfill the following requirements:

1. It is recommended that the student take BIO 291, Seminar in Scientific Writing. This course may be used to meet the General Education intermediate composition requirement.

2. Complete the General Education requirements of 60 quarter hours.

3. Take the following:

BIO 101	Principles of Biology	5
BIO 102	Principles of Botany	5
BIO 103	Principles of Zoology	5
BIO 231	Genetics	3
BIO 232	Genetics Laboratory	2
BIO 361	Microbiology	5
BOT 310	Plant Taxonomy	5
BOT 323	Morphogenesis of the Nonvascular Plants	5
BOT 340	Plant Ecology	5
BOT 350	General Plant Physiology	5
BOT 421	Plant Anatomy	5
	Electives to be selected with approval of major adviser	8
	Hours credit:	60

4. It is recommended that one minor of 27 or more quarter hours in chemistry, physics, or mathematics be included.

5. It is recommended that three courses in each of the above fields (chemistry, physics, or mathematics) not selected as a minor be included.

6. It is recommended that a foreign language be included.

7. Electives to complete 180 hours required for graduation.

## Business Administration

Administered by the School of Business

The faculty of the School of Business feels it is essential to provide students with a high quality education and employers with high quality graduates. The faculty believes it is important that students enrolling in the School of Business develop a sense of responsibility and pride of achievement. In order to meet these objectives, it is necessary that a student pursuing the B.S. degree in business satisfy the following requirements before graduation:

1. Complete the General Education requirements of 60 quarter hours.
  2. Complete the required courses listed in the Business Core plus the requirements of one of the areas of emphasis. Students may complete two areas of emphasis but must receive approval for graduation from each department.
  3. a) To graduate with a degree in business, students must maintain a 2.00 cumulative grade point average in the course work taken in the School of Business. b) Students achieving less than a 2.00 for two consecutive quarters may be denied a continuation of the business major.
  4. A student may not enroll in any Business course more than three times.
  5. A minor is not required.
- Honors.** The School of Business participates in the Honors Program. See Honors Program section of catalog.

### Business Administration Core

BUS 100	The American Business System	3
BUS 150	Principles of Management	4
BUS 180	Introduction to Business Data Processing	3
BUS 205	Business Communications	3
BUS 220	Principles of Accounting I	4
BUS 221	Principles of Accounting II	4
BUS 231	Business Law I	3
BUS 260	Marketing	4
BUS 291	Business Statistics I	5
BUS 370	Business Finance	4
ECON 100	Introductory Economics	5
ECON 102	Contemporary Economic Problems	3
MATH 115	Essentials of Mathematics I*	3
	Hours credit:	48

\*Two years of high school algebra may be substituted for MATH 115

### Emphasis in Accounting

The emphasis in accounting and the accounting department are approved under the State Accountancy Law of Colorado. Recent legislation, however, has created uncertainties as to the academic requirements for being licensed in Colorado as a Certified Public Accountant after January 1, 1983. The basic intent of the legislation is to require both a bachelor's degree and a master's degree with a business administration and accounting emphasis in each of the degrees.

Students transferring accounting courses to UNC must complete the following courses at UNC as minimum requirements to receive a Bachelor of Science Degree in Business Administration with an accounting emphasis: BUS 321, 322, 324, 420, 427, and 428.

BUS 232	Business Law II	3
BUS 233	Business Law III	3
BUS 320	Intermediate Accounting I	4
BUS 321	Intermediate Accounting II	4
BUS 322	Intermediate Accounting III	4
BUS 323	Cost and Managerial Accounting I	4
BUS 324	Cost and Managerial Accounting II	4
BUS 420	Advanced Accounting I	4
BUS 427	Auditing	4
BUS 428	Income Tax Accounting I	4

At least eight hours of additional accounting chosen from among the following:

BUS 326	Governmental and Institutional Accounting	4
BUS 421	Advanced Accounting II	4
BUS 429	Income Tax Accounting II	4
	Hours credit:	46

### Emphasis in Finance

BUS 240	Introduction to Insurance	3
BUS 292	Business Statistics II	3
BUS 320	Intermediate Accounting I or	4
BUS 323	Cost and Managerial Accounting I	4
BUS 456	Business Policies and Management	3
BUS 470	Financial Management	3
BUS 471	Investments	4
BUS 473	Commercial Bank Policies and Management	3
BUS 474	Case Problems in Financial Management	3
ECON 202	Money and Banking	5
	Nine additional hours of courses approved by adviser	9
	Hours credit:	40

### Emphasis in Insurance

BUS 240	Introduction to Insurance	3
BUS 292	Business Statistics II	3
BUS 320	Intermediate Accounting I	4
BUS 341	Life and Health Insurance	3
BUS 342	Social and Group Insurance	3
BUS 444	Property Insurance	3
BUS 445	Casualty Insurance	3
BUS 456	Business Policies and Management	3
BUS 470	Financial Management	3
	One additional course in Insurance	3
	Nine additional hours in Finance and Insurance, or other business courses with approval of adviser	9
	Hours credit:	40

### Emphasis in General Business

BUS 232	Business Law II	3
BUS 233	Business Law III	3
BUS 292	Business Statistics II	3
BUS 323	Cost and Managerial Accounting I	4
BUS 354	Human and Organizational Behavior	4
BUS 365	Marketing Strategy	4
BUS 401	Public Policy and Private Enterprise	3
BUS 456	Business Policies and Management	3
BUS 470	Financial Management	3
ECON 200	The Price System	4
	Electives in Business and/or Economics	6
	Hours credit:	40

### Emphasis in Management Administration

BUS 292	Business Statistics II	3
BUS 323	Cost and Managerial Accounting I	4
BUS 354	Human Behavior in Business	4
BUS 453	Personnel Management	4
BUS 454	Development of the Labor Movement	2
BUS 455	Collective Bargaining	3
BUS 456	Business Policies and Management	3
	One of the following:	
BUS 396	Management Science—Deterministic Models	3
BUS 397	Management Science—Probabilistic Models	3

At least 13 hours of additional course work chosen from among the following:

ECON 200	The Price system	4
ECON 350	Income and Employment Analysis	4
BUS 320	Intermediate Accounting I	4
BUS 352	Procurement	3
BUS 383	Electronic Data Processing—COBOL	3

BUS 457	Small Business Management	3	BUS 219	Shorthand Transcription	4
JOUR 380	Public Relations	3	BUS 281	Electronic Data Processing — FORTRAN	3
		Hours credit: 39			
BUS 281	Electronic Data Processing—FORTRAN	3	BUS 383	Electronics Data Processing — COBOL	3
BUS 292	Business Statistics II	3	BUS 319	Introduction to Word Processing	4
BUS 320	Intermediate Accounting I	4	BUS 452	Administrative Office Management	3
BUS 323	Cost and Managerial Accounting I	4	BUS 453	Personnel Management	4
BUS 383	Electronic Data Processing—COBOL	3	Business Electives (at 300 and 400 level)		4
BUS 385	Electronic Data Processing—Data Management	3			Hours credit: 39

BUS 388	Systems and Procedures I	3
BUS 389	Systems and Procedures II	3
BUS 396	Management Science—Deterministic Models	3
BUS 397	Management Science—Probabilistic Models	3
BUS 453	Personnel Management	4
BUS 456	Business Policies and Management	3
BUS 482	Special Topics in Management Information Systems	3
BUS 489	Computer Simulation Models	3
		Hours credit: 45

<b>Emphasis in Small Business Management</b>		
BUS 240	Introduction to Insurance	3
BUS 328	Accounting for Business Decisions	4
BUS 352	Procurement	3
BUS 354	Human and Organizational Behavior	4
BUS 357	Managing New Business Ventures	3
BUS 475	Financial Management of Small Business Firms	3
BUS 453	Personnel Management	4
BUS 457	Small Business Management	3
BUS 458	Seminar in Entrepreneurship	3
ECON 200	The Price System	4
Five additional hours of Business courses with approval of adviser		5
		Hours credit: 39

<b>Emphasis in Marketing</b>		
BUS 261	Personal Selling	3
BUS 361	Retail Management	4
BUS 362	Advertising	4
BUS 365	Marketing Strategy	3
BUS 366	Consumer Behavior	3
BUS 456	Business Policies and Management	3
BUS 460	Market Analysis and Research I	3
BUS 462	Marketing Problems	3
BUS 466	Market Analysis and Research II	3
BUS 470	Financial Management	3
Student will elect two of the following courses:		
BUS 363	Sales Management	3
BUS 364	Marketing Channels	3
BUS 461	Advertising Campaigns*	3
BUS 464	International Marketing	3
BUS 465	Seminar in Retailing	3
		Hours credit: 38

\*May be required to take BUS 463, Advertising Campaigns Lab, concurrently.

<b>Emphasis in Office Administration</b>		
BUS 112	Typewriting III	3
BUS 109	Calculators and Business Applications	2
BUS 115	Speedwriting II*	4
or		
BUS 118	Advanced Shorthand*	4
BUS 211	Office Practicum I	5
BUS 214	Records Management	3

BUS 219	Shorthand Transcription	4
BUS 281	Electronic Data Processing — FORTRAN	3
or		
BUS 383	Electronics Data Processing — COBOL	3
BUS 319	Introduction to Word Processing	4
BUS 452	Administrative Office Management	3
BUS 453	Personnel Management	4
Business Electives (at 300 and 400 level)		4
		Hours credit: 39

\*Prerequisites to these courses cannot be taken as part of the emphasis.

### Secretarial (Two-Year Non-Degree Program)

The following are required:		
BUS 100	The American Business System	3
BUS 101	Consumer Business Problems	3
BUS 109	Calculators and Business Applications	2
BUS 111	Typewriting II	3
BUS 112	Typewriting III	3
either		
BUS 114	Speedwriting I	4
BUS 115	Speedwriting II	4
BUS 219	Shorthand Transcription	4
or		
BUS 116	Beginning Gregg Shorthand	4
BUS 117	Intermediate Gregg Shorthand	4
BUS 118	Advanced Shorthand	4
BUS 219	Shorthand Transcription and	4
BUS 102	Business English	3
BUS 150	Principles of Management	4
BUS 180	Introduction to Business Data Processing	3
BUS 205	Business Communications	3
BUS 211	Office Practicum I	5
BUS 212	Office Practicum II	5
BUS 214	Records Management	3
BUS 220	Principles of Accounting I	4
BUS 231	Business Law I	3
BUS 319	Introduction to Word Processing	4
COMM 110	Communication: Public Form	3
ENG 101	Elementary Composition I	3
PSY 120	General Psychology	3
Business electives to complete a minimum of 90 quarter hours		14-18
		Hours credit: 90

### Business Administration Minor

BUS 100	The American Business System	3
BUS 150	Principles of Management	4
BUS 180	Introduction to Business Data Processing	3
BUS 205	Business Communications	3
BUS 220	Principles of Accounting I	4
BUS 221	Principles of Accounting II	4
BUS 231	Business Law I	3
BUS 260	Marketing	4
BUS 291	Business Statistics I	5
BUS 370	Business Finance	4
ECON 100	Introductory Economics	5
MATH 115	Essentials of Mathematics I*	3
		Hours credit: 45

\*Two years of high school algebra may be substituted for MATH 115.

### Business Teacher Education (Office or Distributive)

Students pursuing the B.A. degree with a

major in Business Teacher Education must plan their programs to meet the following requirements:

1. Complete the General Education requirements of 60 quarter hours.
2. Schedule a conference with an adviser from the Business Teacher Education Department as soon as the major is declared.
3. Complete the required courses listed in the Business Teacher Education Core and the required courses for the office education or distributive education emphasis, plus business, business teacher education, or vocational teacher education electives. The emphases reflect current certification requirements of the Colorado State Department of Education.
4. All grades in courses taken in the emphases must be at least a "C."
5. A student may not enroll in any business course more than three times.
6. Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that: a) Office Education majors must complete BEVE 341 (1 hr.) and BEVE 344 (1 hr.) plus either BEVE 342, BEVE 343 or BEVE 348 (1 hr. ea.) depending on specialization for a total of 3 credit hours; and EDLS 363 (2 hrs.); b) Distributive Education majors must complete BEVE 347 (4 hrs.).

The above hours are included in the PTE program.

7. Complete a minimum of five (5) varied Professional Development Experiences every calendar year.

8. Electives to complete the 180 quarter hours of academic credit required for graduation.

9. A minor is not required.

10. Most secondary schools require a vocational credential for teaching business and distributive education. Each major in Business Teacher Education should check with his/her adviser concerning current requirements for this credential. Among the requirements are: a) Approved occupational experience in the area of emphasis, b) nine quarter hours of specific vocational teacher education (VTE) courses, and c) student teaching experience with a teacher holding a valid state vocational credential.

### Business Teacher Education Core

BUS 100	The American Business System	3
BUS 150	Principles of Management	4
BUS 180	Introduction to Business Data Processing	3
BUS 205	Business Communications	3
BUS 220	Principles of Accounting I	4
BUS 221	Principles of Accounting II	4
BUS 231	Business Law I	3
BUS 260	Marketing	4
BUS 291	Business Statistics I	5
BUS 370	Business Finance	4
ECON 100	Introductory Economics	5
MATH 115	Essentials of Mathematics I*	3
		Hours credit: 45

\*Two years of high school algebra may be substituted for MATH 115.

### Emphasis in Office Education

Business Teacher Education majors



electing this emphasis must complete the Business Teacher Education major requirements, plus the following courses and a specialization in accounting or shorthand.

BUS 111	Typewriting II*	3
BUS 112	Typewriting III*	3
BUS 211	Office Practicum I	5
BUS 452	Administrative Office Management	3
BEVE 340	Introduction to Business Teaching	2
BEVE 341	Methods and Materials of Teaching Typewriting	1
BEVE 344	Methods and Materials of Teaching Basic Business Subjects	1
BEVE 451	Preparation for Teaching Vocational Office Education	3
VTE 310	Vocational Education Foundations—Seminar	3
VTE 410	Cooperative Education and Coordination Techniques	3
VTE 411	Vocational Student Organizations**	1
VTE 413	FBLA Seminar**	2
	and	
<b>Accounting Specialization</b>		
BUS 320	Intermediate Accounting I	4
BUS 321	Intermediate Accounting II	4
BUS 428	Income Tax Accounting I	4
BEVE 343	Methods and Materials of Teaching Bookkeeping	1
	or	
<b>Shorthand Specialization</b>		
BUS 116	Beginning Gregg Shorthand†	4
BUS 117	Intermediate Gregg Shorthand	4
BUS 118	Advanced Shorthand	4
BEVE 342	Methods and Materials of Teaching Shorthand	1
	Hours credit:	43

\*Prerequisites or high school typewriting substitution required.

\*\*Must be taken concurrently.

†The Speedwriting shorthand series may be substituted for Gregg.

#### Emphasis in Distributive Education

Business Teacher Education majors electing this emphasis must complete BEVE 347, Instructional Methods in Distributive Education, four (4) hours credit, in partial fulfillment of the PTE requirements in addition to all Business Teacher Education major requirements.

BUS 261	Personal Selling	3
BUS 361	Retail Management	4
BUS 362	Advertising	3
BUS 365	Marketing Strategy	4
BUS —	(Marketing Emphasis course as elective)	3-4
BEVE 345	Organization and Administration of Distributive Education	3
BEVE 360	Teaching Retail Operations and Merchandising	2
BEVE 365	Teaching Wholesale and Service Occupations	2
BEVE 460	Curriculum Development in Distributive Education	3
VTE 310	Vocational Education Foundations — Seminar	3
VTE 410	Cooperative Education and Coordination Techniques	3
VTE 411	Vocational Student Organizations*	1
VTE 412	DECA Seminar*	2
	Hours credit:	36-37

\*Must be taken concurrently.

## Chemistry Major

Administered by the Department of Chemistry

### Chemistry Major: Liberal Arts

Students pursuing the B.A. degree with a major in Chemistry must include the following courses in their programs:

1. General Education as specified earlier in this catalog.		
2. Courses in the major:		
CHEM 104	Principles of Chemistry I	5
	or	
CHEM 106	Principles of Chemistry IA	5
CHEM 105	Principles of Chemistry II	5
	or	
CHEM 107	Principles of Chemistry IIA	5
CHEM 111	Qualitative Analysis	5
CHEM 302	Inorganic Chemistry I	3
CHEM 311	Quantitative Analysis I	5
CHEM 332	Organic Chemistry I	5
CHEM 333	Organic Chemistry II	5
CHEM 334	Organic Chemistry III	5
CHEM 335	Advanced Laboratory in Organic Chemistry	1
CHEM 390	Chemical Literature	1
CHEM 402	Inorganic Chemistry II	3
CHEM 403	Laboratory in Inorganic Chemistry	1
CHEM 414	Instrumental Methods of Analysis	5
CHEM 431	Organic Qualitative Analysis	3
CHEM 451	Physical Chemistry I	4
CHEM 452	Physical Chemistry II	4
CHEM 453	Physical Chemistry III	4
CHEM 454	Physical Chemistry I Laboratory	1
CHEM 455	Physical Chemistry II Laboratory	1
CHEM 456	Physical Chemistry III Laboratory	1
	Hours credit:	67

3. Mathematics including 130, 131, 132, and 133.

4. PHYS 265, 266, and 267.

5. ENG 101, CHEM 291, COMM 110, or the equivalent.

6. One year of foreign language (preferably German) is recommended.

7. Electives to complete requirements for graduation.

Those students planning a career in chemistry should familiarize themselves with the professional training requirements of the American Chemical Society. These requirements will be met by completing the above program in the proper sequence in addition to six quarter hours of senior research or six quarter hours of advanced courses in chemistry listing CHEM 453 as prerequisite. A reading knowledge of German is also required. Students completing this program will be certified to the American Chemical Society as meeting its Minimum Standards.

### Chemistry Major: Teaching

Students majoring in Chemistry who plan to teach in the public schools must include the following courses in their programs.

1. General Education as specified earlier in this catalog.	
2. Students planning to use this major as a certification program for teaching must complete the program for Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note	

that SCED 441, three hours credit, and EDLS 363, two hours credit, are included in this PTE program.

3. Courses in the major:

CHEM 104	Principles of Chemistry I	5
	or	
CHEM 106	Principles of Chemistry IA	5
CHEM 105	Principles of Chemistry II	5
	or	
CHEM 107	Principles of Chemistry IIA	5
CHEM 111	Qualitative Analysis	5
CHEM 302	Inorganic Chemistry I	3
CHEM 311	Quantitative Analysis I	5
CHEM 332	Organic Chemistry I	5
CHEM 333	Organic Chemistry II	5
CHEM 334	Organic Chemistry III	5
	or	
CHEM 482	General Biochemistry I	4
CHEM 495	Seminar in Teaching Chemistry	2
	12-15 hours from the following:	
PHYS 260	Introductory Physics — Mechanics	4
PHYS 261	Introductory Physics — Heat, Sound, and Light	4
PHYS 262	Introductory Physics — Electricity and Magnetism	4
	or	
PHYS 265	General Physics — Mechanics	5
PHYS 266	General Physics — Electricity and Magnetism	5
PHYS 267	General Physics — Heat, Sound, and Light	5
	Chemistry Electives to be selected with approval of student's adviser	3-7
	Hours credit:	58

4. One minor of 27 or more quarter hours. It is recommended that this minor be in Mathematics.

5. Additional hours of electives to complete 180 quarter hours of academic credit required for graduation.

6. In addition, the student must plan a program which will develop knowledge and skills in biology, physics, earth sciences and mathematics in order to meet certification requirements.

### Chemistry Minor: Liberal Arts Majors

CHEM 104	Principles of Chemistry I	5
	or	
CHEM 106	Principles of Chemistry IA	5
CHEM 105	Principles of Chemistry II	5
	or	
CHEM 107	Principles of Chemistry IIA	5
	Choose CHEM 111 and 130 or CHEM 332 and 333.	
CHEM 111	Qualitative Analysis	5
	and	
CHEM 130	Introductory Organic Chemistry	5
	or	
CHEM 332	Organic Chemistry I	5
	and	
CHEM 333	Organic Chemistry II	5
	Electives (Some have prerequisites) — Seven hours (7) from among:	
CHEM 281	Human Biochemistry	5
CHEM 302	Inorganic Chemistry I	3
CHEM 311	Quantitative Analysis	5
CHEM 314	Instrumental Analysis	4
CHEM 334	Organic Chemistry	5
CHEM 360	Environmental Chemistry	4
CHEM 482	General Biochemistry I	4
CHEM 483	General Biochemistry II	4
	Hours credit:	27



**Chemistry Minor: Teaching Majors**

CHEM 104 Principles of Chemistry I	5
or	
CHEM 106 Principles of Chemistry IA	5
CHEM 105 Principles of Chemistry II	5
or	
CHEM 107 Principles of Chemistry IIA	5
CHEM 111 Qualitative Analysis	5
CHEM 130 Introductory Organic Chemistry	5
or	
CHEM 332 Organic Chemistry I	5

Electives (Some have prerequisites) —

Seven (7) hours from among:

CHEM 281 Human Biochemistry	5
CHEM 302 Inorganic Chemistry I	3
CHEM 311 Quantitative Analysis	5
CHEM 314 Instrumental Analysis	5
CHEM 333 Organic Chemistry II	5
CHEM 334 Organic Chemistry III	5
CHEM 360 Environmental Chemistry	4
CHEM 482 General Biochemistry I	4
CHEM 483 General Biochemistry II	4

Hours credit: 27

**Chemistry Minor: Medical Technology**

CHEM 104 Principles of Chemistry I	5
or	
CHEM 106 Principles of Chemistry IA	5
CHEM 105 Principles of Chemistry II	5
or	
CHEM 107 Principles of Chemistry IIA	5
CHEM 111 Qualitative Analysis	5
CHEM 311 Quantitative Analysis I	5
CHEM 332 Organic Chemistry I	5
CHEM 333 Organic Chemistry II	5

Hours credit: 30

**Honors.** The Department of Chemistry participates in the Honors Program. See page 8.

**Communication Major**

Administered by the Department of Communication

Students pursuing the B.A. with a major in Communication must plan their program to fulfill the following requirements:

1. Students shall meet all General Education Requirements as specified earlier in this catalog. In selecting General Education courses, students should consult their communication advisers.
2. Students shall complete 50 hours of communication course units.
3. Students must select a minor or additional major from any other related discipline approved by their advisers.
4. Students may count no more than 15 hours of *combined* internship (COMM 510) and/or independent study (COMM 422) toward electives in their communication major; and may apply a *maximum* of 8 hours of internship credit toward fulfillment of electives in the major.
5. Students desiring entry into the Professional Teacher Education Program **MUST** select only the communication PTE major or minor outlined below.

**I. Communication: Professional Teacher Education Emphasis**

COMM 130 Voice and Speech Improvement	3
COMM 170 Oral Interpretation	3
COMM 212 Argumentation Theory	3
COMM 250 Public Speaking	3
COMM 270 Readers Theatre	3
COMM 302 Small Group Communication	4
COMM 312 Practical Debate	3
COMM 323 Interpersonal Communication: Theory	4
COMM 380 Communication in Educational environments	4
COMM 420 General Semantics	4
COMM 486 Directing Communication Activities	3
THEA 240 Stage Direction (Prereq: Beginning Acting)	3
JOUR 105 Newswriting	3
	43
Electives in Communication (Consult your adviser)	7

Hours credit: 50

Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that COMM 341 (4 hours) and EDLS 363 (2 hours) are included in this PTE program.

**II. Communication: Theory and Practice**

COMM 140 Principles of Mass Communication	3
COMM 170 Oral Interpretation	3
COMM 212 Argumentation Theory	3
COMM 250 Public Speaking	3
COMM 302 Small Group Communication	4
COMM 323 Interpersonal Communication Theory	4
COMM 420 General Semantics	4
COMM 460 Persuasion	3
	27
Electives in Communication (Consult your adviser)	23

Hours credit: 50

Students interested in developing further specialization in communication (such as mass media, pre-law and public policy, human relations) are encouraged to pursue courses in their desired area in the 20 hour elective section of their major, upon consultation with their major adviser.

**Communication Minor****I. Communication Minor: Professional Teacher Education**

COMM 130 Voice and Speech Improvement	3
COMM 170 Oral Interpretation	3
COMM 212 Argumentation Theory	3
COMM 270 Readers Theatre	3
COMM 302 Small Group Communication	4
COMM 312 Practical Debate	3
COMM 323 Interpersonal Communication: Theory	4
COMM 341 Methods of Teaching in the Secondary School	4
COMM 380 Communication in Education Environments	4
COMM 420 General Semantics	4
COMM 486 Directing Communication Activities	3

Hours credit: 38

**II. Communication Minor: Elementary Education/Preschool**

COMM 130 Voice and Speech Improvement	3
COMM 170 Oral Interpretation	3
COMM 302 Small Group Communication	4
COMM 375 Oral Interpretation of Children's Literature	3
COMM 380 Communication in Education Environments	4
COMM 420 General Semantics	4
THEA 280 Creative Dramatics in the Community	3
	24
Electives in Communication	6

Credit hours: 30

**III. Communication Minor: Non-Communication Majors**

COMM 140 Principles of Mass Communication	3
COMM 170 Oral Interpretation	3
COMM 212 Argumentation Theory	3
COMM 250 Public Speaking	3
COMM 302 Small Group Communication	4
COMM 323 Interpersonal Communication Theory	4
COMM 420 General Semantics	4
COMM 460 Persuasion	3
	27
Electives in Communication	3

Hours credit: 30

**Dance Education Minor (Men and Women)**

Administered by the School of Health, Physical Education and Recreation

1. A student selecting this minor must have a major in a Teacher Education program.

2. The following courses are required:

HPER 295 Modern Dance Theory and Technique	2
HPER 297 Dance Composition	2
HPER 256 Improvisation and Composition Forms	3
HPER 255 Modern Dance Techniques	3
HPER 456 Workshop in Modern Dance	3

The above courses should be taken in the order shown.

Remaining minor courses are:

HPER 290 Analysis and Movements of Folk and Square Dance	2
HPER 291 Rhythms for the Elementary School	2
HPER 296 Rhythmic Analysis and Dance Accompaniment	2
HPER 326 Teaching of Dance	2
HPER 457 Dance History and Philosophy	4
HPER 459 Dance Production in High School and College	2
HPER 131 Dance Performance	1
HPER 132 Jazz Dance	1
HPER 136 Ballet	1

Hours credit: 31

Suggested for non physical education majors selecting this minor:

HPER 220 Anatomical Kinesiology	3
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## Earth Sciences Major

Administered by the Department of Earth Sciences

### Earth Sciences Major (Non-teaching)

This program is for students interested in careers in astronomy, geology, meteorology, or oceanography, as well as for those desiring a broad background in the earth sciences. It is designed to be flexible enough to accommodate the interests and needs of each individual. When a student first elects an Earth Sciences major, it is essential that he or she meet with an adviser in the department to discuss his or her goals and to outline a program of study which will enable him or her to achieve these goals. The department is interdisciplinary, and students will have an opportunity to gain experience in all the earth sciences.

Following are the requirements:

1. Complete the General Education requirements of 60 quarter hours.
2. 80 quarter hours of science and mathematics courses, of which at least half must have AST, ESCI, GEOL, MET, and/or OCN prefixes.
3. Electives to complete the 180 quarter hours of academic credit required for graduation.

### Earth Sciences Major (Teaching)

This program is for students who plan to teach earth science in the secondary schools.

Following are the requirements:

1. Complete the General Education Requirements of 60 quarter hours.,
2. Professional Teacher Education courses — including EDLS 363 — two hours and SCED 441 — three hours, which are to be taken concurrently. (44 hours). In addition, the student must plan a program which will develop knowledge and skills in chemistry, biology, physics and mathematics in order to meet certification requirements.
3. 80 quarter hours of science and/or mathematics courses, of which at least half must have AST, ESCI, GEOL, MET, and/or OCN prefixes. Earth Sciences teaching majors should select, in consultation with an adviser, courses which will provide a broad background in the earth science disciplines and supporting sciences. The following courses are recommended to provide such a background.

AST 301 Principles of Astronomy I	4
AST 302 Principles of Astronomy II	3
BIO 101 Principles of Biology	5
CHEM 104 Principles of Chemistry I	5
CHEM 105 Principles of Chemistry II	5
GEOL 201 Physical Geology	5
GEOL 202 Historical Geology	5
MET 200 General Meteorology	4
MET 301 Elements of Meteorology	4
MET 320 Climatology	3
OCN 301 Principles of Oceanography I	3
OCN 302 Principles of Oceanography II	3
PHYS 260 Introductory Physics — Mechanics	4
PHYS 261 Introductory Physics — Heat, Sound and Light	4

PHYS 262 Introductory Physics — Electricity and Magnetism	4
ESCI 499 Seminar in Earth Science	2
4. Electives to complete the 180 quarter hours of academic credit required for graduation.	

### Earth Sciences Minor

Students minoring in Earth Sciences will, in consultation with a minor adviser, select 30 hours of Astronomy, Earth Science, Geology, Meteorology, and/or Oceanography courses best suited to their particular needs.

Those who plan to be teachers should select courses which will provide a broad background in the earth sciences. AST 100, GEOL 100, MET 200, and OCN 200 are minimum recommendations. To be qualified to teach earth science in secondary schools students must take a total of at least 36 quarter hours of science courses.

## Economics Major

Administered by the Department of Economics

1. Meet all General Education requirements as specified earlier in this catalog.
2. Successfully complete the following required courses in Economics and general areas:

<b>I. General Economic Theory</b>	
ECON 145 Urban Economics	3
ECON 200 The Price System	4
ECON 241 Public Finance	5
ECON 350 Income and Employment Analysis	4
Hours credit:	16
<b>II. Quantitative Methods</b>	
MATH 130 Analytical Geometry*	4
MATH 131 Calculus I*	5
RSM 203 Introductory Statistics*	3
ECON 451 Introduction to Quantitative Economics	3
Hours credit:	15

\*Or equivalent as determined by Economics Department representative.

<b>III. Economic Thought</b>	
ECON 470 History of Economic Thought	3
Hours credit:	3

<b>IV. Related Courses</b>	
ECON 453 Engineering Management and Economic Analysis	3
BUS 397 Management Science — Probabilistic Models	3
BUS 489 Computer Simulation Models	3
Hours credit:	9
<b>V. Electives in Economics*</b>	
excluding 100 and 102	17
Hours credit:	60

\*May include no more than four hours of Individual Studies.

3. Students interested in being certified for teaching Economics must take a major in Social Sciences rather than in Economics.
4. Electives sufficient to complete requirements for the Bachelor of Arts degree.

## Economics Minor

1. Following is the required program:

ECON 100 Introductory Economics	5
ECON 102 Contemporary Economic Problems	3
ECON 470 History of Economic Thought	3
ECON 200 The Price System	4
Advanced Electives	12
Hours credit:	27

Economics minors will take two of the following: Geography 100, Anthropology 100, Political Science 100 or Sociology 100. Consult your adviser.

Students interested in being certified for teaching of Economics must take a major in Social Sciences rather than in Economics.

## Economics Education Minor

Administered jointly by the Department of Economics and the School of Business

BUS 100 The American Business System	3
BUS 101 Consumer Business Problems	3
BEVE 430 Economic Education Seminar	3
ECON 100 Introductory Economics	5
ECON 102 Contemporary Economic Problems	3
Electives in Business or Economics	20
Hours credit:	36

The electives must be planned in cooperation with the minor adviser. Elective courses may be chosen from the economics courses listed on page 76 from the following list: GEOG 312, Economic Geography, five hours credit; BUS 260, Marketing, four hours credit; BUS 340, Introduction to Insurance, three hours credit; or HEC 211, Management for Today's Family, three hours credit.

## Educational Field Experiences

The Educational Field Experiences department of the College of Education is charged with coordinating all types of student field experiences in cooperating schools for all departments of the university. Its course offerings include:

<b>I. Early Field Experiences</b>	
EDFE 270 Teacher Aide	1-4
EDLS 360 Clinical Experience: Primary	2
EDLS 361 Clinical Experience: Intermediate	2
EDLS 362 Clinical Experience: Middle School	2
EDLS 363 Clinical Experience: Secondary	2
EDFE 378 Introduction to Teaching: Field Center	2
EDFE 379 Introduction to Teaching: Inner City	2
EDFE 401 Practicum	1-4
EDFE 422 Individual Studies	1-4
<b>II. Supervised Teaching for Certification</b>	
EDFE 444 Supervised Teaching	18

**Important Note.** All EDFE courses except 422 are marked S-U with no grade point average computed. All EDLS courses are letter graded.

## Educational Media Minor

Administered by the Department of Educational Media

The purpose of this program is to prepare teachers to work in what has been variously called the library, instructional materials center, or educational media center.

Students pursuing the B.A. Degree who want to meet accreditation standards of North Central and Colorado\* must:

1. Complete the General Education Requirements as specified in this catalog.
2. Complete all requirements for a teaching major.
3. Complete the required and elective courses below for a minimum of 27 hours.

### Required Courses

EDEM 410 Introduction to Educational Media	3
EDEM 420 Design and Construction of Graphic Materials	3
EDEM 434 Reference Materials: Basic School Reference Service	3
EDEM 475 Administering Educational Media I	3
EDEM 530 Cataloging and Classification I	3
EDEM 536 Evaluation and Selection of Educational Materials	3
	Hours credit: 18

### Electives

EDEM 430 Problems of Organizing Classroom and Library Materials	3
EDEM 460 Television in Education	3
EDEM 500 Still Photography for Teachers	2
EDEM 516 Utilization of Educational Resources	3
EDEM 534 Reference Materials: Service in Specialized Subject Areas and Government Publications	3
EDRD 314 Improvement of Instructional Literature in the Elementary School	3
EED 406 Literature for Adolescents	4

**Note.** It is recommended that the student try to take 6-9 hours of his or her supervised teaching (EDFE 444) in a suitable media situation.

\*This is not an endorsement on the Teacher's Certificate.

## Elementary Education

Administered by the Department of Elementary Education and Reading

Students who wish to change majors to elementary education and who have previously taken course work at the University of Northern Colorado must have a minimum grade point average of 2.50 in course work taken at the University of Northern Colorado to be admitted to the department.

Students pursuing the B.A. degree with an elementary education major must plan their programs to meet the following requirements:

1. Complete the General Education requirements of 60 quarter hours.
2. The following required subject matter courses, with the exception of FA 224, are

applicable to general education.	
FA 224 Elementary Art	3
GEOG 100 World Geography	5
or	
GEOG 148 Anglo-America	5
HIST 175 Themes in American History	4
MATH 191 Basic Mathematics I	3
MATH 192 Basic Mathematics II	3
MUS 204 Music Fundamentals	2
MUS 205 Experiencing Music for Elementary Teachers	1
PSCI 100 National Government of the United States	5

Select a minimum of one non-pedagogical course from health or physical education.

3. Students planning to use this major as a certification program for teaching must complete the program for Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that the PTE program which accompanies this major involves the following modification: 1) delete EDRD 420 Reading in the Secondary School and delete Methods of Teaching, 2) specified equivalents to EDSE 406 may be used for a total of 36 hours. Eighteen hours student teaching must be in elementary education; that is, in kindergarten or in grades one through six. Internships are available.

4. Complete the elementary teacher education courses.

EDEL 320 Improvement of Instruction in Mathematics in the Elementary School*	4
EDEL 330 Teaching Handwriting and Spelling in the Elementary School*	2
EDEL 340 Improvement of Instruction in English in the Elementary School*	4
EDEL 350 Improvement of Instruction in Social Studies in the Elementary School*	3
EDLS 360, 361, or 362 — Introduction to Teaching	2
EDRD 310 Improvement of Instruction in Reading in the Elementary School	4
EDRD 314 Improvement of Instruction in Literature in the Elementary School	3
EDRD 411 Approaches to Reading Instruction*	3
FA 225 Methods of Teaching Art in the Elementary School	2
HPER 288 Physical Education Activities for the Elementary School	2
HPER 303 Health Education in the Elementary School	2
MUS 206 Music Methods and Materials for Elementary Teachers	2
SCED 470 Teaching Science in the Elementary School	3
	Hours credit: 36

\*Must be taken at University of Northern Colorado.

5. A student who double majors in elementary education and special education may substitute FA 229 for FA 224 and 225.

6. A student who doubles majors in elementary education and special education and who completes EDSE 309 for the special education major may substitute one quarter hour of EDFE 270 in the regular classroom for EDLS 360-361, and 362 in the elementary education major.

7. A minor, any minor offered by the

University of Northern Colorado, is required. A second major from a department other than the Department of Elementary Education and Reading may be earned in lieu of the minor. An individually designed program of 30 quarter hours planned with the elementary education adviser and filed in the Elementary Education Office may be earned in lieu of the minor.

8. Completion of a minimum of eighteen quarter hours in Elementary Teacher Education courses including EDEL 320, EDRD 310, and either EDLS 360, 361, or 362 before student teaching. EDEL 320 and EDRD 310 must be completed before applying for student teaching.

9. Sufficient electives to complete 180 quarter hours of academic credit.

### Elementary Education: Bilingual Bicultural

1. Completion of all requirements for the major Elementary Education: except the requirement of a minor.

2. Completion of the following courses:

MAS 101 Introduction to Mexican American Studies	4
MAS 401 Spanish for Bilingual Education I	5
MAS 402 Spanish for Bilingual Education II	5
MAS 403 Spanish for Bilingual Education III	5
EDEL 472 Evaluation and Selection of Bilingual and Bicultural Materials	2
EDEL 474 Teaching in a Second Language in the Elementary Bilingual and Bicultural School	3
EDEL 471 History and Philosophy of Bilingual Education	3
	Hours credit: 27

3. Competency in the Spanish language must be demonstrated to the Department of Elementary Education and Reading.

### Elementary Education: Early Childhood Education

1. Completion of all requirements for the major Elementary Education: except the requirement of a minor.

2. Completion of the following courses:

<b>Instructional Techniques</b>	
EDEC 460 Nursery-Kindergarten Education*	3
EDEC 462 Classroom Management in Early Childhood*	3
<b>Child Growth and Development</b>	
CD 136 Introduction to Preschool	2
CD 331 Development of the Infant and Toddler	3
CD 333 Development and Guidance of the Young Child	3
EDEC 464 Introduction to Early Childhood Education*	3

### Compensatory Programs

EDEC 463 Diagnostic Teaching in Early Childhood*	3
EDEC 467 Compensatory Programs in Early Childhood*	3
EDSE 306 Identification of Learning Disabilities in Early Childhood or	3
EDSE 326 Introduction to Teaching Learning Disabled Children	3

\*Must be taken at the University of Northern Colorado

3. Sufficient electives to complete 180 quarter hours of academic credit. These electives will be chosen in consultation with the major adviser.

**Elementary Science Minor**

Administered by the Department of Science Education

SCI 303	Elementary Biological Science	3
SCI 305	Elementary/Middle School Earth Science	3
SCI 309	Science for Elementary Teachers	3
SCED 151	Introductory Science Field Experiences	2
	Electives to be selected with approval of student's minor adviser	16

**Recommended Electives:**

AST 100	General Astronomy	4
BIO 101	Principles of Biology	5
BIO 102	Principles of Botany	5
BIO 103	Principles of Zoology	5
BIO 240	General Ecology	4
BIO 262	Common Infections of Man	3
BIO 402	Conservation of Natural Resources	4
BOT 306	Economic Botany	3
BOT 471	Principles of Plant Culture	5
GEOL 100	General Geology	4
MET 200	General Meteorology	4
OCN 200	General Oceanography	4
SCI 115	Meteorology by Inquiry	3
SCI 210	Values Act(I) on Environment	3
SCI 260	Earth Science Concepts for Elementary Teachers	4
SCI 261	Biological Science Concepts for Elementary Teachers	4
SCI 262	Physical Science Concepts for Elementary Teachers	4
ZOO 156	Elements of Human Physiology-Anatomy	5
ZOO 304	Ornithology	4

**English Major**

Administered by the Department of English

1. Students pursuing the B.A. degree with a major in English must plan their programs to fulfill the following requirements:

1. General Education Requirements as specified earlier in this catalog.
2. One minor totaling at least 27 quarter hours.
3. A minimum of 64 hours of English courses, including all courses to meet the specific requirement.

**A. Core Requirements**

ENG 111	Introduction to Poetry*	4
ENG 114	Introduction to Language	4
ENG 115	Introduction to Fiction and Drama*	4
ENG 202	Writing about Language	4
ENG 240	or 241 Creative Writing	4
ENG 250	The English Language	4
ENG 319	Advanced Expository Techniques	4

**B. Literature Options**

*Group I — English Literature. One course required.*

ENG 211	Medieval Literature	4
ENG 212	Renaissance Literature	4
ENG 213	The Restoration and Eighteenth Century	4
ENG 214	The Romantic Movement	4
ENG 215	Victorian Prose and Poetry	4

ENG 220	English Literature: 1900 - 1939	4
ENG 221	English Literature: 1940 - Present	4
<i>Group II — American Literature. One course required.</i>		
ENG 216	American Literature to the Civil War	4
ENG 217	American Literature: The Civil War to 1914	4
ENG 225	American Literature: 1914 - 1939	4
ENG 226	American Literature: 1940 - Present	4

\*Qualified students may be exempted by examination.

*Group III — Genre, Theme, and Figure. One course required.*

ENG 260	Women's Biography	4
ENG 310	Shakespeare: Early Plays	4
ENG 311	Shakespeare: Later Plays	4
ENG 360	Chaucer	4
ENG 402	The Short Story	4
ENG 403	Techniques of the Novel	4
ENG 404	Modern Literature About Childhood and Adolescence	4
ENG 405	Contemporary American Drama	4
ENG 406	Modern Drama Since Ibsen	4
ENG 407	Advanced Studies in Poetry	4
ENG 408	Elizabethan Drama Exclusive of Shakespeare	4
ENG 409	Literary Criticism	4
ENG 411	Biography and Autobiography	4

*Group IV — World Literature. One course required.*

ENG 232	Great Writers of the World	4
ENG 430	Studies in World Literature	4
ENG 450	Studies in Russian Literature	4
<b>C. Electives in English 20</b>		

**Note.** Courses in Groups I, II, III, and IV that were not taken to fulfill the literature requirement may be elected as well as any of the courses listed below. (ENG 101, ENG 102, ENG 103, ENG 105, and ENG 106 do not count toward the English major.)

ENG 231	Great Writers in England and America	4
ENG 325	Studies in Science Fiction	4
ENG 326	Advanced Studies in Science Fiction	4
ENG 340	Creative Writing: Advanced Poetry	4
ENG 341	Creative Writing: Advanced Fiction	4
ENG 410	History of Ideas in Literature	4
ENG 414	Greek and Comparative Mythology	4
ENG 415	Literature of the Old Testament	4
ENG 416	Literature of the New Testament	4
ENG 418	Grammatical Analysis	4
ENG 419	Advanced Topics in Syntax	4
ENG 420	Stylistics	4
ENG 441	Colloquium in Literature	4

4. Electives to complete the 180 hours of academic credit required for graduation.

5. Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Prior to application to the PTE program, the student must have established a 2.30 average in English courses and must have completed at least two English courses at UNC. Please note that the PTE program which accompanies this major involves the following modification: students must complete all of the above program except that the number of

hours in Section C, Electives in English, is reduced from 20 to 11 hours and additional coursework and clinical experience is required as follows:

EDFE 270	in the sophomore year*	2
EDLS 363	(2 quarter hours)* and	
EED 341	(4 quarter hours).* These two courses must be taken concurrently and at least one quarter must elapse between the time the course is completed and student teaching	6
ENG 321	Generative-Transformational Grammar	4
EED 402	Literature and Materials in the Secondary School Electives in English (as specified above in section C)	5 11
		Hours credit: 28

\*Denotes courses required by PTE but which may not be counted toward the 64 hours of the major.

The following minors are recommended for teaching majors: foreign language, humanities, communication, journalism, theatre arts, history, and philosophy.

Teaching majors are urged to elect one or more of the following courses in supporting skills:

EDEM 410	Introduction to Educational Media	3
EDEM 460	Television in Education	3
PSY 230	Human Growth and Development	5
COMM 170	Oral Interpretation	3
COMM 302	Small Group Communication	4
COMM 420	General Semantics	4

Teaching majors are advised to complete student teaching one quarter before graduation in order to allow for an independent study on problems in teaching after the student-teaching experience.

**English Minor**

ENG 111	Introduction to Poetry*	4
ENG 114	Introduction to Language	4
ENG 115	Introduction to Fiction and Drama*	4
ENG 202	Writing About Language	4
Electives in English		15
		Credit hours: 31

Students with a minor in English who plan to teach in the secondary school are required to take only 11 hours of elective credit in English, but they must take the following courses, making a total of 36 credit hours:

EED 402	Literature and Materials in the Secondary Schools	5
One of the following two courses:		
ENG 250	The English Language	4
or		
ENG 321	Generative-Transformational Grammar	4

Minors may choose elective hours from Groups I, II, III, and IV, and from the electives for English majors. In addition, teaching minors may elect ENG 250 or ENG 321 as an elective if that course has not been chosen as a requirement.

ENG 101, 102, 103, 105, and 106 may not count toward the English minor.

**Note.** Teaching minors who wish to do student teaching in English must take EED 341, Methods and Materials for Teaching Language and Composition in the Secondary

School, and may have to take EDLS 363 as well.

\*Qualified students may be exempted by examination.

Elementary Education majors minoring in English are not to take the program designed for secondary-school teachers.

**Honors.** The Department of English participates in the Honors Program. See page 8.

## Environmental Studies Program

The following credit hours of intensive environmental studies represent an interdisciplinary approach to the many complex environmental problems. They may be applied to the student's academic program in a variety of ways.

1. The courses may be used as electives to the general education curriculum requirements, in specific code categories which differ from course to course. Consult the course description section of this catalog for exact information as to which code category applies to each of the courses listed below.

2. The courses may be used as components of an environmental studies emphasis in an Interdisciplinary Studies Program (see description of latter program on page 41).

3. Thirty-one credit hours from the courses listed below must be fulfilled for any student electing to fulfill a minor program in Environmental Studies. The specific courses selected from among those listed below to fulfill the minor requirements must be individually arranged between the student and the minor adviser.

ENST 110	Introduction to Environmental Studies	3
ENST 120	Humans' Attitudes Toward Their Physical and Social Environments	3
ENST 130	The History of the Environmental Movement	3
ENST 209	Energy and the Environment	3
ENST 211	Chemistry and the Environment	3
ENST 220	Population Dynamics and Genetic Probabilities	3
ENST 230	Economics of Natural Resources	3
ENST 240	Politics and the Environment	3
ENST 250	Man's Atmospheric Environment	3
ENST 255	Geological Hazards	3
ENST 260	Ecological Interpretations	3
ENST 270	Social Implications of Ecology	3
ENST 280	Natural Resources and Technology	3
ENST 304	Environment and the Law	3
ENST 300	The General Systems Approach	4
ENST 310	Future Environments and Ecosystem Modification	3
ENST 340	Internship in Environmental Studies	5-18
ENST 350	Environmental Health	3
ENST 361	Art and the Environment	3
ENST 422	Individual Studies	1-4
GEOG 315	Resource Management	3

Due to the continually emerging nature of the Environmental Studies Program, the interested student is urged to check with the

Environmental Studies Coordinator for the most up-to-date information on course offerings and program requirements.

## Fine Arts Major

Administered by the Department of Fine Arts

The Fine Arts Department offers a teaching and non-teaching major as well as minor.

Students pursuing the B.A. degree with a major in Fine Arts must plan their programs to fulfill the following requirements:

1. Meet all General Education requirements as specified earlier in this catalog.

2. Complete the following courses as a part of the major.

FA 110	Arts, Man & Culture I	4
FA 121	Foundations Lecture I	2
FA 122	Foundations Studio I	3
FA 111	Arts, Man & Culture II	4
FA 123	Foundations Lecture II	2
FA 124	Foundations Studio II	3
FA 112	Arts, Man & Culture III	4
FA 125	Foundations Lecture III	2
FA 126	Foundations Studio III	3

Hours credit: 27

The Foundations program and Arts, Man and Culture is required of all majors and is normally taken the freshman year. Art history, lecture and studio courses must be taken concurrently (i.e. Arts, Man, & Culture I, Foundations Lecture I, Foundations Studio I), Introductory level studio courses (i.e. Introduction to Oils, Sculpture, etc.) may be taken concurrently with Foundations, if desired.

A student must submit a portfolio and satisfactorily complete a portfolio review by the Foundations faculty during the Foundations III quarter. A portfolio may be submitted twice. Failure to pass the portfolio review a second time would prohibit a student from continuing as a Fine Arts major.

### Art History Program

FA 110	Arts, Man and Culture I	4
FA 111	Arts, Man and Culture II	4
FA 112	Arts, Man and Culture III	4
	One Advanced Art History Course	4

Hours credit: 16

### Studio Program

FA 202	Figure Drawing	3
FA 203	Introduction to Watercolor Painting	3
FA 215	Crafts: Design on Fabrics	3
	or	
FA 216	Crafts: Expression in Construction	3
FA 217	Introduction to Pottery	3
FA 220	Introduction to Painting	3
FA 258	Introduction to Sculpture	3
FA 259	Printmaking	3

Hours credit: 21

3. For the non-teaching Fine Arts major, the student must complete two (2) areas of emphasis in Fine Arts courses excluding the introductory courses each for a total of 30 hours. (An area of emphasis must consist of at least 12 quarter hours.) Areas of Emphasis: Art History, Ceramics, Crafts, Design, Drawing, Painting, Printmaking and Sculpture.

4. Complete six (6) hours of Fine Arts electives for a minimum of 90 quarter hours.

5. General Education electives to meet requirements for graduation.

## Fine Arts: Teaching Major

**General Requirements.** Students majoring in Fine Arts who plan to teach in public schools should include the following courses in their programs:

1. Meet all General Education requirements as specified earlier in this catalog.

2. Professional teacher education, 44 quarter hours.

The following required courses in the major:

FA 110	Arts, Man & Culture I	4
FA 121	Foundations Lecture I	2
FA 122	Foundations Studio I	3
FA 111	Arts, Man & Culture II	4
FA 123	Foundations Lecture II	2
FA 124	Foundations Studio II	3
FA 112	Arts, Man & Culture III	4
FA 125	Foundations Lecture III	2
FA 126	Foundations Studio III	3

Hours credit: 27

The Foundations program and Arts, Man and Culture is required of all majors and is normally taken the freshman year. Art history, lecture and studio courses must be taken concurrently (i.e. Arts, Man, & Culture I, Foundations Lecture I, Foundations Studio I), Introductory level studio courses (i.e. Introduction to Oils, Sculpture, etc.) may be taken concurrently with Foundations, if desired.

A student must submit a portfolio and satisfactorily complete a portfolio review by the Foundations faculty during the Foundations III quarter. A portfolio may be submitted twice. Failure to pass the portfolio review a second time would prohibit a student from continuing as a Fine Arts major.

### Art History Program

FA 110	Arts, Man and Culture I	4
FA 111	Arts, Man and Culture II	4
FA 112	Arts, Man and Culture III	4
	One Advanced Art History Course	4

Hours credit: 16

### Studio Program

FA 202	Figure Drawing	3
FA 203	Introduction to Watercolor Painting	3
FA 215	Crafts: Design on Fabrics	3
	or	
FA 216	Crafts: Expression in Construction	3
FA 217	Introduction to Pottery	3
FA 220	Introduction to Painting	3
FA 258	Introduction to Sculpture	3
FA 259	Printmaking	3

Hours credit: 21

### Art Education Program

FA 441	Introduction to Art in Education	2
FA 442	Studies in Visual Growth and Development	2
FA 443	Art Education Studio and Strategies	4
FA 444	Curriculum in the Visual Arts	3
FA 445	Evaluation and Classroom Management	1
FA 446	Seminar for Visual Arts Education	2
FA 447	Visual Studies in Education Practicum	1
FA 440	Cultural Studies in the K-12 Art Curriculum*	3

FA 229 Art for the Exceptional Child\* 3  
Hours credit: 21

#### Notes

- All certification is for grades K-12.
- All courses except the two starred (\*) courses must be taken concurrently in one quarter.
- FA 229 may also be counted to fulfill 3 hrs. of EDSE requirements taken in lieu of either EDSE 406 or 407.
- FA 440 must be satisfactorily completed prior to enrolling in the Visual Studies in Education block of courses.
- A copy of the requirements for departmental admission to Professional Teacher Education should be obtained in the Department of Fine Arts office early in the student's educational career to assure proper course planning. (See PTE, this bulletin.)
- Students must complete one area of emphasis in Fine Arts for a minimum of 12 quarter hours beyond any other required courses listed in the four programs above.
- Two of the required PTE hours in EDFE 270 School Aide must be done in an art teaching situation (1 hr. in secondary).
- An Art Education adviser is required.
- This program is also required of graduate students for K-12 certification.
- This is a professional training program. Neither permission to student teach or certification are guaranteed.

#### Fine Arts Minor

The Fine Arts minor is an academic non-teaching minor consisting of thirty-six (36) quarter hours of Fine Arts course work. The requirements are as follows:

- Elect from the Foundations Program any one of five (5) quarter hours Foundation block courses (i.e., Foundation Lecture I and Foundation Studio I).
- FA 110 Arts, Man & Culture I, 4. and FA 111 Arts, Man & Culture II, 4.
- Elect twenty-three (23) quarter hours in Fine Arts to complete 36 quarter hours.

### UNC Program in Florence: Studies in Comparative Arts

Supervised by the Department of Fine Arts  
Paolo Barucchieri, Director

The Department of Fine Arts supervises and participates in a program in Comparative Arts at a residence center, "La Poggerina" near Florence, Italy.

Courses offered through this program may be used to partially satisfy major and minor requirements in the Department of Fine Arts, Anthropology, Home Economics, Humanities or General Education requirements. A description of this program may be found in this catalog on page 8.

### French Major

Administered by the Department of Foreign Languages

Students pursuing the B.A. with a major in French must plan their programs to fulfill the following requirements:

- Complete the General Education requirements of 60 quarter hours. (French majors are urged to take ANT 100 or SOC 100 or HIST 130, 131, 132.) Student should consult his assigned adviser.
- The following courses or their equivalents are required for the major:
 

FR 201	Intermediate French I	4
FR 202	Intermediate French II	4
FR 203	Intermediate French III	4

In addition, one of the following series:

A. For students who plan to teach in the public schools:

FR 310	Intermediate French Conversation	3
FR 311	Intermediate French Composition	3
FR 312	Intermediate Review Grammar	3
FR 340	French Civilization I	3
FR 341	French Civilization II	3
FR 342	Contemporary France	3
FR 400	Problems in Oral French	3

Four French literature courses chosen from the departmental offerings 12

Electives in French to be chosen with the consent of the adviser\* 6

Hours credit: 48

Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that FL 341, Methods, (3 hours credit) and EDLS 363, Clinical Experience, (2 hours credit) are included in this PTE program and must be taken during the same quarter. Before being permitted to apply for student teaching, a French major must have successfully passed the department oral proficiency examination.

- B. For students wishing a Liberal Arts major:
- |        |                        |   |
|--------|------------------------|---|
| FR 340 | French Civilization I  | 3 |
| FR 341 | French Civilization II | 3 |
| FR 342 | Contemporary France    | 3 |
- Four French literature courses chosen from the departmental offerings 12
- Electives in French to be chosen with the consent of the adviser\* 15
- Hours credit: 48

\*Three hours of FL 131, Foreign Language House and FL 410, Linguistics, are the only FL prefix courses which may be applied toward the major.

3. Note. All work to be counted toward the B.A. degree in French must be beyond the first-year level.

4. A minor of at least 27 quarter hours approved by the department.

5. In addition, students must demonstrate competency in certain areas of language activity. See department for competency list.

6. Electives sufficient to complete requirements for the B.A. degree.

#### French Minor

Requirements for a French minor are as follows:

FR 201	Intermediate French I	4
FR 202	Intermediate French II	4
FR 203	Intermediate French III	4

In addition, one of the following series:  
A. For students who plan to teach in the public schools:

FR 310	Intermediate French Conversation	3
FR 311	Intermediate French Composition	3
FR 312	Intermediate Review Grammar	3

Three courses of the following to be chosen with the consent of the adviser:

FR 340	French Civilization I	3
FR 341	French Civilization II	3
FR 342	Contemporary France	3
FR 400	Problems in Oral French	3

Hours credit: 30

B. For students wishing a Liberal Arts minor:

FR 340	French Civilization I	3
FR 341	French Civilization II	3
FR 342	Contemporary France	3

Electives in French to be chosen with the consent of the adviser 9

Hours credit: 30

In addition, students must demonstrate competency in certain areas of language activity. See department for competency list.

### Geography Major

Administered by the Department of Geography

The Department of Geography offers a non-teaching major and minor in Geography.

Student pursuing the B.A. with a major in Geography must plan their programs to fulfill the following requirements:

- All General Education requirements as specified earlier in this catalog. (Students majoring or minoring in geography will take two of the following courses: ANG 100, ECON 100, PSCI 100, or SOC 100.)
- The following required courses in the major:

GEOG 120	Physical Geography I	3
GEOG 121	Physical Geography II	3
GEOG 122	Cultural Geography I	3
GEOG 123	Cultural Geography II	3
GEOG 148	Geography of the United States and Canada	5
GEOG 364	Maps and Their Uses	2
	Electives in Advanced Regional Courses	14
	Electives in Advanced Systematic Courses	15

Hours credit: 48

3. At least one minor of 27 quarter hours.

4. Electives to complete the 180 hours of academic credit required for graduation.

Students interested in being certified for teaching Geography must take a major in Social Sciences.

#### Geography Minor

GEOG 100	World Geography	5
GEOG 148	Geography of the United States and Canada	5
GEOG 364	Maps and Their Uses	2
	Electives in Advanced Regional Geography	5
	Electives in Advanced Systematic Geography	5
	Electives in Advanced Regional or Systematic Geography	5

Hours credit: 27

# German Major

Administered by the Department of Foreign Languages

Students pursuing the B.A. with a major in German must plan their programs to fulfill the following requirements:

1. Meet all General Education requirements of 60 quarter hours. (German majors are urged to take ANT 100 or SOC 100 or HIST 130, 131, 132.) Student should consult his or her assigned adviser.

2. The following courses or their equivalents are required for the major:

GER 201	Intermediate German I	4
GER 202	Intermediate German II	4
GER 203	Intermediate German III	4

In addition, one of the following series:

A. For students who plan to teach in the public school:

GER 335	Intermediate German Conversation	4
GER 336	Advanced German Composition	4
GER 337	Advanced German Grammar	4
GER 345	Phonetics of the German Language	3
GER 400	Problems in Oral German	3
	Five German literature courses chosen from the departmental offerings	15
	Electives in German to be chosen with the consent of the adviser*	3
	Hours credit:	48

Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that FL 341, Methods, (3 hours credit) and EDLS 363, Clinical Experience, (2 hours credit) are included in this PTE program and must be taken during the same quarter. Before being permitted to apply for student teaching, a German major must have successfully passed the department oral proficiency examination.

B. For students wishing a Liberal Arts major:

GER 335	Intermediate German Conversation	4
	Five German literature courses chosen from the departmental offerings	15
	Electives in German to be chosen with the consent of the adviser	17
	Hours credit:	48

\*Three hours of FL 131, Foreign Language House and FL 410, Linguistics are the only FL prefix courses which may be applied toward the major.

3. Note. All work to be counted toward the B.A. degree in German must be beyond the first-year level.

4. A minor of at least 27 quarter hours approved by the department.

5. In addition, students must demonstrate competency in certain areas of language activity. See department for competency list.

6. Electives sufficient to complete requirements for the B.A. degree.

## German Minor

Requirements for a German minor are as follows:

GER 201	Intermediate German I	4
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GER 202	Intermediate German II	4
GER 203	Intermediate German II	4

In addition, one of the following series:

A. For students who plan to teach in the public schools:

GER 335	Intermediate German Conversation	4
GER 336	Advanced German Composition	4
GER 337	Advanced German Grammar	4
GER 345	Phonetics of the German Language	3
GER 400	Problems in Oral German	3
	Hours credit:	30

B. For students wishing a Liberal Arts minor:

GER 335	Intermediate German Conversation	4
	Three German literature courses chosen from the departmental offerings	9
	Electives in German to be chosen with the consent of the adviser	5
	Hours credit:	30

In addition, students must demonstrate competency in certain areas of language activity. See department for competency list.

# Gerontology

Administered by the Department of Recreation

Students pursuing the B.S. degree with a major in Gerontology must plan their programs to fulfill the following requirements:

1. Complete the General Education requirements of 60 quarter hours.

2. The following courses in the major:

GERO 205	Introduction to Gerontology	4
HPER 236	Introduction to Health Aspects of Gerontology	4
HPER 369	Therapeutic Recreation	3
GERO 370	Reality Orientation and Remotivation for Older Adults	3
HPER 495	Senior Seminar	4
EDSE 290	Orientation to Rehabilitation and Related Services	3
HEC 351	Geriatric Nutrition	3
PSY 230	Human Growth and Development	5
PSY 433	Maturity and Aging	3
MAS 304	Bicultural Systems	3
SOC 341	Sociology of Aging	3
ZOO 156	Elements of Human Physiology-Anatomy	5
GERO 453	Internship in Gerontology	18
GERO 490	Administration of Programs for Older Adults	3
	Hours credit:	64

3. One minor of 30 quarter hours, or 30 quarter hours of supporting courses selected with the approval of the major adviser in the Recreation Department.

4. Senior Gerontology majors will complete GERO 453, Internship in Gerontology, 18 hours. Courses GERO 205, PSY 433, SOC 341, HPER 369, and HPER 495 and a GPA of 2.30 in the required courses, as well as a 2.30 cumulative are prerequisites for GERO 453.

5. Electives sufficient to complete requirements for the Bachelor of Science degree.

# Health Education Major

Administered by the Department of Health

and Safety Education

## Health Education Major (School Health Emphasis)

Students pursuing the B.A. degree with a major in Health Education (School Health Emphasis), must plan their programs to fulfill the following requirements:

1. Complete the General Education requirements of 60 quarter hours.

2. Professional Teacher Education, 39 hours.

3. The following courses in the major:

CHEM 108	General Chemistry	5
	or	
CHEM 109	General Chemistry — Organic	5
ZOO 156	Elements of Anatomy & Physiology	5
	or	
ZOO 250	Human Physiology	5
HPER 200	Introduction to Health Education	3
HPER 238	Contemporary Issues in Drug Abuse	3
HEC 250	Principles of Human Nutrition	3
	or	
HEC 251	Nutrition I	3
PSY 250	Humanistic Psychology	3
	or	
PSY 255	Psychology of Emotional Adjustment	3
BIO 261	Medical & Public Health Microbiology	4
	or	
BIO 361	Microbiology	5
HPER 262	Standard First Aid & Personal Safety	2
HPER 299	Community Health	3
HPER 303	Health Education in the Elementary School	2
HPER 336	Human Sexuality	3
HPER 342	Modern Concepts of Health & Disease	3
HPER 343	Methods and Observations of Health Education in the Secondary School	5
HPER 350	Introduction to Environmental Health	3
HPER 205	Issues in Health	3
PSY 432	Preadolescence and Adolescence	3
HPER 471	Safety Education	3
	Hours credit:	56-57

## Health Education Minor (School Health Emphasis)

Students pursuing the B.A. degree with a minor in Health Education (School Health Emphasis) must complete the following core courses:

HPER 200	Introduction to Health Education	3
HPER 205	Issues in Health	3
HPER 299	Community Health	3
HPER 303	Health Education in the Elementary School	2
HPER 343	Methods & Observations of Health Education in the Secondary School	5
	Hours credit:	16

In addition take 16 hours from the following courses:

HPER 238	Contemporary Issues in Drug Abuse	3
PSY 255	Psychology of Emotional Adjustment	3
HPER 262	Standard First Aid and Personal Safety	2



HPER 336 Human Sexuality	3
HPER 342 Modern Concepts of Health & Disease	3
HPER 350 Environmental Health	3
HPER 471 Safety Education	3
Hours credit: 32	

**Health Education Major (Community Health Emphasis)**

Students pursuing the B.S. degree with a major in Health Education (Community Health Emphasis) must plan to fulfill the following requirements:

1. Complete the General Education requirements of 60 quarter hours.
2. HPER 454 Internship in Community Health 9-18 hours.
3. The following core courses:

CHEM 108 General Chemistry	5
or	
CHEM 109 General Chemistry — Organic	5
ZOO 156 Elements of Anatomy & Physiology	5
or	
ZOO 250 Human Physiology	5
HPER 200 Introduction to Health Education	3
HPER 238 Contemporary Issues in Drug Abuse	3
HEC 250 Principles of Human Nutrition	3
or	
HEC 251 Nutrition I	3
PSY 250 Humanistic Psychology	3
or	
PSY 255 Psychology of Emotional Adjustment	3
BIO 261 Medical and Public Health Microbiology	4
or	
BIO 361 Microbiology	5
HPER 262 Standard First Aid & Personal Safety	2
HPER 299 Community Health	3
HPER 336 Human Sexuality	3
HPER 342 Modern Concepts of Health & Disease	3
HPER 350 Introduction to Environmental Health	3
HPER 205 Issues in Health	3
HPER 471 Safety Education	3
Hours credit: 46-47	

In addition take 16 hours from the following courses:

NURS 100 Orientation to the Concept of "Health" and the Health Care Delivery System	2
CHEM 109 General Chemistry — Organic	5
CHEM 130 Introductory Organic Chemistry	5
COMM 140 Principles of Mass Communication	3
PSY 202 Principles and Philosophies of Guidance	3
RSM 203 Introductory Statistical Methods	3
ICU 210 Death and Dying	3
HEC 221 Human Relationships	3
BIO 231 Genetics	5
BIO 234 Population Genetics	3
HPER 236 Health Aspects of Gerontology	3
BIO 262 Common Infections of Man	3
PSY 265 Social Psychology	3
SOC 272 The Community	3
CHEM 281 Human Biochemistry	5
RSM 303 Basic Statistical Inference	3
SOC 310 Social Psychology	3
SOC 312 Mass Communication and Propaganda Analysis	3

HEC 315 Consumer Education	3
HEC 316 Consumer Protection	3
SOC 325 Sociology of Medicine	3
BUS 341 Life and Health Insurance	3
BUS 354 Human and Organizational Behavior	4
BIO 361 Microbiology	5
BUS 366 Consumer Behavior	4
BIO 380 The Venereal Diseases	3
BIO 381 Topics in Birth Control and Contraception	1
BIO 382 Counseling in Birth Control and Contraception	1-4
ZOO 412 General Parasitology	5
BIO 430 Behavioral Genetics	3
SOC 435 Socio-Cultural Change	3
PSY 465 Psychology of Human Sexuality	3
ANT 470 The Nature of Man	3
ANT 472 Medical Anthropology	4
Hours credit: 71-81	

**Health Education Minor (Community Health Emphasis)**

Students pursuing the B.S. degree with a Minor in Health Education (Community Health Emphasis) must complete the following core courses:

HPER 200 Introduction to Health Education	3
HPER 205 Issues in Health	3
HPER 299 Community Health	3
HPER 342 Modern Concepts of Health & Disease	3
HPER 350 Introduction to Environmental Health	3
Hours credit: 15	

In addition take 18 hours from the following courses:

HPER 238 Contemporary Issues in Drug Abuse	3
RSM 203 Introductory Statistical Methods	3
or	
RSM 303 Basic Statistical Inference	3
HPER 262 Standard First Aid & Personal Safety	2
PSY 265 Social Psychology	3
or	
SOC 310 Social Psychology	3
SOC 272 The Community	3
SOC 325 Sociology of Medicine	3

**Health Occupations**

Administered by Vocational Teacher Education

The Health Occupations-Vocational Teacher Education Program provides for the undergraduate preparation of persons who hold current registration, certification, or licensure in their health field to teach in a health occupations program at the secondary, post-secondary, or adult level. The general format for the B.A. in Health Occupations is as follows:

General Education	60
Health Practitioner Preparation (includes work experience)	54
*Professional Health Occupations Teacher Education	54
Health Occupations Career Options/Alternatives	12
The Health Occupations Vocational Teacher Education program has established	

criteria for each of the health occupations programs based on the practitioner preparation required by the program accrediting agencies. The evaluation of the health practitioner preparation will be accomplished in conjunction with the admissions office at UNC, the health occupations teacher education program and the Colorado community colleges.

Associated with the health practitioner preparation needed for the degree program are required work hours identified in the State Plan for Vocational Education in order to qualify for a vocational credential. These occupational hours will also be achieved before student complete the B.A. in Health Occupations-Vocational Teacher Education.

**\*Professional Health Occupations**

**Teacher Education** — The vocational teacher education program has identified competency modules (one hour blocks) in the following areas necessary to be completed for the B.A. in Health Occupations.

1. **Foundations** 8
  - VTE 310 — Vocational Education Foundations Seminars
  - VTE 400 — Organization and Administration of Health Occupations
  - VTE 419 — Advisory Committees Seminar in Vocational Education
 Other courses depending on Career Goal
2. **Teacher Preparation** 11
  - Health Occupations Instructional Design
  - VTE 401 — Occupational Analysis
  - VTE 402 — Performance Objectives
  - VTE 403 — Classroom Evaluation
  - VTE 404 — Instructional Methods
  - VTE 405 — Media Utilization
  - VTE 406 — Student Evaluation in the Clinical Setting
  - VTE 430 — Vocational Education for Learners with Special Needs
 Other courses depending on background and Career Goal.
3. **Teaching Experience** 23
  - VTE 453 — Preparation for Teaching
  - Vocational Health Occupations
  - EDFE 444 — Student Teaching
  - VTE 483 — Teaching Improvement Seminar in Vocational Health Occupations
4. **Planned Experiences Based on Career Goals** Credit varies
5. **Additional Professional Teacher Education requirements** PSY 347, PSY 348, EDF 366, EDF 367, EDF 368, EDRD 420, and EDSE 405 (19 hours).

**History Major (Liberal Arts)**

Administered by the Department of History

Students pursuing a B.A. degree in History must complete:

1. The General Education requirements as specified in this catalog.
2. The following courses in History:
  - Core Course Requirements:**
  - HIST 100 The American Past, 1492-1800 4
  - HIST 101 The American Past, 1800-1900 4
  - HIST 102 The American Past, 1900-Present 4
  - HIST 130 Western Civilization I 4



HIST 131	Western Civilization II	4	Advanced electives in one of the above social science fields	12
HIST 132	Western Civilization III	4		
HIST 299	Introduction to Historical Research	3		
HIST 400	Interdisciplinary Readings in History	3		
Hours credit: 30			4. The Professional Teacher Education program.	Hours credit: 37

### Third World Course Requirements:

One of the following courses:

HIST 110	African Civilization	4	Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that the PTE program which accompanies this major involves the following modifications:
HIST 115	Asian Civilization	4	
HIST 218	History of Mexico	4	
HIST 314	History of Latin America, Colonial Period	4	
HIST 315	History of Latin America, National Period	4	

### Advanced Course Requirements:

Advanced electives in History 30

One elective in each of the following areas: United States, Europe, Third World (Asia, Africa, Latin America). A Latin American course chosen to fulfill this requirement cannot be used to fulfill the Third World Course requirement listed above.

Hours credit: 64

3. One minor of 27 hours preferable within the College of Arts and Sciences.

4. Electives sufficient to complete the 180 hours required for the baccalaureate degree.

The Department of History recommends that history majors take a foreign language.

a. Prior to application students must have completed 20 hours of history, 8 of which must have been taken at UNC, with a minimum GPA of 2.30 (computed from UNC courses only).

b. Students must complete:

EDF 366	Foundations of Education	4
PSY 347	Developmental Psychology for Teachers	3
HIST 130	Western Civilization I	4
HIST 131	Western Civilization II	4
HIST 132	Western Civilization III	4
HIST 100	The American Past, 1492-1800	4
HIST 101	The American Past, 1800-1900	4
HIST 102	The American Past, 1900-Present	4

Two introductory social science courses 10

for a total of 40 hours before enrolling in:

SSED 341	Methods of Teaching Social Science in the Secondary School and	3
EDLS 363	Clinical Experience	2

c. Students must complete 40 hours in the major before registering for EDFE 444, Supervised Teaching.

### History Minor

The following courses are required for a History minor:

HIST 100	The American Past, 1492-1800	4
HIST 101	The American Past, 1800-1900	4
HIST 102	The American Past, 1900-Present	4
HIST 130	Western Civilization I	4
HIST 131	Western Civilization II	4
HIST 132	Western Civilization III	4
Advanced electives in History		12
Hours credit: 36		

Students minoring in History who intend to teach Social Studies should take three of the following introductory social or behavioral science courses to fulfill their general education requirements in Category 3: ANT 100, ECON 100, GEOG 100, PSCI 100, SOC 100, PSY 120. These courses may not be counted toward fulfilling the thirty-six hour minor requirement.

**Honors.** The Department of History participates in the Honors Program. See page 8.

### Home Economics

Administered by the Department of Home Economics

Students pursuing a B.A. in Home Economics may select one of four majors: Dietetics; Food and Nutrition; Home Economics; and Vocational Home Economics

Teacher Education. Students must satisfy the following requirements:

1. Complete the General Education requirements of 60 quarter hours.
2. Courses in the selected major.
3. Electives to complete the 180 quarter hours of academic credit required for graduation.

### Dietetics Major

This major prepares a student upon graduation to apply for a dietetic internship or traineeship, the completion of which qualifies an individual for membership in the American Dietetic Association. Typical positions for dietitians are found in the areas of hospital dietetics, medical centers, health care facilities, commercial, or college food services, school lunch programs, governmental agencies, public health nutrition, extended care facilities, public or voluntary care agencies, Voc-Tech schools and colleges, and consultation services.

The following required courses are listed according to recommended sequence.

HEC 101	Self Identification	2
HEC 108	Investigating the Home Economics Profession	2
BUS 180	Introduction to Business Data Processing	3
CHEM 104	Principles of Chemistry I	5
CHEM 105	Principles of Chemistry II	5
CHEM 130	Introductory Organic Chemistry	5
ENG 103	Basic Technical Writing	3
ZOO 105	Human Biology (sub. for SCI 104 in Gen. Ed.)	4
ZOO 121	Human Anatomy	4
HEC 141	Techniques of Food Preparation	4
HEC 207	Think Metric	1
RSM 213	Statistics for Health Sciences	3
HEC 242	Principles of Food Preparation	4
HEC 251	Nutrition I	3
HEC 259	Nutrition Module: Medical Terminology	1
BIO 261	Medical and Public Health Microbiology	4
BUS 220	Principles of Accounting I	4
CHEM 281	Human Biochemistry	5
ZOO 250	Human Physiology	5
HEC 351	Nutrition for the Older Adult	3
HEC 353	Applied Nutrition	4
HEC 359	Nutrition Module: Interpreting Laboratory Data	1
HEC 362	Demonstration Techniques	2
BUS 281	Electronic Data Processing — FORTRAN	3
or		
BUS 383	Electronic Data Processing — COBOL	3
SOC 325	Sociology of Medicine	3
HEC 408	Seminar in Home Economics	1
HEC 445	Experimental Food Studies	4
HEC 446	Food Service Administration	3
HEC 447	Quantity Food Purchasing and Preparation	4
HEC 448	Organization and Management of Food Service	3
HEC 451	Nutrition II	3
HEC 456	Infant and Child Nutrition	3
PSY 466	Industrial Psychology	3
Hours credit: 107		

## History Major (Teacher Preparation)

Administered by the Department of History

Students pursuing a B.A. degree in History who expect to receive departmental endorsement in the social studies certification area must complete:

1. The General Education requirements as specified in this catalog.

2. The following courses in History:

HIST 100	The American Past, 1492-1800	4
HIST 101	The American Past, 1800-1900	4
HIST 102	The American Past, 1900-Present	4
HIST 130	Western Civilization I	4
HIST 131	Western Civilization II	4
HIST 132	Western Civilization III	4
HIST 299	Introduction to Historical Research	3
HIST 499	Interdisciplinary Readings in History	3
Hours credit: 30		

Advanced electives in History 22

Two courses must be in Third World History (Asian, African, Latin America).

One course must be in American History.

One course must be in European History.

Hours credit: 52

3. The following social science courses:

ANT 100	General Anthropology	5
ECON 100	Introductory Economics	5
GEOG 100	World Geography	5
PSCI 100	National Government of the United States	5
SOC 100	Principles of Sociology	5

**Food and Nutrition Major**

This major prepares a student for positions in commercial test kitchens, technical work in quality control, product development in laboratories in the food processing industry, or nutrition work in government agencies, or industry.

The following courses are required and listed in recommended sequence.

HEC 101	Self Identification	2
HEC 108	Investigating the Home Economics Profession	2
BUS 180	Introduction to Data Processing	3
CHEM 104	Principles of Chemistry I	5
CHEM 105	Principles of Chemistry II	5
CHEM 130	Introductory Organic Chemistry	5
ENG 103	Basic Technical Writing	3
HEC 111	Management for Effective Living	3
HEC 141	Techniques of Food Preparation	4
HEC 207	Think Metric	1
HEC 221	Human Relationships	3
HEC 242	Principles of Food Preparation	4
HEC 249	Food Module*	1
HEC 251	Nutrition I	3
BUS 205	Business Communications	3
CHEM 281	Human Biochemistry	5
CD 331	Development of the Infant and Toddler	3
HEC 349	Food Module*	1
HEC 351	Nutrition for the Older Adult	3
BIO 363	Food Microbiology	5
HEC 362	Demonstration Techniques	2
IA 342	Basic Photography	3
IA 345	Publication Production	5
HEC 353	Applied Nutrition	4
HEC 374	Consumer Aspects of Household Equipment	4
HEC 408	Seminar in Home Economics	1
HEC 419	Management for Contemporary Living	3
HEC 445	Experimental Food Studies	4
HEC 446	Food Service Administration	3
HEC 447	Quantity Food Purchasing and Preparation	4
HEC 448	Organization and Management of Food Service	3
HEC 449	Food Module*	1
HEC 451	Nutrition II	3
HEC 456	Infant and Child Nutrition	3
		Hours credit: 107

\*A total of five hours is required from food modules courses number HEC 249, 349, and 449 and must be taken after the freshman year.

The student with the guidance of an adviser will select electives from courses in various departments to supplement major requirements and to meet individual needs and interests.

**Home Economics Major**

The general home economics major allows students maximum flexibility in course and career selection. With the help of a faculty adviser, students may select individual programs of studies best suited to their needs and interests.

Students pursuing the B.A. degree with a home economics major must plan their program to meet the following requirements:

1. Complete the following courses in the home economics core plus the requirements in either Plan A or B.

a. Plan A: Complete an in-depth study of all areas of home economics.

b. Plan B: Select an emphasis area in which a minimum of 21 home economics credit hours must be completed; exclusive of an internship experience. Electives may be selected from supportive interdisciplinary subjects.

2. An internship in Home Economics is an elective that may be taken only with the approval of the Home Economics faculty. This approval should be obtained one quarter in advance of proposed internship.

3. A minor is recommended for some emphasis areas but is not required.

**Home Economics Core**

HEC 101	Self Identification	2
HEC 108	Investigating the Home Economics Profession	2
CHEM 108	General Chemistry	5
CHEM 109	General Chemistry — Organic	5
HEC 111	Management for Effective Living	3
HEC 141	Techniques of Food Preparation*	4
HEC 171	Design in Living	3
HEC 181	Basic Textiles	5
HEC 190	Fundamentals of Clothing Construction*	3
HEC 207	Think Metric	1
HEC 221	Human Relationships	3
HEC 250	Principles of Human Nutrition	3
HEC 315	Consumer Education	3
CD 330	Child Development Laboratory	1
CD 333	Development and Guidance of the Young Child	3
HEC 349	Food Module (Meal Planning)	1
HEC 362	Demonstration Techniques	2
HEC 371	Design for Shelter	4
HEC 372	Design for Interiors	3
HEC 374	Consumer Aspects of Household Equipment	4
HEC 408	Seminar in Home Economics	1
HECV 363	Introduction to Curriculum in Home Economics Education	3
		Hours credit: 64

\*Students with sufficient background are eligible to take competency exam for possible exemption from these courses or be exempted with comparable course work.

**Plan A** — In-depth study of all areas of home economics. Complete the following courses.

HEC 193	Creative Clothing Construction	4
HEC 212	Management Dynamics	3
HEC 242	Principles of Food Preparation	4
HEC 316	Consumer Protection	3
HEC 321	Role Behavior in the Intimate Environment	4
CD 331	Development of the Infant and Toddler	3
HEC 351	Nutrition for the Older Adult	3
HEC 456	Infant and Child Nutrition	3
HEC 381	Leisure Time Activities	4
HEC 382	Consumer Textiles	3
HEC 419	Management for Contemporary Living	3
HEC 449	Food Module (Preservation)	1
		Hours credit: 35

**Plan B** — Select an emphasis area in which a minimum of 21 home economics credit hours must be completed. Electives or a minor may be selected from supportive interdisciplinary subjects such as

Anthropology, Business, Economics, Fine Arts, Psychology, Science and Sociology.

**Emphasis in Foods/Nutrition**

HEC 242	Principles of Food Preparation	4
HEC 249	Food Module (Food and the Consumer)	1
HEC 351	Nutrition for the Older Adult	3
BIO 363	Food Microbiology	5
HEC 419	Management for Contemporary Living	3
HEC 444	Food for a Small Planet	3
HEC 445	Experimental Food Studies	4
HEC 446	Food Service Administration	3
HEC 447	Quantity Food Purchasing and Preparation	4
HEC 448	Organization and Management of Food Service	3
HEC 449	Food Module	1
HEC 456	Infant and Child Nutrition	3
		Hours credit: 37

Through a carefully planned program, students may prepare for positions in demonstration work, commercial test kitchens, product development in laboratories in the food processing industry or nutrition work in government agencies.

**Recommended Courses.** Business Cognate for Home Economics, ANT 381, BIO 241, BUS 100, CHEM 315, ECON 100, ECON 315, EDEM 330, EDEM 420, ENG 103, IA 342, JOUR 110.

**Emphasis in Consumer Education/Management**

HEC 212	Management Dynamics	3
HEC 249	Food Module (Food and the Consumer)	1
HEC 316	Consumer Protection	3
HEC 317	Consumer Issues	3
HEC 318	The Consumer and the Environment	3
HEC 382	Consumer Textiles	3
HEC 417	The Dual Career Woman	3
HEC 419	Management for Contemporary Living	3
HEC 444	Food for a Small Planet	3
HEC 499	Consumer and Fashion Market	3
		Hours credit: 28

Some career opportunities for those interested in the Consumer Education and Management Emphasis area may include consumer consultant, extension specialist, and consumer investigator.

Students will have the opportunity to participate in internships which integrate academic knowledge and professional goals.

**Recommended Courses.** BUS 100, 101, 260, COMM 110, 140, 220, ECON 100, EDEM 420, IA 214, 299, 342, JOUR 100, 110, PHYS 150.

**Emphasis in Family and Environment**

HEC 318	The Consumer and the Environment	3
HEC 321	Role Behavior in the Intimate Environment	4
HEC 351	Nutrition for the Older Adult	3
HEC 371	Design for Shelter	4
HEC 372	Design for Interiors	3
HEC 373	Applied Home Furnishings	3
HEC 381	Leisure Time Activities	4
HEC 384	Seminar in Textiles and Clothing (Special Needs)	3
HEC 417	The Dual Career Woman	3
HEC 419	Management for Contemporary Living	3

HEC 444	Food for a Small Planet	3
HEC 456	Infant and Child Nutrition	3

Hours credit: 39

The Family and Environment Emphasis leads to opportunities in the areas of social and youth services, day care centers and environmental protection programs.

**Recommended Courses.** CD 331, CD 332, CD 439, COMM 111, EDEM 410, EDEM 420, EDEM 460, EDF 375, EDSE 302, EDSE 306, ENST 110

#### Emphasis in Textiles and Clothing

HEC 193	Creative Clothing Construction	4
HEC 382	Consumer Textiles	3
HEC 384	Seminar in Textiles and Clothing	3
HEC 392	Recreational Sewing	3
HEC 395	Fashion Design — Flat Pattern Drafting	4
HEC 396	Fashion Design in Draping	4
HEC 481	Advanced Textiles	3
HEC 494	Tailoring	4
HEC 497	Evolution of Fashion	3
HEC 499	Consumer and Fashion Market	3

Hours credit: 34

The emphasis in Textiles and Clothing may lead to careers such as teaching in stores, extension or trade schools, custom dressmaking or work with commercial pattern companies. A student interested in fashion merchandising may elect to follow a Cognate in Business. The student interested in Fashion design may elect to follow a minor in Fine Arts.

**Recommended Courses.** Business Cognate for Home Economics; ANT 221, ANT 470, COMM 111, COMM 220, ECON 100, EDEM 460, ENST 110, IA 342, JOUR 110.

#### Vocational Home Economics Teacher Education

With the fulfillment of the specified Home Economics subject matter requirements, vocational and educational courses, the student will be recommended for certification and credentialing to teach in vocational home economics programs in Colorado. Cumulative GPA of 2.30 is required for admission into PTE.

Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. Certain courses required in that program are listed below as part of the major.

Two alternative programs prepare students for secondary school teaching in Consumer Homemaking or Occupational Home Economics.

HEC 101	Self Identification	2
HEC 108	Investigating the Home Economics Profession	2
HEC 111	Management for Effective Living	3
HEC 141	Techniques of Food Preparation*	4
HEC 171	Design in Living	3
HEC 181	Basic Textiles	5
HEC 190	Fundamentals of Clothing Construction or Challenge Exam	3
HEC 193	Creative Clothing Construction	4
HEC 212	Management Dynamics	3
HEC 221	Human Relationships	3
HEC 242	Principles of Food Preparation*	4
HEC 249	Food Module*	1

HEC 250	Principles of Human Nutrition	3
EDFE 270	School and Community Aide	1-4
VTE 310	Vocational Education Foundations Seminar	3
CD 331	Development of Infant and Toddler	3
CD 333	Development and Guidance of the Young Child	3
HEC 349	Food Module*	1
	or	
HEC 440	Food Module*	1
HEC 362	Demonstration Techniques	2
HECV 363	Introduction to Curriculum in Vocational Home Economics Education	3
HECV 367	Principles/Practices of Evaluation in Vocational Home Economics Education	3
HEC 369	Laboratory Management and Maintenance	1
HEC 371	Design for Shelter	4
HEC 372	Design for Interiors	3
HEC 374	Consumer Aspects of Household Equipment	4
HEC 395	Fashion Design — Flat Pattern Drafting	4
	or	
HEC 494	Tailoring	4
HEC 315	Consumer Education	3
HPER 191	Personal and Family Health	3
	or	
HPER 262	Standard First Aid and Personal Safety	2
	or	
	Red Cross Certificate	0
EDSE 405	Handicapped Students in Regular Classroom	3
HEC 408	Seminar in Home Economics	1
VTE 430	Vocational Education for Learners with Special Needs	3
VTE 411	Vocational Student Organizations	1
VTE 414	FHA/HERO Seminar	2
VTE 410	Cooperative Education and Coordinating Techniques	3
HECV 460	Home Economics Wage Earning	3
HECV 462	Preparation for Teaching Vocational Home Economics**	3
EDLS 363	Clinical Experience**	2
EDFE 444	Supervised Teaching	18
HECV 464	Reading in Vocational Home Economics	2
HECV 465	Teaching Improvement Seminar in Vocational Home Economics	2

Hours credit: 121-127

#### Recommended courses:

VTE 290	Directed Occupational Experience	3-8
EDEM 410	Introduction to Educational Resources	3
EDEM 420	Design and Construction of Audio-Visual Materials	3
HECV 432	Teaching Child Development and Family Living in Secondary School	3

State credentialing requirements for Vocational Home Economics Education also include wage-earning hours on the basis of type of credential. They are:

**Consumer-Homemaking**, 2000 hours of home related work or 2000 hours of paid employment in home economics related occupations.

**Multi-Occupational**, 4000 hours of occupational experience distributed among the subject-matter areas of home economics.

**Specific Skill Occupational**, 4000 hours of occupational experience directly related to

the area to be taught.

After September 1, 1980, all Wage Earning Home Economics teachers must have 4000 hours of work experience; all Consumer Homemaking teachers must have 2000 hours work experience of 2000 hours of home experience.

\*A minimum of nine hours in the foods areas are to be selected from the following courses HEC 141, 242, 249, 349, 449.

\*\*These courses are to be taken concurrently.

#### Home Economics Minors

A student who wishes to minor in Home Economics may register with the department for Adviser assignment.

#### General Home Economics Minor (Non-teaching)

A minimum of 27 credit hours must be selected from the following courses:

HEC 111	Management for Effective Living	3
HEC 171	Design in Living	3
HEC 181	Basic Textiles	5
HEC 190	Fundamentals of Clothing Construction	3
HEC 193	Creative Clothing Construction	4
IA 214	Understanding Home Maintenance Activities	3
	or	
IA 299	Understanding the Automobile, a Course for Women	3
HEC 221	Human Relationships	3
HEC 250	Principles of Human Nutrition	3
CD 331	Development of the Infant and Toddler	3
CD 333	Development and Guidance of the Young Child	4
HEC 315	Consumer Education	3
HEC 340	Contemporary Food Preparation	4
HEC 371	Design for Shelter	3
HEC 372	Design for Interiors	3
HEC 456	Infant and Child Nutrition	3

#### Business Cognate for Home Economics

A student with a major in the Department of Home Economics may choose the following program for a Cognate in Business. It is recommended that students interested in fashion merchandising work within the framework of the Home Economics major in the emphasis area of Textiles and Clothing combined with the Business Cognate for Home Economics.

BUS 100	The American Business System	3
BUS 150	Principles of Management	4
BUS 220	Principles of Accounting I	4
BUS 260	Marketing	4
BUS 261	Salesmanship	3
BUS 361	Retail Management	4
BUS 362	Advertising	3
ECON 100	Introductory Economics	5
	Recommended course.	
BUS 465	Seminar in Retailing	3

#### Florence Program: Home Economics

The Department of Home Economics participates in a program in Comparative Arts at a residence center, "La Poggerina" near Florence, Italy.

## Humanities Minor

Administered by the Department of English  
A pre-planned, thirty-six hour program of coordinated courses in the arts and humanities requiring careful organization by the student with his or her adviser and the Director of Humanities.

### Requirements:

1. Thirty-three hours of study in at least two, but no more than three of the areas of Anthropology, Communication, English, Fine Arts, History, Humanities, Music, Philosophy, Sociology, Theatre.
2. Careful coordination of related courses. These may be coordinated around a topic, theme, period of time or place; for example: topics or themes in Classical or Renaissance or Asian culture; comparative studies in literature, art, philosophy; and so forth.
3. A three-hour independent study on a topic selected by the student at the culmination of the course work from ideas inspired by the courses. The study is to cut across disciplinary boundaries, and it may cross chronological or cultural lines. The purpose of the study is to help the student in integrating and synthesizing knowledge.
4. No hours in the student's major field will apply to the minor.

Following is a list of courses that may be drawn upon to build an integrated group of studies. Others from the departments listed may be taken with the approval of the adviser and the department or professor.

ANTHROPOLOGY 100, 110, 120, 122, 140, 220, 221, 222, 228, 240, 242, 280, 281, 284, 320, 321, 322, 323, 324, 325, 327, 328, 331, 335, 337, 340, 341, 342, 344, 345, 346, 347, 348, 349, 350, 360, 361, 380, 381, 382, 383, 420, 421, 431, (ANT 100 or 110 recommended as prerequisites).

COMMUNICATION 120, 140, 170, 212, 220, 250, 270, 280, 302, 312, 323, 330, 345, 380, 400, 420, 452, 455, 460, 490.

ENGLISH 211, 212, 213, 214, 215, 216, 217, 220, 221, 225, 226, 310, 311, 325, 360, 402, 403, 405, 406, 407, 408, 410, 411, 414, 415, 416, 430, 441, 450.

FINE ARTS 110, 111, 112, 360, 362, 363, 364, 365, 366, 367, 368, 369, 380, 381, 382, 383.

HISTORY 110, 115, 130, 131, 132, 170, 171, 172, 266, 302. Any advanced electives in History may be taken with the approval of the student's adviser.

HUMANITIES 111, 112, 113, 114, 115, 120, 140, 210, 230, 235, 240, 241, 250, 252, 260, 320, 330, 331, 360, 410.

MUSIC 140, 141, 142, 143, 243, 244, 245, 285, 340, 341, 345, 346, 347, 449, 485.

Applied music: maximum of 6 hours in study of any instrument or voice acceptable towards the minor.

Musical organizations: Maximum of 3 hours acceptable towards the minor.

PHILOSOPHY 100, 150, 210, 220, 230, 270, 305\*, 312\*, 315\*, 325, 330, 355, 370\*, 405, 415\*.

\*Fulfill prerequisites or have consent of instructor.

SOCIOLOGY 145, 310\*, 312\*, 321\*, 323\*, 333\*, 334\*, 341\*, 345\*, 410\*, 420\*, 421\*,

432\*, 435\*, 350\*, 351\*.

\*Prerequisite SOC 100.

THEATRE 130, 330, 331, 332.

## Humanities: UNC Program in Florence

For Humanities courses taught in Florence, see page 101.

A student may develop an individualized humanities minor in Italian Medieval, Renaissance, or modern studies using selected courses listed for the Humanities minor and studies taken at the Comparative Arts Center near Florence, Italy. See the Director of Humanities, English Department.

## Individualized Education Program

This highly individualized experimental program, initiated winter quarter 1975, is open to freshmen, sophomores, and first quarter juniors. A small number of faculty members have been designated as tutors, each of whom will be assigned from ten to fifteen students. Each participating student will select a tutor upon entry into the program, and, thereafter, the student's entire educational experience will be determined by agreement between the tutor and the student. A student may enroll in a maximum of two regular courses each quarter; the bulk (and possibly, the entirety) of his credits, however, will be earned in tutorial study, consisting of blocks of essentially independent work — in the library, laboratory or field — devised in consultation with the tutor. At frequent intervals the student will meet with his or her tutor for informal discussion of work projects and progress. Tutorial students with similar interests will also have an opportunity to meet together periodically. Each block of tutorial work will culminate in a research or analytical report or some other evidence of the student's accomplishment. No grades other than satisfactory/unsatisfactory will be given, although the tutor will maintain a thorough evaluation record of the student's work and attainments.

Students interested in the program should consult one of the tutors: Professors John Brand (English), Richard Dietz (Earth Sciences), Daniel F. O'Connor (Sociology), or James Wanner (Anthropology).

## Industrial Arts and Technology Major

Administered by the Department of Industrial Arts and Technology

### Industrial Arts and Technology (Non-teaching Major)

Students pursuing the B.S. degree with a major in Industrial Arts and Technology (non-teaching) must plan their programs to fulfill the following requirements:

1. All General Education requirements as specified elsewhere in this catalog.
2. Mathematics 123 and 124.
3. Chemistry 104 and 105.
4. Physics 260 and 261.
5. Industrial Arts and Technology core which consists of 62 academic quarter hours as follows:

IAT 100	Introduction to Industrial Arts and Technology	1
IAT 118	General Plastics (Synthetic Materials)	3
IAT 141	Graphic Arts Fundamentals	3
IAT 150	Wood Processing	3
IAT 161	Principles of Drafting	3
IAT 170	General Metals	3
IAT 180	General Electricity	3
IAT 190	Introduction to Power	3
IAT 219	Plastics	3
IAT 223	Industrial Mathematics	2
IAT 241	Graphic Arts	3
IAT 250	Machine Woodworking	3
IAT 261	Pictorial and Working Drawings	3
IAT 272	Gas and Electric Welding	3
IAT 274	Machine Tool Operation	2
IAT 281	Electro-Mechanical Equipment and Measuring Instruments	3
IAT 291	Internal Combustion and Reciprocating Engines	3
IAT 357	Construction Technology	3
IAT 433	Industrial Materials	3
	Business or Economic Electives	9
	Hours credit:	62

6. Eighteen academic quarter hours electives in industrial arts and technology.

## Industrial Arts and Technology Major (Teacher Preparation)

Students majoring in Industrial Arts and Technology who plan to teach in the public schools should meet the following requirements:

1. Complete the General Education requirements as specified elsewhere in this catalog. It is recommended that the following courses be completed as part of the General Education requirements: Math 123 and 124; Chemistry 104 and 105; Physics 260 and 261.
2. Complete the Professional Teacher Education Program as specified elsewhere in this catalog.
3. Complete the required courses in the major:

IAT 100	Introduction to Industrial Arts and Technology	1
IAT 118	General Plastics (Synthetic Materials)	3
IAT 141	Graphic Arts Fundamentals	3
IAT 150	Wood Processing	3
IAT 161	Principles of Drafting	3
IAT 170	General Metals	3
IAT 180	General Electricity	3
IAT 190	Introduction to Power	3
IAT 219	Plastics	3
IAT 223	Industrial Mathematics	2
IAT 241	Graphic Arts	3
IAT 250	Machine Woodworking	3
IAT 261	Pictorial and Working Drawings	3
IAT 272	Gas and Electric Welding	3
IAT 274	Machine Tool Operation	2
IAT 281	Electro-Mechanical Equipment and Measuring Instruments	3

IAT 291	Internal Combustion and Reciprocating Engines	3
IAT 320	Course Organization in Industrial Arts	3
IAT 330	Methods of Teaching in the Secondary School Industrial Arts	3
IAT 335	History and Philosophy of Industrial Education	3
IAT 336	Principles of General Shop Organization	3
IAT 357	Construction Technology	3

Hours credit: 62

4. Elect 9 additional hours from the following areas of industrial arts and technology: wood, metal, crafts, drafting, power, graphic arts and electricity-electronics (Total IAT Major is 71 hours).

5. Free electives to complete 180 quarter hours of academic credit for graduation.

### Minors in Industrial Arts and Technology

All students who wish to minor in Industrial Arts and Technology must register with the department prior to enrollment in either of the two programs listed below.

#### Industrial Arts and Technology Minor (Teacher Preparation)

Required courses in the minor:

IAT 161	Principles of Drafting	3
IAT 261	Pictorial and Working Drawings	3
IAT 320	Course Organization in Industrial Arts	3
IAT 336	Principles of General Shop Organization	3

Elect 18 quarter hours in industrial arts and technology to meet the minor requirements of 30 hours.

#### Industrial Arts and Technology Minor (Non-Teaching)

This minor requires the election, with the approval of the minor adviser, of 30 quarter hours in Industrial Arts and Technology.

## Interdisciplinary Studies Program

Under this recently inaugurated program any undergraduate in the University will be able to pursue an interdisciplinary course of study of his or her own devising in substitution for the traditional major and minor.

The major purposes of the program are to afford students greatly enlarged opportunities to pursue courses of study tailored to their individual interests and needs; to encourage students to develop a greater awareness of the interrelatedness and wholeness of knowledge; to enable students to confront both contemporary and lasting human issues and problems in broad, realistic perspective; and to help lay the groundwork for students who aspire to useful careers in such important fields as environmental protection, urban affairs, and international relations.

Degree requirements under this program consist of meeting all basic requirements of the General Education program — that is, completing nine hours of Foundations of General Education and completing two

courses in Arts and Applied Language Studies, two courses in Professional and Applied Studies, two courses in Social and Behavioral Sciences, two courses in Humanities and Integrative Studies, two courses in Sciences, and two courses in Human Interaction — but, providing the foregoing are satisfied, the student need not complete the full complement of 60 hours in General Education. In addition, the student must complete a coherent multi- or interdisciplinary program consisting of approximately 90 credit hours, developed in consultation with at least two faculty members selected by the student (who will then serve as the student's advisory committee until the program is completed), and approved by the University Committee on Interdisciplinary Studies. The interdisciplinary program must include a culminating senior thesis or or research project (IS 422, 3-4 hours). (Students who plan to teach in the public schools should also include the appropriate hours of Professional Teacher Education courses in their programs and must have a recommendation for certification from a department offering a teacher education program.) The student's total course of study must involve completion of 180 quarter hours of academic credit for graduation. Students desiring to enter the program should do so not later than the second quarter of their junior year.

Interested students should consult with Professor Ronald Edgerton (History), Chairman, Committee on Interdisciplinary Studies, or Dean Robert O. Schulze, College of Arts and Sciences.

## Journalism Major

Administered by the Department of Journalism

Students pursuing the B.A. in Journalism must plan their programs to fulfill the following requirements:

1. Complete the General Education requirements of 60 quarter hours.
2. Before taking journalism writing courses, demonstrate competence in grammar, spelling, and word usage by successful performance on the Journalism Department's proficiency test.
3. Take journalism courses totaling 50 quarter hours, 55 quarter hours for community journalism.
4. Select electives to complete the 180 quarter hours. Among these electives must be at least nine hours in one liberal arts study area beyond credits applied to the journalism major and the minor.
5. Each major, before his or her last quarter on campus, must pass a typing proficiency test and a grammar-copy editing proficiency test.
6. It is recommended that after finishing the junior year, each major take the one-quarter internship (JOUR 401) for 15 hours credit.
7. Majors must take these core courses:

### Journalism Core

JOUR 100	Introduction to Journalism	2
JOUR 110	Newswriting	4
JOUR 115	Advanced Newswriting	4
JOUR 250	News Editing	3
JOUR 301	Journalism Internship (or 2 hours JOUR 301 plus JOUR 401)	6
JOUR 397	Master Journalists and Their Times	3
JOUR 399	Press Criticism and Current Affairs	3
JOUR 492	Ethics and Libel	3

Hours credit: 28

8. In addition to the core courses, majors are to take courses in one of these areas of specialization:

#### News-Editorial Specialization

JOUR 210	Feature Writing for News Media	3
JOUR 255	Publications Layout	3
JOUR 310	Analytical Reporting	4
JOUR 370	Photojournalism	3
JOUR 496	Profiles of 20th Century Journalists	3
	Electives in journalism or related courses approved by adviser	6

Hours credit: 22

#### Community Journalism Specialization\*

JOUR 210	Feature Writing for News Media	3
JOUR 284	Techniques of Advertising	3
JOUR 310	Analytical Reporting	4
JOUR 360	Community Newspaper	3
JOUR 370	Photojournalism	3
JOUR 460	Newspaper Management	3
IA 345	Publications Production	5
SOC 272	The Community	3

Hours credit: 27

\*NOTE. Students in the Community Journalism specialization are encouraged to take a Business Cognate in place of a minor.

#### Teacher Education Specialization\*

Complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours).

JOUR 284	Techniques of Advertising	3
JOUR 330	Teaching Secondary School Journalism**	3
JOUR 430	Scholastic Publications	3
JOUR 435	Teaching by Newspaper and Broadcast	2
IA 345	Publication Production	5
	Electives in journalism or related courses approved by adviser	6

Hours credit: 22

\*Check with the Journalism Department before deciding to pursue this major specialization. Current regulations may make it necessary for a student to major in a related area such as English.  
\*\*Course taught by Journalism Department, but credit applied in Professional Teacher Education.

9. Select one minor from among business, business education, English, communication, history, economics, political science, sociology, psychology, or environmental studies; or select one cognate below; to total 27 quarter hours; or select 27 quarter hours from an academic area with the approval of the journalism adviser before the beginning of the junior year.

Emphasis areas, which can be taken in place of a minor are:

#### Broadcast News Cognate

JOUR 340	Broadcast Newswriting	3
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COMM 110	Communication: Public Forum	3
COMM 340	Radio Production	4
COMM 342	Television Production	4
JOUR 301	Journalism Internship-Radio	2
	Electives in journalism and/or communication, with JOUR 401 Intern, recommended if it is not taken for the journalism major	11
	Hours credit:	27

**Business Cognate**

BUS 150	Principles of Management	4
BUS 220	Principles of Accounting I	4
BUS 260	Marketing	4
BUS 261	Personal Selling	3
BUS 362	Advertising	3
BUS 457	Small Business Management	3
ECON 100	Introductory Economics	5
JOUR 380	Public Relations	3
	Hours credit:	29

**Additional Requirements for Teacher Education:**

Majors in journalism who plan to teach in junior or senior high school are to complete the emphasis printed before, with these additions:

1. Gain admittance to Professional Teacher Education with a grade point average in courses taken here in the major of at least 2.30 and after having taken about one-half or more of the courses in the journalism major.

2. Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that JOUR 330 (3 hrs.) and EDLS 360 (2 hrs.) or its substitute JOUR 301, Adviser Aide (2 hrs.) are included in this PTE program.

3. Complete one minor in a related teaching field, such as English, business education, social science, communication, as that minor is described by that department.

**Journalism Minor**

Requirements for a student taking a major in one field and electing Journalism as a minor are to complete the journalism core.

Note: a journalism minor is required to complete JOUR 301 for 2 credit hours only, substituting 4 hours of electives in journalism to complete the required 28 quarter hours.

**Journalism Minor (Teaching)**

Students in Professional Teacher Education, majoring in one field and electing Journalism as a minor must complete the following requirements:

JOUR 100	Introduction to Journalism	2
JOUR 110	Newswriting	4
JOUR 115	Advanced Newswriting	4
JOUR 284	Techniques of Advertising	3
JOUR 330	Teaching Secondary School Journalism	3
JOUR 430	Scholastic Publications	3
IA 345	Publications Production	5
	Electives in Journalism	3
	Hours credit:	27

**Honors.** The Department of Journalism participates in the Honors Program. See Honors Program section of catalog.

## Junior High/Secondary School Science Major

Administered by the Department of Science Education

Students majoring in Junior High/Secondary School Science who plan to teach in the public schools are required to include the following courses in their programs:

1. All General Education requirements as specified earlier in this catalog.
2. Professional Teacher Education, 39 hours, and SCED 441 or SCED 442, three hours credit concurrently with EDLS 363, Clinical experience, 2 hours credit.
3. SCED 151, Introductory Science Field Experiences.
4. The following courses in the major:

BIO 101	Principles of Biology	5
BIO 102	Principles of Botany	5
BIO 103	Principles of Zoology	5
CHEM 104	Principles of Chemistry I	5
	or	
CHEM 106	Principles of Chemistry IA	5
CHEM 105	Principles of Chemistry II	5
	or	
CHEM 107	Principles of Chemistry IIA	5
PHYS 260	Introductory Physics — Mechanics	4
PHYS 261	Introductory Physics — Heat, Sound, and Light	4
GEOL 100	General Geology (if an Earth Science Minor is elected, replace GEOL 100 with four hours of additional electives)	4
	Electives	19
	Hours credit:	56

5. One minor of at least 27 quarter hours.
6. Sufficient electives to complete 180 quarter hours of academic credit required for graduation.
7. To meet certification standards in Colorado, the student must plan a program which will develop knowledge and skills in mathematics as required. See your adviser for recommended courses.

**Recommended electives:**

AST 100	General Astronomy	4
BIO 231	Genetics	3
BIO 240	General Ecology	4
BIO 380	Sexually Transmitted Diseases	3
BIO 402	Conservation of Natural Resources	4
CHEM 130	Introductory Organic Chemistry	5
GEOL 201	Principles of Geology I	5
MET 200	General Meteorology	4
MET 320	Climatology	3
MET 330	Physical Meteorology	3
OCN 200	General Oceanography	3
OCN 301	Principles of Oceanography I	3
PHYS 262	Introductory Physics — Electricity and Magnetism	4
SCI 115	Meteorology by Inquiry	3
SCI 210	Values Act (I) on Environment	3
ZOO 121	Human Anatomy	4
ZOO 156	Elements of Human Physiology — Anatomy	5
ZOO 250	Human Physiology	5

## Mathematics Major (Liberal Arts)

Administered by the Department of Mathematics

Students pursuing the B.A. with a major in Mathematics must plan their program to fulfill the following requirements (no minor is required in this program):

1. All General Education requirements are specified earlier in this catalog.
2. Courses in the major core (below) 42
3. Courses in the liberal arts specialization (below) 18
4. Additional electives to complete the 180 quarter hours of academic credit required for graduation. Hours credit: 60

### Mathematics Major (Teacher Education)

Students majoring in Mathematics who plan to teach in the secondary school should include the following courses in their program (no minor is required in this program):

1. All General Education requirements as specified earlier in this catalog.
2. Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that MED 341, three hours credit, and EDLS 363, two hours credit, to be taken simultaneously, are included in this PTE program.
3. Courses in the major core (below) 42
4. Courses in the teaching specialization (below) 35

Hours credit: 77

**A. Major Core:**

MATH 130	Analytic Geometry	4
MATH 131	Calculus I	5
MATH 132	Calculus II	5
MATH 133	Calculus III	4
MATH 250	Elementary Probability Theory	4
MATH 251	Elementary Statistics Theory	4
MATH 321	Elementary Linear Algebra	4
MATH 322	Introduction to Abstract Algebra	4
MATH 335	Differential Equations I	4
MATH 380	Computer Programming	4
	Hours credit:	42

**B. Liberal Arts Specialization:**

MATH 409	Foundations of Mathematics	3
MATH 432	Basic Analysis I	4
MATH 433	Basic Analysis II	4
MATH 434	Basic Analysis III	4
	Electives to be selected from MATH 250 or higher, excluding MATH 280, 395, and 402	3
	Hours credit:	18

**C. Teaching Specialization:**

MATH 327	Elementary Functions from an Advanced Viewpoint	4
MATH 341	Introduction to Modern Geometry I	3
MATH 342	Introduction to Modern Geometry II	3
MATH 381	Problem Solving with Calculating Devices	2
MATH 464	Introduction to the History of Mathematics	3

MATH 491 Theory of Equations	4
Courses in a mathematics education component to be selected with the approval of the faculty adviser	
Hours credit:	35

Students majoring in Mathematics who plan to teach in the elementary school should meet the following requirements:

1. Complete all General Education requirements as specified earlier in this catalog.
2. Professional Teacher Education as stated in this catalog.
3. Meet requirements of the Elementary Education major as specified in this catalog.
4. Courses in the major:

MATH 124 College Algebra*	5
MATH 125 Plane Trigonometry*	5
MATH 130 Analytic Geometry	4
MATH 131 Calculus I	5
MATH 151 Introduction to Statistical Analysis	4
MATH 280 Beginning Computer Programming in BASIC	3
MATH 321 Elementary Linear Algebra	4
MATH 341 Introduction to Modern Geometry I	3
MATH 401 Foundations of Arithmetic	3
MATH 464 Introduction to the History of Mathematics	3
Electives to be selected from mathematics or mathematics education courses numbered 200 or higher	
Hours credit:	48

\*Qualified students may be exempted.

5. Complete the additional requirements as stated on page 31 in this catalog for certification as an elementary school teacher.

## Mathematics Minors

### Liberal Arts Minor

Following are the requirements for the Liberal Arts minor:

MATH 130 Analytic Geometry	4
MATH 131 Calculus I	5
MATH 132 Calculus II	5
MATH 133 Calculus III	4
Electives: One of MATH 124, 125, 127, if taken before MATH 130 and additional electives in mathematics courses numbered 250 or higher. MATH 280, 395 and 402 may not be counted	
Hours credit:	30

### Teaching Minor

Following are the requirements for the minor for persons planning to teach:

MATH 130 Analytic Geometry	4
MATH 131 Calculus I	5
MATH 132 Calculus II	5
MATH 321 Elementary Linear Algebra	4
MATH 322 Introduction to Abstract Algebra	4
MATH 341 Introduction to Modern Geometry I	3
MED 341 Methods of Teaching Mathematics	3
EDLS 363 Clinical Experience	2
Electives in mathematics or mathematics education courses numbered 124 or higher	
Hours credit:	35

\*It is recommended that a course be selected from among MATH 250, 305, 325, 342, 380.

## Mathematics Education Minor

Following are the requirements for the minor in mathematics for Elementary Education majors:

MATH 193 Informal Geometry	3
Electives to be selected with approval of the student's minor adviser	
Hours credit:	27

## Medical Technology Major

Administered by the Department of Chemistry

The four-year program leading to the B.A. degree in Medical Technology requires the student to earn a total of 180 academic quarter hours. A minimum of 135 quarter hours will be earned on the campus of the University of Northern Colorado during the first three years and 45 quarter hours of Medical Technology will be earned during the senior year (12 months) at one of the affiliated hospitals (Weld County General Hospital, Greeley; St. Francis Hospital, Colorado Springs; Mercy Hospital, Denver). These courses are under the supervision of the clinical staff at each hospital. Only a limited number of positions are available for the clinical year. Selection of students for placement will be made from qualified juniors in the program. Criteria for selection will include academic performance, with emphasis on work in the major and minor courses, length of time in the major and faculty recommendations.

Students admitted to the Medical Technology Program must include the following courses in their program:

1. General Education (45 hours — Foundations of General Education and all category requirements) as specified earlier in this catalog. Two required science courses will be accepted as meeting the category requirements in science.
2. Courses in the major:
 

MTEC 410 Clinical Chemistry	5
MTEC 411 Chemistry Laboratory I	3
MTEC 412 Chemistry Laboratory II	2
MTEC 413 Special Chemistry Laboratory	2
MTEC 430 Immunohematology	2
MTEC 431 Immunohematology Laboratory	4
MTEC 440 Medical Microbiology	4
MTEC 441 Medical Microbiology Laboratory I	3
MTEC 442 Medical Microbiology Laboratory II	3
MTEC 460 Urinalysis and Clinical Microscopy	2
MTEC 461 Urinalysis and Coagulation Laboratory	2
MTEC 470 Medical Parasitology	1
MTEC 480 Serology	2
MTEC 481 Serology Laboratory	1
MTEC 490 Hematology	3
MTEC 491 Hematology Laboratory I	3
MTEC 492 Hematology Laboratory II	3
3. The Medical Technology Chemistry minor of 27 or more hours.
4. Forty-seven quarter hours are required by the American Society of Clinical Pathologists and/or the staff of Weld County General Hospital in the following: Biology — BIO 101, ZOO 105, ZOO 121, ZOO 250, BIO

261, BIO 361; Chemistry — CHEM 314, 482, 483; Physics — PHYS 261, 262.

5. Five hours of college mathematics.
6. Electives to complete 180 quarter hours of academic credit required for graduation.

## Mexican American Studies Major

Administered by the Department of Mexican American Studies

Students pursuing the B.A. with a major in Mexican American Studies must plan their programs to fulfill the following requirements:

1. Meet all General education requirements as specified earlier in this catalog. (Students majoring in Mexican American Studies should take ANT 100, SOC 100, HIST 175, PSCI 100, and GEOG 100).
2. The following required courses in the major:

MAS 101 Introduction to Mexican American Studies	4
RSM 203 Introductory Statistical Methodology	3
or	
MATH 251 Elementary Statistics Theory	4
At least one course selected from each of the following areas:	
I. Behavioral/Cultural — Selected from MAS 302, 304, 307	
II. Historical/Descriptive — Selected from MAS 270, 280, 306	
III. Literary/Humanities — Selected from MAS 260, 412, 414	
IV. Designated Electives — ANT 384, HIST 299, PHIL 340, PSY 271, PSCI 340, PSY 375, SOC 460	
V. Senior Project or Thesis	5
VI. Electives in MAS (consult your adviser) to total	48

3. Students who major in Mexican American Studies will meet the language major requirements in the following manner:

- a. Students who have a prior understanding of Spanish (2 years of College Spanish or the equivalent) are required to select one of the following MAS 414, 425, 430 or
  - b. Complete a minor in Spanish and meet the course requirements listed in (a) above.
4. Students interested in being certified for teaching Mexican American Studies must take a Social Science major rather than one in Mexican American Studies.
5. Electives sufficient to complete requirements for the B.A. degree.

## Mexican American Studies Minor

MAS 101 Introduction to Mexican American Studies	4
MAS 302 Social Stratification in the Mexican American Southwest	3
MAS 304 Bicultural Systems	3
MAS 306 History of the Chicano in the Southwest	3
MAS 414 Mexican American Philosophical Thought	3
Electives to be selected with the approval of the student's minor adviser	
Hours credit:	27



In addition to these 27 hours, students majoring in the teaching professions are required to take EDCI 551, Problems in Teaching Minority Groups, 3 hours credit, and to have Student Field Experience with Mexican American students.

## Middle School Education

The Middle School Education major is a program leading to the B.A. degree for career teachers at middle school levels (usually a subset of grades 5-8). Students selecting this program will be assigned to a Middle School Advisory Group of about 12 students with an adviser. The advisory Group will serve to help the student in planning the total program, arranging for early field experiences, providing for alternative and additional studies, promoting continuity in the total program, and giving some guidance during the first year of employment.

The Middle School Council establishes policy for this major and approves the proposed academic components of the middle school major for each student in the program.

Students pursuing this major must plan their programs to meet the following requirements:

1. Meet all General Education requirements as specified earlier in this catalog.
2. Complete a Middle School Academic Major under one of the following plans:  
Plan I. One major field with supporting field.  
Plan II. Two related fields.  
Plan III. A broad, interdisciplinary field.

The Middle School Academic Major must be approved by the student's adviser and by the Middle School Council and must contain a minimum of 60 quarter hours.

3. Complete the following Professional Education program:

EDCI 101 Orientation to Education	2
EDCI 102 Orientation to Middle Schools	2
EDSE 405 Handicapped Students in Regular Classrooms	3
EDSE 407 Working with Handicapped Students in the Secondary School	2
EDRD 310 Improvement of Instruction in Reading in the Elementary School or	3
EDRD 420 Reading in Secondary Schools	3
PSY 347 Developmental Psychology for Teachers	3
PSY 348 Learning Processes in Education	3
EDF 366 Foundations of Education	4
EDF 367 Philosophy of Education	3
EDRD 520 Reading in the Content Field	3
EDFE 270 School Aide	2(or more)
EDLS 362 Clinical Experience	18
EDFE 444 Supervised Teaching (Middle School)	18
Method course to be taken in content field	3
Psychology elective with approval of adviser	3
<b>Hours credit:</b>	<b>56</b>

## Music Majors

Administered by the School of Music

Students who are interested in majoring in music are not automatically accepted as music majors even though they meet the general admission requirements of the university. Formal application for admission to the School of Music must be made through the office of the Director of the School of Music. Auditions and interview are part of the admission requirements. Admission forms are available upon request. Admission may be limited by availability of staffing and facilities.

### Bachelor of Arts Degree (non-certified)

Music Major and Music Minor.

### Bachelor of Music Degree (non-certified)

Emphasis in instrumental voice or piano performance, or theory and composition.

A program combining the Bachelor of Music Education Degree and the Bachelor of Music Degree in the performance or theory and composition areas is available.

### Bachelor of Music Education Degree (leading to a state teaching certificate)

Music Education (Instrumental or Vocal, Piano and General Emphasis).  
Music Education and Music (combined with the Bachelor of Music Degree).

### Bachelor of Arts Degree

1. Complete the General Education requirement of 60 quarter hours.
2. A 51-hour major in music as outlined below:

MUS 100 Recitals, Concerts, Production	0
MUS 101, 102, 103 Sight Singing & Theory I, II, III	12
MUS 141, 142, 143 Music Literature & Styles I, II, III*	6
MUS 201, 202, 203 Advanced Sight Singing & Theory I, II, III	9
MUS 243, 244, 245 History of Music I, II, III	9
MUS 301 Counterpoint	3
MUS 302 Homophonic Forms	3
Electives in Music	9
<b>Hours credit:</b>	<b>51</b>

\*May be used as part of the 50 hours of required General Education.

3. One academic minor outside the School of Music.
4. Two years of a Foreign Language.
5. Two quarter hours of individual performance must be earned each quarter in residence in the student's major performance area. One quarter hour of credit must be earned each quarter in residence in a major musical organization (Concert Band,

Symphonic Band, Wind Ensemble, Mixed Concert Choir, University Chorus, Varsity Men's Glee Club, Women's Concert Choir, Festival Orchestra, University Symphony Orchestra).

6. Meet all music performance and recital attendance requirements as listed in the respective departmental handbook.

7. For transfer students, requirements in individual performance and ensembles will be determined by the performance area faculty at the time of audition for admission.

8. Electives to meet requirements for graduation.

### Music Minor (Liberal Arts)

MUS 101, 102, 103 Sight Singing & Theory I, II, III	12
MUS 141, 142, 143 Music Literature & Styles I, II, III	6
Electives	15
<b>Hours credit:</b>	<b>33</b>

All students taking the music minor must complete the above core courses, either by taking the courses or challenging the examination.

In addition, the student may elect courses in music history, theory, literature, performance study, or ensemble participation to complete a 33 hour requirement (a maximum of 6 hours in performance and 3 hours in ensemble participation may apply towards meeting the elective requirements).

Students who wish to use Voice as credit toward their Minor requirements must audition and have permission of the Voice Department to do so.

\*May be used as part of the 60 hours required General Education.

### Bachelor of Music Degree

Students pursuing the Bachelor of Music degree must plan their programs to meet the following requirements.

1. Complete 45 hours (Foundations of General Education and all category requirements) as specified earlier in this catalog for non-teaching degree programs.
2. Complete the required courses listed below for the Instrumental, Voice, Piano or Theory and Composition Emphasis.
3. Meet all recital attendance requirements as listed in the respective departmental Applied Music and Performance Handbook.
4. Four credit hours of individual performance shall be carried on during each quarter of residence and culminate in a senior recital or the performance of compositions by the candidate for the degree. See the appropriate departmental Handbook.
5. Electives to meet requirements for graduation.
6. Students pursuing the Vocal Emphasis are required to have 27-30 hours study in a Foreign Language. Specifics to be determined by consultation with the student's major adviser.

#### Instrumental Emphasis (Performance)

MUS 100 Recitals, Concerts, Production	0
MUS 101, 102, 103 Sight Singing & Theory I, II, III	12



MUS 141, 142, 143	Music Literature & Styles I, II, III	6
MUS 160, 161, 162	Beginning Class Piano I, II, III*	3
	<i>and/or</i>	
MUS 260, 261, 262	Intermediate Class Piano I, II, III*	3
	<i>or</i>	
MUS 271, 471	Individual Performance in Piano*	6-12
MUS 201, 202, 203	Advanced Sight Singing & Theory I, II, III	9
MUS 243, 244, 245	History of Music I, II, III	9
MUS 301	Counterpoint	3
MUS 302	Homophonic Forms	3
MUS 303	Instrumentation	3
MUS 320, 321, 322	Instrumental Techniques and Conducting I, II, III	3
MUS 400	Pedagogy of Music Theory	3
MUS 403	Acoustics of Music	3
MUS 427	Orchestral Excerpts Class (Strings)**	3
MUS 428	Orchestral Excerpts Class (Brass)**	3
MUS 429	Orchestral Excerpts Class (WW)**	3
MUS 423	Practicum in Band Conducting and Performance	3
	<i>or</i>	
MUS 425	Practicum in Orchestral Conducting and Performance	3
MUS 449	History of Musical Instruments	3
	Individual Performance	48
	Major Musical Organizations	12
	Small Ensembles	12

\*Any or all of the piano requirements may be waived by a proficiency examination.  
 \*\*Required of all string or brass or woodwind majors.

**Voice Emphasis (Performance)**

MUS 100	Recitals, Concerts, Productions	0
MUS 101, 102, 103	Sight Singing & Theory I, II, III	12
MUS 141, 142, 143	Music Literature & Styles I, II, III	6
MUS 160, 161, 162	Beginning Class Piano I, II, III*	3
	<i>and/or</i>	
MUS 260, 261, 262	Intermediate Class Piano I, II, III*	3
	<i>or</i>	
MUS 271, 471	Individual Performance in Piano*	12
MUS 285, 485	Opera Workshop	6
MUS 201, 202, 203	Advanced Sight Singing & Theory I, II, III	9
MUS 243, 244, 245	History of Music I, II, III	9
MUS 301	Counterpoint	3
MUS 302	Homophonic Forms	3
MUS 303	Instrumentation	3
MUS 323, 324	Choral Techniques and Conducting I, II	2
	<i>or</i>	
MUS 424	Practicum in Choral Conducting and Performance	3
MUS 400	Pedagogy of Music Theory	3
MUS 445	Vocal Repertoire: German Art Song	2
MUS 446	Vocal Repertoire: French Art Song	2
MUS 447	Vocal Repertoire: Italian Song	2
	Individual Performance	48
	Major Musical Organizations**	12
	Foreign Languages	27-30

Electives in Music 12-15  
 \*Six quarters of piano study are required. The level of study will be determined by audition and the availability of staff.  
 \*\*At least one hour each quarter in residence.

**Piano Emphasis (Performance)**

MUS 100	Recitals, Concerts, Productions	0
MUS 101, 102, 103	Sight Singing & Theory I, II, III	12
MUS 234, 434	Piano Ensemble	3
MUS 141, 142, 143	Music Literature & Styles I, II, III	6
MUS 271, 471	Individual Performance in Piano	48
MUS 201, 202, 203	Advanced Sight Singing & Theory I, II, III	9
MUS 243, 244, 245	History of Music I, II, III	9
MUS 301	Counterpoint	3
MUS 302	Homophonic Forms	3
MUS 323, 324	Choral Techniques and Conducting I, II	2
MUS 350, 351, 352	Traditions in Piano Literature I, II, III	6
MUS 401	Improvisation	3
MUS 400	Pedagogy of Music Theory	3
MUS 403	Acoustics of Music	3
MUS 415, 416, 417, 418, 419, 420	Piano Literature I, II, III, IV, V, VI*	12
MUS 461, 462, 463	Principles of Piano Teaching I, II, III	6
	Major Musical Organizations	12

\*At least three courses of Piano Literature are required. Open to all students at the Sophomore level or above.

**Theory and Composition Emphasis**

MUS 100	Recitals, Concerts, Production	0
MUS 101, 102, 103	Sight Singing & Theory I, II, III	12
MUS 141, 142, 143	Music Literature & Styles I, II, III	6
MUS 160, 161, 162	Beginning Class Piano I, II, III*	3
	<i>or</i>	
MUS 260, 261, 263	Intermediate Class Piano I, II, III*	3
	<i>or</i>	
MUS 271, 471	Individual Performance in Piano*	18
MUS 163, 164, 165	Beginning String Instruction I, II, III	3
MUS 201, 202, 203	Advanced Sight Singing & Theory I, II, III	9
MUS 243, 244, 245	History of Music I, II, III	9
MUS 301	Counterpoint	3
MUS 302	Homophonic Forms	3
MUS 303	Instrumentation	3
MUS 320, 321, 322	Instrumental Techniques and Conducting I, II, III	3
MUS 323, 324	Choral Techniques and Conducting I, II	2
MUS 340	Survey of History and Literature of Jazz	3
MUS 360	Voice Class	1
MUS 361	Flute and Saxophone Class	1
MUS 362	Clarinet Class	1
MUS 363	Double Reed Class	1
MUS 364	Trumpet and Horn Class	1
MUS 365	Low Brass Class	1
MUS 366	Percussion Class	1
MUS 400	Pedagogy of Music Theory	3
MUS 401	Improvisation	2

MUS 403	Acoustics of Music	3
MUS 405	Sixteenth Century Counterpoint	3
MUS 422	Individual Study in Form and Analysis	3
MUS 277, 477	Individual Instruction in Composition**	36
	Major Musical Organization	12

\*Nine quarters of piano study are required. The level of study will be determined by audition and the availability of staff.

\*\*Individual instruction in Composition is seldom rewarding for students who do not have a strong background in music theory. Students wishing to enter this program in the freshman year must submit to the Department of Theory and Composition evidence of prior training in the area. This evidence should consist of compositions, high school credits earned in music theory, etc. A personal interview with a member of the Theory and Composition staff should be arranged if at all possible.

Students who are not qualified to enter this program in the freshman year but hope to do so in the sophomore year should seek to be admitted to the School of Music as a major in a performing area for the freshman year.

**Bachelor of Music Education with Teacher Preparation**

Students pursuing the Bachelor of Music Education for the purpose of teaching must plan their program to meet the following requirements:

1. Complete the General Education requirements of 60 quarter hours, including six hours of MUS 141, 142, 143. Music Literature and Styles I, II, III.
2. Meet requirements for Admission to the Professional Teacher Education Program.
3. Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that the PTE program which accompanies this major involves the following modification: Add MUS 414 and MUS 210, delete EDS 406 or 407.
4. All PTE required courses, choral or instrumental conducting courses and required techniques classes must be completed prior to student teaching.
5. The required courses listed for the Instrumental Emphasis or the Vocal, Piano and General Emphasis.
6. Two quarter hours of individual performance must be earned each quarter in residence in the student's major performance area. One quarter hour of credit must be earned each quarter in residence in a major musical organization (Concert Band, Symphonic Band, Wind Ensemble, Mixed Concert Choir, University Chorus, Varsity Men's Glee Club, Women's Concert Choir, Festival Orchestra, University Symphony Orchestra).
7. Meet all music performance, recital attendance and music education requirements as stated in the respective departmental handbook.
8. Electives to meet requirements for graduation.
9. Marching Band is required during Fall

Quarter of all wind and percussion students on campus in the instrumental music education program.

10. MUS 414 ( 3 hours credit) plus 3 hours in special education courses to satisfy the special education requirements for teaching certification are required.

**Instrumental Emphasis**

MUS 100	Recitals, Concerts, Productions	0
MUS 101,	102, 103 Sight Singing & Theory I, II, III	12
MUS 141,	142, 143 Music Literature and Styles I, II, III*	6
MUS 160,	161, 162 Beginning Class Piano I, II, III**	6
	or	
MUS 260,	261, 262 Intermediate Class Piano I, II, III**	6
	or	
	Electives in Music (upon evidence of piano proficiency)**	6
MUS 163,	164, 165 Beginning Strings I, II, III	3
MUS 201,	202, 203 Advanced Sight Singing & Theory I, II, III	9
MUS 210	Introduction to Music Education	2
MUS 243,	244, 245 History of Music I, II, III	9
MUS 301	Counterpoint	3
MUS 302	Homophonic Forms	3
MUS 303	Instrumentation	3
MUS 310	Teaching Elementary General Music (PTE)	3
MUS 311	Teaching Middle-Junior High School General Music (PTE)	3
MUS 312	Teaching Elementary Instrumental Music (PTE)	2
MUS 313	Teaching Secondary Instrumental Music (PTE)	2
MUS 320,	321, 322 Instrumental Techniques and Conducting I, II, III	3
MUS 360	Voice Class	1
MUS 361	Flute and Saxophone Class	1
MUS 362	Clarinet Class	1
MUS 363	Double Reed Class	1
MUS 364	Trumpet and Horn Class	1
MUS 365	Low Brass Class	1
MUS 366	Percussion Class	1
MUS 412	Instrument Repair and Care	1
MUS 414	Music for Students with Special Needs	3
MUS 443	Instrumental Literature	3
	Individual Performance	22
	Major Musical Organization	11
	Music Electives (to be selected from the following)	8

**Music Electives**

MUS 314	Guitar in the Classroom	1
MUS 316	Teaching Music Listening	3
MUS 317	Children's Song Literature	3
MUS 318	Music in Early Childhood	3
MUS 325	Choral Conducting and Literature for the High School	1
MUS 340	Survey of History and Literature of Jazz	3
MUS 341	Music and the Related Arts	2
MUS 401	Improvisation	2
MUS 408	Introduction to String Pedagogy	2
MUS 410	Introduction to Vocal Pedagogy	2
MUS 444	Marching Band Techniques	2
MUS 449	History of Musical Instruments	3
MUS 450	Dalcroze-Eurhythmics in the General Music Classroom	1
MUS 451	Kodaly — His Impact on American Music Education	1

MUS 452	Orff Schulwerk in American Schools	1
MUS 453	Creativity in Music Education	1
MUS 457	Public Relations in School Music	1
MUS 458	Public School Music Management	1
	*May be used as part of the 60 hours of required General Education.	
	**Six quarters of piano study are required. The level of study will be determined by audition and the availability of staff.	

**Vocal Piano, and General Emphasis**

MUS 100	Recitals, Concerts, Productions	0
MUS 101,	102, 103 Sight Singing & Theory I, II, III	12
MUS 141,	142, 143 Music Literature & Styles I, II, III*	6
MUS 160,	161, 162 Beginning Class Piano I, II, III	3
	and/or	
MUS 260,	261, 262 Intermediate Class Piano I, II, III	3
	or	
MUS 271,	471 Individual Performance in Piano (For Voice Majors)	12
	or	
MUS 269,	469 Individual Performance in Voice (For Piano Majors)**	12
MUS 201,	202, 203 Advanced Sight Singing & Theory I, II, III	9
MUS 210	Introduction to Music Education	2
MUS 243,	244, 245 History of Music I, II, III	9
MUS 301	Counterpoint	3
MUS 302	Homophonic Forms	3
MUS 303	Instrumentation	3
MUS 310	Teaching Elementary General Music (PTE)	3
MUS 311	Teaching Middle-Junior High School General Music (PTE)	3
MUS 312	Teaching Elementary Instrumental Music (PTE)	2
MUS 323,	324 Choral Techniques and Conducting I, II	2
MUS 325	Choral Conducting and Literature for the High School	1
MUS 367	Brass and Percussion Class†	1
MUS 368	String Class†	1
MUS 359	Woodwind Class†	1
MUS 414	Music for Students with Special Needs	3
	Individual Performance	22
	Major Musical Organization	11
	Music Electives (to be selected from courses below)	16

**Music Electives**

MUS 285,	485 Opera Workshop††	1-3
MUS 313	Teaching Secondary Instrumental Music (PTE)	2
MUS 314	Guitar in the Classroom	2
MUS 316	Teaching Music Listening	3
MUS 317	Children's Song Literature	3
MUS 318	Music in Early Childhood	3
MUS 340	Survey of History and Literature of Jazz	3
MUS 341	Music and the Related Arts	2
MUS 345	Music of Asia and the Pacific	3
MUS 346	Traditional Music of Africa and America	3
MUS 347	European Folk Music	3
MUS 401	Improvisation	2
MUS 408	Introduction to String Pedagogy	2
MUS 410	Introduction to Vocal Pedagogy	2
MUS 415,	416, 417, 418, 419, 420 Piano Literature I, II, III, IV, V, VI‡	12

MUS 445	Vocal Repertoire: German Art Song‡‡	2
MUS 446	Vocal Repertoire: French Art Song‡‡	2
MUS 447	Vocal Repertoire: Italian Song‡‡	2
MUS 450	Dalcroze-Eurhythmics in the General Music Classroom	1
MUS 451	Kodaly — His Impact on American Music Education	1
MUS 452	Orff Schulwerk in American Schools	1
MUS 453	Creativity in Music Education	1
MUS 457	Public Relations in School Music	1
MUS 458	Public School Music Management	1
MUS 461,	462, 463 Principles of Piano Teaching I, II, III	6

\*May be used as part of the 60 hours of required General Education.  
 \*\*Upon completion take a proficiency examination with the Voice Department.  
 †Individual Performance may be substituted.  
 ‡Maximum of ten hours applicable toward the sixteen required hours of electives.  
 †‡At least three courses of Piano Literature are required of piano majors. Open to all students at the Sophomore level or above.  
 ‡‡Requires upper level proficiency in voice as a pre-requisite.

**Admission to the Professional Teacher Education Program**

In addition to meeting the general requirements for formal admission to the Professional Teacher Education Program, (see Music Education handbook), the student majoring in music education must:

1. Demonstrate an acceptable level of performance on the major instrument or voice. Such ability will be evaluated by a jury examination conducted by the music faculty, and through the scheduled performances of the student in the weekly recital series.
2. Pass a proficiency examination in functional piano in which he or she will demonstrate his or her ability to play, at sight, piano accompaniments suitable for community and classroom singing.
3. Demonstrate in MUS 202 or 203 his or her ability to read music vocally at sight.
4. Show acceptable aptitude for music study as demonstrated by a 2.50 GPA in the required freshman and sophomore music theory classes.
5. Demonstrate to the satisfaction of a music education faculty committee professional promise as a teacher.
6. Submit transcript with PTE Admission Application to the School of Music Office.
7. Meet all music performance and recital attendance requirements as listed in the respective departmental handbook.

**Bachelor of Music Education and Bachelor of Music Degrees**

**Combined Degrees Program (requires a minimum of 225 credit hours)**

Admission to candidacy for the combined Bachelor of Music Education and Bachelor of Music degrees is based upon the recommendation of a School of Music faculty reviewing committee. The student who desires to complete the combined degrees

must demonstrate outstanding musical talent. Application for admission to the combined degree program must take place prior to the close of the student's second year in the university. See page specifying qualification for second baccalaureate degree.

#### Requirements:

1. Complete the requirements for the B.M.E. degrees in Music Education.
2. Complete the performance and small ensemble requirements in the B.M. degree.
3. Present a complete graduation recital.
4. Meet all music performance and recital attendance requirements as listed in the respective departmental Applied Music and Performance Handbook.
5. Complete the requirements listed below in an emphasis area. (See requirements in the Bachelor of Music Degree section).

#### Instrumental Emphasis

1. Complete a minimum of an additional 26 hours for a total of 48 hours in Individual Performance and 14 additional hours in large and small ensembles.

2. Complete the following courses:

MUS 100	Recitals, Concerts, Productions	0
MUS 400	Pedagogy of Music Theory	3
MUS 403	Acoustics of Music	3
MUS 423	Practicum in Band Conducting and Performance	3
	or	
MUS 425	Practicum in Orchestral Conducting and Performance	3
MUS 449	History of Musical Instruments	3

#### Voice Emphasis

1. Complete a minimum of an additional 26 hours for a total of 48 hours in Individual Performance in Voice.
2. Complete 27 to 30 hours of a Foreign Language.

3. Complete the following courses:

MUS 100	Recitals, Concerts, Productions	0
MUS 285, 485	Opera Workshop	1-3
MUS 316	Teaching Music Listening	3
MUS 400	Pedagogy in Music Theory	3
MUS 424	Practicum in Choral Conducting and Performance	3
MUS 445	Vocal Repertoire: German Art Song	2
MUS 446	Vocal Repertoire: French Art Song	2
MUS 447	Vocal Repertoire: Italian Song	2

#### Theory and Composition Emphasis

Students seeking the combined degrees with Theory and Composition as the areas of emphasis for the Bachelor of Music program must have an area of emphasis in performance to satisfy the requirements for the Bachelor of Music Education degree. Theory and Composition majors must have a total of 18 hours of credit in piano, all or a portion of which will have been earned in satisfying the requirements for the Bachelor of Music Education program. The candidate for the combined degrees must also complete the following courses:

(If there appears to be duplications between the B.M.E. and the B.M. degrees see your adviser in Theory and Composition.)

MUS 320, 321, 322	Instrumental Techniques and Conducting I, II, III	3
MUS 323, 324	Choral Techniques & Conducting I, II	2

MUS 340	Survey of History & Literature of Jazz	3
MUS 361	Flute & Saxophone Class	1
MUS 362	Clarinet Class	1
MUS 363	Double Reed Class	1
MUS 364	Trumpet & Horn Class	1
MUS 365	Low Brass Class	1
MUS 366	Percussion Class	1
MUS 400	Pedagogy of Music Theory	3
MUS 401	Improvisation	3
MUS 402	Polyphonic Forms	3
MUS 403	Acoustics of Music	3
MUS 405	16th Century Counterpoint	3
MUS 422	Individual Study in Form & Analysis	3
MUS 277, 477	Individual Instruction in Composition*	36

*\*Individual Instruction in Composition is seldom rewarding for students who do not have a strong background in music theory. Students wishing to enter this program in the freshman year must submit to the Department of Theory and Composition evidence of prior training in the area. This evidence should consist of compositions, high school credits earned in theory, textbooks used, etc. A personal interview with a member of the Theory and Composition staff should be arranged if at all possible.*

Students who are not qualified to enter this program in the freshman year but hope to do so in the sophomore year should seek to be admitted to the School of Music as a major in a performing area for the freshman year.

## REQUIREMENTS FOR ALL STUDENTS

### Recitals, Concerts, and Productions

All undergraduate students must enroll in MUS 100, Recitals, Concerts, and Productions, each quarter in residence as part of their course programs. For specific requirements, see the respective departmental School of Music *Applied Music and Performance Handbook*.

### Individual Performance

The music major must demonstrate continuous growth in his or her ability to perform on his or her major instrument. Each student will be expected to appear frequently as a soloist in the weekly student recital series. During the senior year he or she will be presented in joint recital with other graduating seniors. Such proficiency in performance requires continuous study of the major instrument, or voice, under the tutelage of a private teacher.

Credit for all individual music instruction will be entered in the student's registration under the title and course number appearing below:

In each course-level listed, for Individual Performance, there shall be three levels of evaluation of a student's performance, depending upon the degree being sought: 1. Music Performance Major (B.M.), 2. Music Education Major (B.M.E.), or 3. Non-music Major.

Refer to the "Handbook" for specific references.

200 series — Introductory work in the fundamentals of the chosen performance medium — technical studies and repertoire will be selected according to the student's needs. FOR FRESHMEN AND SOPHOMORES.

400 series — Continuation of technical studies for further development of performance competency. Repertoire from the standard literature will be selected. Voice majors will begin to draw from Italian, German and French sources in the art song, opera and oratorio. FOR JUNIORS AND SENIORS.

269, 469. Individual Performance in Voice for Those with Non/Voice Emphasis. *Two hours credit.*

\*270, 470. Individual Performance in Voice. *Two-four hours credit.*

\*271, 471. Individual Performance in Piano. *Two-four hours credit.*

\*272, 472. Individual Performance in Organ. *Two-four hours credit.*

\*273, 473. Individual Performance in Strings. *Two-four hours credit.*

\*274, 474. Individual Performance in Woodwinds. *Two-four hours credit.*

\*275, 475. Individual Performance in Brass. *Two-four hours credit.*

\*276, 476. Individual Performance in Percussion. *Two-four hours credit.*

\*277, 477. Individual Instruction in Composition. *Two-four hours credit.*

\*278, 478. Individual Performance in Harp. *Two-four hours credit.*

\*279, 479. Individual Performance in Guitar. *Two-four hours credit.*

*\*May be used by non-music majors as part of the 60 hours of required General Education.*

### Performance Organizations

The music major must participate each quarter in a major musical organization in which his or her instrument normally belongs — band, orchestra, or choir. Piano and organ majors may select either vocal or an instrumental organization for a minimum of eight hours. The remaining three quarter hours will be in a piano ensemble.

Credit for all music performance organizations will be entered on the student's registration under the title and course number appearing below:

200 series — Freshmen and Sophomores  
400 series — Juniors and Seniors

\*221, 421 Jazz Sextet. *One hour credit.*

\*224, 424 Vocal Jazz Ensemble. *One hour credit.*

\*226, 426. Antiphonal Brass Choir. *One hour credit.*

\*230, 430. String Ensemble. *One hour credit.*

\*231, 431. Brass Ensemble. *One hour credit.*

\*232, 432. Woodwind Ensemble. *One hour credit.*

\*233, 433. Percussion Ensemble. *One hour credit.*

\*234, 434. Piano Ensemble. *One hour credit.*

\*235, 435. Classical and/or Jazz Guitar Ensemble. *One hour credit.*

- \*236, 436. Dixieland Jazz Band. *One hour credit.*
- \*237, 437. Jazz Octet. *One hour credit.*
- \*238, 438. Old Times Jazz Band. *One hour credit.*
- \*239, 439. Jazz Nonette. *One hour credit.*
- \*240, 440. Jazz Septet. *One hour credit.*
- \*241, 441. Jazz Bebop Quintet. *One hour credit.*
- \*242, 442. Jazz Quintet. *One hour credit.*
- \*\*268, 468. Festival Orchestra. *One hour credit.*
- \*\*280, 480. Mixed Concert Choir. *One hour credit.*
- \*\*281, 481. University Chorus. *One hour credit.*
- \*282, 482. University Singers. *One hour credit.*
- \*\*283, 483. Women's Concert Choir. *One hour credit.*
- \*\*284, 484. Varsity Men's Glee Club. *One hour credit.*
- \*285, 485. Opera Workshop. *One - three hours credit.*
- \*286, 486. Chorus and Orchestra Workshop. *One hour credit.*
- \*\*287, 487. Symphonic Band. *One hour credit.*
- \*288, 488. Opera Orchestra. *One hour credit.*
- \*289, 489. Laboratory Orchestra. *One hour credit.*
- \*\*290, 490. Wind Ensemble. *One hour credit.*
- \*\*291, 491. Concert Band. *One hour credit.*
- \*292, 492. Marching Band. *One hour credit.*
- \*\*293, 493. University Band. *One hour credit.*
- \*294, 494. Jazz Ensemble. *One hour credit.*
- \*295, 495. University Brass Choir. *One hour credit.*
- \*\*296, 496. University Symphony Orchestra. *One hour credit.*
- \*297, 497. Chamber Orchestra. *One hour credit.*

\*May be used by non-music majors as part of the 60 hours of required General Education.

\*\*Major musical performance organizations.

Honors. The School of Music participates in the Honors Program. See page 8.

## Music/Theatre

Administered by the School of Music and Department of Theatre Arts

Students who are interested in majoring in Music/Theatre are not automatically accepted into the program even though they meet the general admission requirements of the university. Auditions and interviews are part of the admission requirements for acceptance into the program.

Formal application for admission into the Music/Theatre major must be made in writing to the office of the Coordinator of the Music/Theatre Program.

Students pursuing the B.A. degree with a major in Music/Theatre must plan their programs to meet the following requirements:

1. Complete 60 hours of General

Education as specified earlier in this catalog.  
2. Meet all recital and production attendance requirements as specified for the program (see your adviser).

3. The following courses in the major:

MUS 100	Recitals, Concerts, Productions*	0
MUS 101, 102, 103	Sight Singing & Theory I, II, III	12
MUS 141, 142, 143	Music Literature & Styles I, II, III**	6
THEA 160	Acting I (Internals)	3
THEA 170, 171, 172	Stage Movement I, II, III	3
THEA 261	Stage Make-up	2
MUS 269, 469	Individual Performance in Voice for Those with Non-Voice Emphasis	24
THEA 270, 271, 272	Rhythmic & Dramatic Movement I, II, III	3
MUS 271	Individual Performance in Piano†	12
MUS 285, 485	Opera Workshop	12
THEA 360	Acting III (Acting in Music/Theatre)	3
THEA 465	Music/Theatre Repertory	2
MUS 465	Individual Coaching in Music/Theatre Repertory†† (To be taken concurrently with THEA 465)	2
THEA	Individual Performance in Theatre (In technical theatre work only)	4
MUS	Music Performance (Vocal Ensembles)	12
		Hours credit: 100

\*Total of twelve quarters and/or each quarter in residence.

\*\*May be used as part of the 60 hours of General Education, thus allowing for six additional hours of electives.

†A competency examination may be taken and, if passed, the hour requirements waived, thus allowing for six additional hours of electives.

††Prerequisite a minimum of six hours of MUS 269 and/or 469.

4. Electives sufficient to complete the requirements for the Bachelor of Arts degree.

*Students contemplating graduate work should prepare themselves to meet the requirements of graduate study in music or theatre arts. This would involve preparing themselves in the disciplinary competencies as well as research requirements to enter graduate school. At the present, there is little graduate opportunity in musical theatre. See your adviser.*

## Nursing Major

Administered by the School of Nursing

Students pursuing the B.S. degree with a major in Nursing must plan their programs to fulfill the following requirements:

1. Complete 45 hours (Foundations of General Education and all category requirements) of General Education.

2. Required Support Courses:

CHEM 108	General Chemistry	5
CHEM 109	General Chemistry — Organic	5
CHEM 281	Human Biochemistry	5
ZOO 105	Human Biology	4
ZOO 121	Human Anatomy	4
ZOO 250	Human Physiology	5
ZOO 351	Medical Pharmacology	4

BIO 261	Microbiology	4
HEC 251	Nutrition I	3
HEC 357	Therapeutic Nutrition	3
RSM 313	Statistics for Health Sciences	3
ID 302	Cultural Pluralism	3
3. Nursing Courses:		
NURS 204	Conceptual Foundations of Nursing Practice I	4
NURS 208	Conceptual Foundations of Nursing Practice II	4
NURS 230	Techniques & Skills in Nursing Practice I	4
NURS 240	Techniques & Skills in Nursing Practice II	4
NURS 305	Nursing Theory: An Adaptation Model	3
NURS 307	Parent-Infant Nursing Theory	4
NURS 308	Mental-Health Nursing Theory	3
NURS 309	Nursing Care of the Hospitalized Adult & Child	5
NURS 310	Introduction to Health Care in the Community	3
NURS 320	Physical Assessment	3
NURS 370	Clinical Practicum in Parent-Infant Nursing	3
NURS 380	Clinical Practicum in Mental-Health Nursing	5
NURS 390	Clinical Practicum in Adult-Child Nursing	5
NURS 395	Techniques & Skills in Nursing Practice III	2
NURS 402	Community Health Nursing	4
NURS 404	Advanced Nursing Care of the Hospitalized Adult & Child	5
NURS 405	Nursing Theory & Research	3
NURS 410	Nursing Leadership	3
NURS 420	Clinical Practicum in Community Health Nursing	5
NURS 440	Clinical Practicum in Advanced Adult-Child Nursing	5
NURS 441	Techniques & Skills in Nursing Practice IV	1
NURS 445	Clinical Practicum in Patient Care Organization	3
NURS 450	Special Emphasis in Selected Professional Nursing Roles	3-9

4. Electives sufficient to complete requirements for graduation.

## Policy for Admission of Students to the Nursing Major

**Pre-Clinical Program:** Students who are interested in nursing are not automatically accepted as nursing majors even though they meet the general admission requirements of the university. Formal applications, both to the university and the School of Nursing are obtained from and made to the University of Northern Colorado Office of Admissions. Admissions to the nursing major may be limited by availability of resources.

It is highly recommended that students planning for a career in nursing include chemistry, physics, biology, and math in their high school program. Proficiency in basic mathematics is essential to succeed in the nursing program.

Students enrolled in the pre-clinical program will receive academic advising from members of the School of Nursing faculty.

**Level I (Clinical Program):** The designation of nursing major does not

necessarily assure an appointment in the School of Nursing at the upper division.

A separate admission and acceptance process during the sophomore year is required for the student to enter clinical nursing courses the summer before the junior year. Forms for applying to the clinical program and information regarding application procedure are obtained at the School of Nursing. The following factors may be considered by the Student Affairs Committee in the selection of students:

1. Cumulative grade point average. A) at the University of Northern Colorado or B) at a previous institution in the case of a transfer student.

2. Results of the health examination required for admission to the clinical nursing program (See Health Policies for nursing majors).

3. Scores on selected tests measuring such factors as: aptitude; cognitive; affective; and psychomotor skills; and achievement.

The number of students admitted to the clinical nursing program is determined by the available resources. Available resources may also limit possibilities for readmission to the program for those students who withdraw for any reason.

#### Registered Nurses Pursuing the Degree.

Graduates of state approved diploma or associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in nursing. The program to be pursued by R.N. students has been designed to be as flexible and responsive to individual student needs as possible within the constraints and resources of the School of Nursing.

The length of the program for the registered nurse student is dependent upon the amount of transfer credit and successful completion of advanced standing credit examination (CLEP, Departmental, NLN, and Level). The first nursing courses required for registered nurse students are not offered every quarter (NURS 325 and 303).

Admission procedure for R.N.'s: Individuals seeking admission must be admitted to the University of Northern Colorado following the procedure outlined in the University Bulletin. Students should concurrently contact the School of Nursing for information regarding admission to the Nursing major.

**Progression.** Nursing majors must earn a minimum grade of "C" in all required nursing courses for progression in the nursing major. The School of Nursing faculty reserves the right to place on probation or to require the withdrawal from the Nursing program any student who, in their professional judgment, fails to satisfy the requirements of scholarship, health status, and/or performance. Students receiving a grade less than "C", in a nursing course will be readmitted to that course on a space available basis only. Courses may not be offered each quarter.

The School of Nursing Probation/Termination Policy, Critical Behaviors for Satisfactory Achievement in

Clinical Nursing courses, and Cheating/Plagiarism Policy are published in each clinical course syllabi.

Students who must repeat a clinical nursing course or who fail to enroll or complete a course on their scheduled rotation will be readmitted for clinical courses on a space available basis only. Courses may not be offered every quarter.

Students in the clinical program who withdraw for any reason from the Nursing major should do so in writing to the Dean to formalize the withdrawal.

Students who have not enrolled for either required support courses or nursing courses over three successive quarters and have not made prior arrangements with the Dean will not be considered a nursing major. Readmission to the School of Nursing will require re-application (see admission).

**Graduation.** The degree of Bachelor of Science in nursing will be granted by the Board of Trustees upon the recommendation of the faculty of the School of Nursing for those who have successfully completed the prescribed curriculum with an average of C or above.

**William R. Ross Award.** In 1966 the School of Nursing faculty established the William R. Ross Achievement Award in honor of retiring president, Dr. William R. Ross. This award recognizes each year a senior nursing student for outstanding scholarship, leadership, and service.

**Health Policies.** Within the academic year preceding the first clinical course, a conference with a nurse in the Student Health Service is required for an assessment of the student's health status. If health concerns exist, further diagnostic studies are required.

In addition to the Nursing Conference the following are required:

1. Immunizations: adult tetanus-diphtheria, and polio. The student's previous immunizations record should be checked. A complete series, a booster or no further immunizations may be indicated at this time.

2. Tests: a tuberculin skin test, a large chest x-ray\*, VDRL, and a rubella titer. If the rubella titer is negative, the student will be advised to consult with a physician to determine whether immunization for rubella is indicated.

**Additional Expenses.** In addition to the regular tuition and fees, nursing majors have the following expenses:

Year	Quarter	Item	Amount*		
Before Junior	Summer	Uniforms and Caps**	\$65.00-75.00		
		Chest x-ray	\$20.00		
		White shoes	\$20.00-30.00		
		Name pin	\$1.50		
		Watch with second hand	\$8.00-20.00		
		Stethoscope	\$10.00-35.00		
		Senior	Spring	School pin	\$35.00
				Chest x-ray	\$20.00
				National League for Nursing Achievement Examinations	\$12.00-15.00

\*Costs listed above are approximate and are subject to change. \*\*Uniforms (required) are ordered the quarter before the clinical assignment.

**Clinical Practice.** Nursing students have a variety of clinical experiences — hospitals, nursing homes, industry, schools, public health and in northeastern Colorado communities. Clinical practice is concurrent with nursing theory (classes) and is guided by nursing faculty as well as by the opportunity to interact with professionals in the agencies.

Student practicums in the agencies are assigned according to available resources. All assignments require transportation and may necessitate moving from the Greeley area. Students are responsible for their own transportation to all off-campus activities (classes or practicums).

## Outdoor Education – Environmental Education

### Undergraduation Minor: Outdoor Education

The purpose of this program is to prepare teachers and leaders in the areas of Outdoor Education, Environmental Education, Outdoor Leisure Education, and Outdoor Adventure Education. Numerous opportunities are provided for students to actively participate in outdoor learning experiences conducted beyond the classroom. Undergraduate students are provided an opportunity to participate in Outdoor Laboratory School Programs conducted in the University Laboratory School, and in public school outdoor programs. Course offerings, which have significance for this broad area, are offered in many departments of the university. Students interested in Outdoor Education should pursue the following program under the advisement of the Coordinator of Outdoor Education:

OED 250	Outdoor Education and Environmental Awareness	3
OED 350	Outdoor Leisure Education	4
OED 450	Programs in Outdoor Education	3
OED 308	Workshop in Outdoor Education	3
ENST 260	Ecological Interpretations	3
	or	
BIO 401	Conservation of Natural Resources	4
ENST 361	Art and the Environment	3
	or	
FA 335	Aesthetic Education	3
GEOG 350	Geography of Colorado	3
	or	
GEOG 353	Geography of the Great Plains	2
	or	
GEOG 490	Historical Geography of Colorado	3
JOUR 496	Opinion Formation	3
	or	
COMM 356	Communication Strategies	3
MUS 315	Music and Recreation	2

New courses are continually emerging in the academic departments that may be taken as substitute courses for some courses listed above. Students minoring in Outdoor Education should consult with the Coordinator of Outdoor Education for the most current course offerings. (Workshops in Outdoor Education may be taken for elective credit through the Center for Non-Traditional and Outreach Education at Off-campus tuition rates.)

## Philosophy Major

Administered by the Department of Philosophy

1. Meet all General Education requirements as specified earlier in this catalog.
2. Required hours of courses selected from the following areas:
  - I. General 0  
Selected from PHIL 100, 270, 315 (PHIL 100 is not required of majors, but will count as 4 of the hours of electives. However, majors are strongly urged to take two of PHIL 150, 210, and 220 early in their academic programs.)
  - II. Value Theory 4  
Selected from PHIL 150, 330, 350, 355
  - III. Logic 4  
Selected from PHIL 340, 345
  - IV. History of Philosophy 8  
Selected from PHIL 210, 220, 230, 305, 312, 405
  - V. Area Studies 4  
Selected from PHIL 265, 370, 375, 380
  - VI. Systematics 4  
Selected from PHIL 430, 440, 480
  - VII. Electives (to be chosen in consultation with adviser) 28

Hours credit: 52
3. Majors intending to enter graduate programs in Philosophy are urged to take PHIL 499 *in addition* to the 52 hours program.
4. In addition, a minor of at least 27 hours chosen in consultation with the adviser is required. If taken as a second major, no minor is required.
5. Students intent upon law school or wishing to enter graduate programs in Philosophy of Science should consult with their adviser for preferred minors or second majors.
6. Electives sufficient to complete the requirements for graduation.

## Philosophy Minor

Administered by the Department of Philosophy

The Department of Philosophy wishes to allow maximum student participation in the selection of his or her minor program. Students minoring in Philosophy will, in consultation with a philosophy faculty, select 28 hours of Philosophy courses best suited to their particular needs.

The following is a suggested guideline:

- I. Logic 4  
COMM 120, PHIL 340
  - II. History of Philosophy 8  
PHIL 210, 220, 230, 305, 312
  - III. Value Theory 4  
PHIL 150, 330, 355
  - IV. Systematics 4  
PHIL 315, 370, 415, 430, 440
  - V. Electives 4
- Hours credit: 28
- Philosophy minors intent upon graduate school in Philosophy must consult with Philosophy faculty.

## Physical Education Majors

### Physical Education (K-12)

Margaret E. Everett, Co-Chairperson  
George H. Sage, Co-Chairperson

Students pursuing the B.A. degree with a teaching major in Physical Education must plan their programs to fulfill the following requirements:

1. Complete the General Education requirements of 60 quarter hours.
2. Students must complete a *minimum of one course* from each of the following areas. Eleven additional courses must be taken from any area. A student *must obtain competency\* in at least 9* of these 14 activities. Competency must be demonstrated while the student is enrolled at the University of Northern Colorado. A student may receive credit for the courses listed below, if he or she has taken comparable courses at other colleges, but the transfer of courses *does not* include the transfer of competency. A transfer student who wishes to take a competency examination for a particular activity for which he or she received transfer credit must contact one of the instructors who teach in this area and arrange to take the competency examination the next time it is being given.

#### A. Team Sports:

HPER 268 Analysis and Movements of Flag Football	1
HPER 271 Analysis and Movements of Soccer	1
HPER 272 Analysis and Movements of Field Hockey	1
HPER 273 Analysis and Movements of Basketball	2
HPER 274 Analysis and Movements of Volleyball	2
HPER 276 Analysis and Movements of Football	2
HPER 278 Analysis and Movements of Softball	2
HPER 292 Analysis and Movements of Baseball	2

**Note.** Competency can be obtained in: 1) either Flag Football or Football; 2) either Softball or Baseball.

#### B. Individual or Dual Sports:

HPER 270 Analysis and Movements of Weight Training and Conditioning	1
HPER 275 Analysis and Movements of Wrestling	2
HPER 277 Analysis and Movements of Track	2
HPER 279 Analysis and Movements of Self Defense	1
HPER 280 Analysis and Movements of Badminton	1
HPER 281 Analysis and Movements of Fencing	1
HPER 282 Analysis and Movements of Bowling	1
HPER 284 Analysis and Movements of Tennis	2
HPER 285 Analysis and Movements of Beginning Tumbling and Gymnastics	2
HPER 286 Analysis and Movements of Archery	1
HPER 287 Analysis and Movements of Golf	1

HPER 289 Mechanical Analysis and Spotting of Advanced Gymnastics Skills 2

**Note.** Competency is *not* available in HPER 285.

#### C. Aquatics and Rhythms:

HPER 283 Analysis and Movements of Swimming	2
HPER 192 Advanced Life Saving and Aquatic Instruction	3
HPER 290 Analysis and Movements of Folk and Square Dance	2
HPER 293 Analysis and Movements of Modern Dance	2
HPER 294 Problems in Dance Composition	2

**Note.** Competency is *not* available in HPER 283 or 293.

\*Competency to include: 1) *Demonstrable Skill*, 2) *Analysis of skill*, and 3) *Knowledge of material*.

Competency examinations consist of a knowledge and skill proficiency test. Standard criteria for acceptable competency for each motor activity area have been established. Competency in each activity may be met in the following ways:

A. Competency examinations may be taken by students while they are enrolled in the Analysis and Movements class in that motor activity. (**Note.** Passing the Analysis and Movements class for a particular motor activity *does not* automatically mean that the competency requirement for that activity has been passed. The Competency Program and the Analysis and Movements series of classes are independent of each other. The Analysis and Movements classes are designed to help students improve their ability in the various motor activities but some students will not have mastered an activity well enough to pass the Physical Education Department Competency requirements for it by the end of one quarter, although they may receive a passing grade for the class.)

B. Competency examinations may be taken after a student has completed the Analysis and Movements class for that motor activity, if the student does not meet the Competency Requirement while taking the class.

C. When Competency examinations are to be taken in (B) above, the student must arrange the examination at the convenience of the instructors. Normally, competency examinations given in (B) will be given only once per quarter.

3. Students must successfully complete coaching classes in 3 of the following areas: (Recommended to take at least one sport for each season.)

Baseball or Softball	Swimming
Basketball	Tennis
Dance Production	Track and Field
Field Hockey	Volleyball
Football	Wrestling
Gymnastics	
Students must successfully complete officiating classes in at least one of the following sports:	
Baseball or Softball	Volleyball
Tennis	Gymnastics
Basketball	Wrestling
Track and Field	Swimming
Football	



4. The following courses are also required in the major:

HPER 202	Introduction to Physical Education	2
HPER 205	Issues in Health	3
HPER 220	Anatomical Kinesiology	3
HPER 221	Mechanical Kinesiology	3
HPER 222	Physiological Kinesiology	3
HPER 223	Psychological Kinesiology	3
HPER 224	Maturational Kinesiology	3
HPER 262	Standard First Aid and Personal Safety	2
HPER 291	Rhythmic Education in the Elementary School	2
HPER 380	Prevention and Care of Sports Injuries	2
HPER 432	Adapted Physical Education	3
HPER 436	Sociological Interpretations in Physical Education and Sport	3
HPER 450	Administration of Physical Education <i>Methods Block (Recommended to take as 10-hour block.)</i>	3
HPER 235	Teaching Experience Seminar	1
HPER 344	Methods and Observation of Teaching Physical Education in the Elementary School	3
HPER 345	Methods and Observation of Teaching Physical Education in the Secondary School	2
HPER 346	Assistant Teaching	1
HPER 426	Tests and Measurement in Physical Education	3

5. Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that HPER 344, three hours credit, and HPER 345, two hours credit, are included in this PTE program.

6. HPER 344, 345 and at least 10 of the HPER Analysis and Movements classes and 7 competencies *must be* completed before a student may student teach in this field.

7. A minor of 30 quarter hours or more. It is recommended that this be a teaching minor. This minor may be selected outside the School of Health, Physical Education and Recreation, or from within the School of Health, Physical Education and Recreation, in either Health Education or in Dance Education.

8. Most states require courses in methods and observation of teaching specific subjects for certification. Students majoring in this field are encouraged to take introduction to Teaching and Methods of Teaching in their minor.

9. Electives sufficient to complete requirements for the Bachelor of Arts degree.

### Physical Education Minor (Men and Women — Coaching Emphasis)

Entry to this minor requires athletic participation at the University of Northern Colorado and approval by either Women's or Men's athletic department. *Before enrolling* in courses in this minor, secure applications from the school HPER office.

A minimum of 6 courses elected from the following courses. A student must obtain competency in at least 3 of these activities. (See page 50 for description of competency

examinations.) Competency must be demonstrated while the student is enrolled at the University of Northern Colorado. A student may receive credit for the courses listed below, if he or she has taken comparable courses at other colleges, but the transfer of courses *does not* include the transfer of competency. A transfer student who wishes to take a competency examination for a particular activity for which he or she received transfer credit must contact one of the instructors who teaches in this area and arrange to take the competency examination the next time it is being given.

HPER 268	Analysis and Movements of Flag Football	1
HPER 270	Analysis and Movements of Weight Training and Conditioning	1
HPER 272	Analysis and Movements of Field Hockey	1
HPER 273	Analysis and Movements of Basketball	2
HPER 274	Analysis and Movements of Volleyball	2
HPER 275	Analysis and Movements of Wrestling	2
HPER 276	Analysis and Movements of Football	2
HPER 277	Analysis and Movements of Track	2
HPER 278	Analysis and Movements of Softball	2
HPER 283	Analysis and Movements of Swimming	2
HPER 284	Analysis and Movements of Tennis	2
HPER 285	Analysis and Movements of Beginning Tumbling and Gymnastics	2
HPER 289	Mechanical Analysis and Spotting of Advanced Gymnastics Skills	2
HPER 292	Analysis and Movements of Baseball	2

**Note.** Competency can be obtained in: 1) Either Flag Football or Football; 2) Either Softball or Baseball. Competency is *not* available in HPER 283 or 285.

Students must successfully complete coaching classes in 3 of the following areas: (recommended to take at least one sport for each season).

Baseball or Softball	Swimming
Basketball	Tennis
Dance Production	Track and Field
Field Hockey	Volleyball
Football	Wrestling
Gymnastics	

Students must successfully complete officiating classes in at least one of the following sports:

Baseball or Softball	Tennis
Basketball	Track and Field
Football	Volleyball
Gymnastics	Wrestling
Swimming	

And the following:

HPER 220	Anatomical Kinesiology	3
And two of the following:		
HPER 221	Mechanical Kinesiology	3
HPER 222	Physiological Kinesiology	3
HPER 223	Psychological Kinesiology	3
And the following:		
HPER 380	Prevention and Care of Sports Injuries	2
HPER 436	Sociological Interpretations in Physical Education and Sport	3

HPER 470 Administration of Athletics 3

### Physical Education Minor (Teaching Emphasis — Secondary Level)

1. Students must complete a *minimum of one course* from each of the following areas. Seven additional courses must be taken from any area. A student *must obtain competency\* in at least 7* of these 10 activities. Competency must be demonstrated while the student is enrolled at the University of Northern Colorado. A student may receive credit from the courses listed below, if he or she has taken comparable courses at other colleges, but the transfer of courses *does not* include the transfer of competency. A transfer student who wishes to take a competency examination for a particular activity for which he or she received transfer credit must contact one of the instructors who teaches in this area and arrange to take the competency examination the next time it is being given.

#### A. Team Sports:

HPER 268	Analysis and Movements of Flag Football	1
HPER 271	Analysis and Movements of Soccer	1
HPER 272	Analysis and Movements of Field Hockey	1
HPER 273	Analysis and Movements of Basketball	2
HPER 274	Analysis and Movements of Volleyball	2
HPER 276	Analysis and Movements of Football	2
HPER 278	Analysis and Movements of Softball	2
HPER 292	Analysis and Movements of Baseball	2

**Note.** Competency can be obtained in: 1) Either Flag Football or Football; 2) Either Softball or Baseball.

#### B. Individual or Dual Sports:

HPER 270	Analysis and Movements of Weight Training and Conditioning	1
HPER 275	Analysis and Movements of Wrestling	2
HPER 277	Analysis and Movements of Track	2
HPER 279	Analysis and Movements of Self Defense	1
HPER 280	Analysis and Movements of Badminton	1
HPER 281	Analysis and Movements of Fencing	1
HPER 282	Analysis and Movements of Bowling	1
HPER 284	Analysis and Movements of Tennis	2
HPER 285	Analysis and Movements of Beginning Tumbling and Gymnastics	2
HPER 286	Analysis and Movements of Archery	1
HPER 287	Analysis and Movements of Golf	1
HPER 289	Mechanical Analysis and Spotting of Advanced Gymnastics Skills	2

**Note.** Competency is *not* available in HPER 285.

#### C. Aquatics and Rhythms:

HPER 283	Analysis and Movements of Swimming	2
HPER 192	Advanced Life Saving and Aquatic Instruction	3
HPER 290	Analysis and Movements of Folk and Square Dance	2

- HPER 293 Analysis and Movements of Modern Dance 2  
 HPER 294 Problems in Dance Composition 2  
**Note.** Competency is *not* available in HPER 283 or 293.

\*Competency to include: 1) *Demonstrable skill*, 2) *Analysis of skill*, and 3) *Knowledge of material*. (See *Physical Education Major for a description of the Competency examinations and how competencies may be met*.)

2. Students minoring in this program must complete two coaching classes.

3. The following courses are also required for this minor:

- HPER 220 Anatomical Kinesiology 3  
 HPER 221 Mechanical Kinesiology 3  
 HPER 222 Physiological Kinesiology 3  
 HPER 223 Psychological Kinesiology 3  
 HPER 262 Standard First Aid and Personal Safety 2  
 HPER 345 Methods and Observations of Teaching Physical Education in the Secondary School 2  
 HPER 346 Assistant Teaching 1  
 HPER 426 Tests and Measurement in Physical Education or 3  
 HPER 436 Sociological Interpretations of Physical Education and Sport 3

4. HPER 345 and at least 10 of the HPER Analysis and Movements classes and 7 of the Competencies *must be* completed before a student may student teach in this field.

### Physical Education Minor (Teaching Emphasis — Elementary Level)

1. Students must complete a *minimum of one course* from each of the following areas. Seven additional courses must be taken from any area. A student *must obtain competency\* in at least 7* of these 10 activities. Competency must be demonstrated while the student is enrolled at the University of Northern Colorado. A student may receive credit from the courses listed below, if he or she has taken comparable courses at other colleges, but the transfer of courses *does not* include the transfer of competency. A transfer student who wishes to take a competency examination for a particular activity for which he or she received transfer credit must contact one of the instructors who teaches in this area and arrange to take the competency examination the next time it is being given.

#### A. Team Sports:

- HPER 268 Analysis and Movements of Flag Football 1  
 HPER 271 Analysis and Movements of Soccer 1  
 HPER 272 Analysis and Movements of Field Hockey 1  
 HPER 273 Analysis and Movements of Basketball 2  
 HPER 274 Analysis and Movements of Volleyball 2  
 HPER 276 Analysis and Movements of Football 2  
 HPER 278 Analysis and Movements of Softball 2  
 HPER 292 Analysis and Movements of Baseball 2

**Note.** Competency can be obtained in: 1)

Either Flag Football or Football; 2) Either Softball or Baseball.

#### B. Individual or Dual Sports:

- HPER 275 Analysis and Movements of Wrestling 2  
 HPER 277 Analysis and Movements of Track 2  
 HPER 279 Analysis and Movements of Self Defense 1  
 HPER 284 Analysis and Movements of Tennis 2  
 HPER 289 Mechanical Analysis and Spotting of Advanced Gymnastics Skills 2

#### C. Aquatics and Rhythms:

- HPER 283 Analysis and Movements of Swimming 2  
 HPER 192 Advanced Life Saving and Aquatic Instruction 3  
 HPER 290 Analysis and Movements of Folk and Square Dance 2  
 HPER 293 Analysis and Movements of Modern Dance 2  
 HPER 294 Problems in Dance Composition 2  
**Note.** Competency is *not* available in HPER 283 or 293.

\*Competency to include 1) *Demonstrable skill*, 2) *Analysis of skill*, and 3) *Knowledge of material*. (See *Physical Education Major for a description of the Competency examinations and how competencies may be met*.)

2. Students minoring in this program must complete two coaching classes.

3. The following courses are also required for this minor:

- HPER 220 Anatomical Kinesiology 3  
 HPER 224 Maturational Kinesiology 3  
 And one of the following:  
 HPER 221 Mechanical Kinesiology 3  
 HPER 222 Physiological Kinesiology 3  
 HPER 223 Psychological Kinesiology 3  
 And the following:  
 HPER 262 Standard First Aid and Personal Safety 2  
 HPER 285 Analysis and Movements of Beginning Tumbling and Gymnastics 2  
 HPER 291 Rhythms for the Elementary School 2  
 HPER 344 Methods and Observation of Teaching Physical Education in the Elementary School 3  
 HPER 426 Tests and Measurement in Physical Education 3

4. HPER 344 and at least 10 hours of the HPER Analysis and Movements classes and 7 of the Competencies *must be* completed before a student may student teach in this field.

### Emphasis in Athletic Training

An apprenticeship program is available to students interested in the paramedical profession of athletic training. Course work and practical experience related to sports injuries and health supervision of the school athletic program is provided.

Upon completion, requirements in preparation for national certification as an Athletic Trainer will be met.

Admission to this program is limited due to availability of resources. Students may secure complete information and requirements from the Department of Physical Education.

## Physical Science and Physics Majors

### Physical Science Major (Teaching) Administered by the Department of Physics

This is a broad degree in physical science (teaching) under which programs can be tailored to the individual needs of the student.

1. Meet all General Education requirements as specified earlier in this catalog.

2. Professional Teacher Education, 39 hours, plus EDLS 363, two hours credit, and SCED 441, three hours credit.

3. A total of 60 hours minimum in chemistry, physics and related fields.

4. A program of specific content requirements will be determined between the student and his or her adviser and each such program.

5. In addition, the student must plan a program which will develop knowledge and skills in chemistry, biology, earth sciences, and mathematics in order to meet certification requirements.

### Physics Major

Students pursuing the B.A. with a major in Physics must plan their programs to fulfill the following requirements:

1. General Education requirements as specified earlier in this catalog.

2. The following courses in the major:

- PHYS 265 General Physics — Mechanics 5  
 PHYS 266 General Physics — Electricity 5  
 PHYS 267 General Physics — Sound, Light, and Heat 5  
 PHYS 365 Mechanics I 4  
 PHYS 366 Electricity and Magnetism I 4  
 PHYS 367 Optics I 4  
 PHYS 368 Atomic Physics 5  
 PHYS 465 Mechanics II 3  
 PHYS 466 Electricity and Magnetism II 3  
 PHYS 468 Nuclear Physics I 5  
 PHYS 469 Solid State Physics 4  
 Electives to be selected with approval of student's adviser 8

Hours credit: 55

3. A mathematics minor of 27 or more quarter hours (through calculus).

4. CHEM 104 or 106 and CHEM 105 or 107.

5. Electives to complete requirements for graduation.

### Physics Major (Teaching)

Students majoring in Physics who plan to teach in the public schools should include the following courses in their programs:

1. General Education requirements as specified earlier in this catalog.

2. Professional Teacher Education, 39 hours, plus EDLS 363, two hours credit, and SCED 441, three hours credit.

3. The following courses in the major:

- PHYS 265 General Physics — Mechanics 5  
 PHYS 266 General Physics — Electricity 5  
 PHYS 267 General Physics — Sound, Light, and Heat 5  
 PHYS 361 AC Circuits 5

PHYS 365	Mechanics I	4	PSCI 202	Legislative Processes II**	3-15
PHYS 366	Electricity and Magnetism I	4	PSCI 205	Civil Liberties in the United States	3
PHYS 368	Atomic and Physics	5	PSCI 206	Politics and the Consumer	3
PHYS 468	Nuclear Physics I	5	PSCI 207	Politics of Feminism	3
	or		PSCI 300	Public Opinion and Pressure Groups	4
PHYS 469	Solid State Physics	5	PSCI 302	The President and the Bureaucracy	3
	Physics electives of 300 number or higher to be selected with approval of student's adviser	10	PSCI 303	The Administration of Justice	3
	Hours credit:	48	PSCI 305	The Politics of Bureaucracy	4
			PSCI 340	Field Research and Study in Political Science**	3-15

4. A minimum of 27 quarter hours of mathematics to include calculus through MATH 234.

5. CHEM 104 or 106, 105 or 107, and 111.

6. In addition, the student must plan a program which will develop knowledge and skills in biology and earth sciences in order to meet certification requirements. See your adviser.

7. Additional hours of electives to complete 180 quarter hours of academic credit required for graduation.

### Physics Minor

Following are the requirements for the arts and sciences minor:

PHYS 265	General Physics — Mechanics	5	PSCI 400	Political Parties	3
PHYS 266	General Physics — Electricity	5	PSCI 401	Minority Politics	3
PHYS 267	General Physics — Sound, Light, and Heat	5	PSCI 402	Urban Politics	4
PHYS 365	Mechanics I	4	PSCI 403	Problems in United States Government	3
	or		PSCI 500	Constitutional Law*	5
PHYS 366	Electricity and Magnetism I	4	<b>Group B — International Relations</b>		
PHYS 268	Modern Physics	4	PSCI 220	International Relations	4
	or		PSCI 320	American Foreign Policy	4
PHYS 368	Atomic Physics	5	PSCI 325	Politics and Conflict in the Middle East	4
	Physics electives to be selected with approval of student's minor adviser	6-7	PSCI 421	The United Nations	3
	Hours credit:	30	PSCI 425	Soviet Foreign Policy	4

Physics minors interested in being qualified for teaching in the secondary school must complete the minor listed above.

### Political Science Major

Administered by the Department of Political Science

Political Science offers a non-teaching major and minor in Political Science. Students pursuing the B.A. with a major in Political Science must plan their programs to fulfill the following requirements:

1. Complete the General Education requirements of 60 quarter hours. (Students majoring or minoring in political science will take two of the following courses: GEOG 100, ANT 100, ECON 100, SOC 100.)

2. The following required courses in the major:

PSCI 100	National Government of the United States	5	PSCI 510	Seminar in Comparative Politics*	3
PSCI 105	Introduction to Political Science	3	<b>Group E — Research Methodology</b>		
	Electives in Political Science to include at least one course from each of the following groups: A,B,C,D, & E to equal 40 hours credit.		PSCI 150	Introduction to Research in Political Science†	3
<b>Group A — United States Government</b>			PSCI 550	Research and Inquiry in Political Science†	3
PSCI 104	Contemporary Political Issues	3		Hours credit:	48
PSCI 200	Legislative Processes	3			
PSCI 201	State and Local Government	5			

\*Qualified juniors and seniors may be admitted to 500 level courses by special permission.

\*\*Enrollment by application to the Political Science Internship Program. See No. 5 below.

†Appropriate courses in other departments may be substituted with the approval of one's adviser to fill the Group E requirement but would not count toward the 48 hours required in the major.

3. One minor of at least 27 quarter hours.

4. Electives to complete 180 quarter hours of academic credit.

5. Up to 15 credit hours may be taken in the Political Science Internship Program but only a maximum of 9 credit hours can apply

toward the Political Science major and only 6 credit hours can apply toward the Political Science minor. Admission to the Internship Program is limited. Applications for the program are available in the Political Science office. Applications must be submitted to the Director, Internship Program, Department of Political Science, no later than the time of the early or pre-registration for the quarter of the proposed internship.

### Political Science Minor

PSCI 100	National Government of the United States	5
PSCI 105	Introduction to Political Science	3
	Electives in Political Science selected with the approval of the Department of Political Science	19
	Hours credit:	27

Students interested in being certified for teaching of Political Science must take a major in Social Sciences rather than in Political Science.

### Child and Family Studies: Preschool Education

Administered by the Department of Elementary Education and Reading

The major in Child and Family Studies is designed for students interested in careers working with young children and their families. The curriculum is appropriate for persons orientated toward teaching and/or administrative positions not requiring Colorado teaching certification, but affiliated with child care centers and nursery schools, positions in family services, and child welfare agencies.

1. Meet all General Education requirements as specified earlier in this catalog.

2. Complete the Child Development Core courses during the sophomore year.

PSY 230	Human Growth and Development	3
HEC 221	Human Relationships	3
CD 233	The Child Within the Family	3
CD 330	Child Development Laboratory	1
CD 331	Development of the Infant and Toddler	3
CD 333	Development and Guidance of the Young Child	3
	6-9 additional credits with a CD prefix in consultation with major adviser.	

3. Although certification for preschool is not available in Colorado, students planning to use this major must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that the PTE program which accompanies this major involves the following modification: CD 334 Preschool Curriculum and Methods, 3 credits; CD 335 Observation and Participation in Preschool, 3 credits (experience); CD 438 Practicum in Preschool Teaching, 3 credits (as Introduction to Student Teaching) for a total of 9 hours.

- 4. No minor required.
- 5. The following courses are required for the major and are listed according to recommended sequence.

**Freshman Year**

CD 136	Introduction to Preschool	2
COMM 130	Voice and Speech Improvement	3
EDSE 160	Introduction to Speech/Language Disorders	3
PSY 255	Psychology of Emotional Adjustment	3
		Hours credit: 11

**Sophomore Year**

Child Development Core Courses			22
HEC 250	Principles of Human Nutrition	3	
HEC 340	Contemporary Food Preparation	4	
SOC 415	The Sociology of Child Development	3	
		Hours credit: 32	

**Junior Year**

CD 334	Preschool Curriculum and Methods*	3
CD 335	Observation and Participation in Preschool	3
EDSE 306	Identification of Learning Disabilities in Early Childhood	3
HEC 456	Infant and Child Nutrition	3
HPER 291	Rhythmic Education in the Elementary School	2
or		
THEA 280	Creative Dramatics	3
		Hours credit: 14 or 15

**Senior Year**

EDEC 460	Nursery-Kindergarten Education	3
CD 437	Administration of Programs for Young Children	3
CD 438	Practicum in Preschool Teaching*	3
CD 439	Parent Education	3
HPER 262	Standard First Aid and Personal Safety	2
		Hours credit: 14

\*Must be taken at University of Northern Colorado.

- 6. CD 438 must be completed prior to student teaching.
- 7. Sufficient electives to complete 180 quarter hours of academic credit.

**Child and Family Studies: Preschool Minor**

Minors in Child and Family Studies: Preschool need an adviser to plan course sequence.

CD 136	Introduction to Preschool	2
CD 330	Child Development Laboratory	1
CD 331	Development of the Infant and Toddler	3
CD 333	Development and Guidance of the Young Child	3
CD 334	Preschool Curriculum and Methods	3
CD 335	Observation and Participation in Preschool	3
CD 437	Administration of Programs for Young Children	3
CD 438	Practicum in Preschool Teaching	3
HEC 250	Principles of Human Nutrition	3
Electives		3
		Hours credit: 27

**Recommended Electives for Preschool**

Minor:		
COMM 130	Voice and Speech Improvement	3

CD 332	Sequences of Conceptual Learning	3
CD 439	Parent Education	3
EDEC 460	Nursery-Kindergarten Education	3
HEC 221	Human Relationships	3

**Psychology Majors**

Administered by the Department of Psychology

Students pursuing the B.A. degree with a major in Psychology must plan their programs to fulfill the following requirements:

- 1. All General Education requirements as specified in this catalog.
- 2. The following required courses in the major (60 hours):

PSY 101	Introductory Seminar in Psychology	1
PSY 121	Introduction to Psychology I	4
PSY 122	Introduction to Psychology II	4
RSM 203	Introductory Statistical Methods	3
PSY 275	Experimental Psychology	5
PSY 491	Field Experiences	

Hours credit: Minimum 5-15

One course from the following:  
PSY 161, 265, 365, 369, 458, 466

One course from the following:  
PSY 240, 241, 442, 443, 445

One course from the following:  
PSY 343, 480, 481, 482

One course from the following:  
PSY 230, 431, 432, 433

One course from the following:  
PSY 250, 251, 341, 345

One course from the following:  
BLS 101, 240, 340, 350, 380, 495, MAS 101, 304, 306

Approved electives as needed (Maximum 6 hours of Non-PSY courses)

Hours credit: Minimum 60

**Note.** The Psychology major does not lead to teacher certification.

**Psychology Minor (Liberal Arts)**

Required courses for the undergraduate minor in psychology are:

PSY 121	Introduction to Psychology I	4
PSY 122	Introduction to Psychology II	4
One course from the following:		
PSY 240, 241, 265, 343, 443, 480, 481		3-5
One course from the following:		
PSY 250, 251, 341, 345		3

Approved Electives Maximum 3 hours of Non-PSY courses

Hours credit: Minimum 27

**Psychology Minor (PTE)**

Required courses for the undergraduate minor in psychology are:

PSY 120	General Psychology	3
PSY 240	Human Learning and Cognition	3
PSY 230	Human Growth and Development	
or		
PSY 431	Infancy and Childhood	
or		
PSY 432	Preadolescence and Adolescence	3-5
Electives (Choose from RSM 312 and PSY courses other than 121, 122, 161, and 222)		16-18

Hours credit: Minimum 27

**Recreation Major**

Administered by the Department of Recreation

Students pursuing the B.S. degree with a non-teaching major in Recreation must plan their programs to fulfill the following requirements:

- 1. Complete the General Education requirements of 60 quarter hours.
- 2. The following courses in the major:

HPER 203	Introduction to Recreation	3
HPER 252	Social Recreation	2
HPER 253	Camp Counseling	3
HPER 265	Recreation Skills and Sports and Games	3
HPER 266	Outdoor Recreation Skills	2
HPER 267	Recreation Skills in the Recreation Center and on the Playground	3
HPER 290	Analysis and Movements of Folk and Square Dance	2
HPER 337	Socio-Psychological Concepts of Leisure	3
HPER 368	Programs in Recreation	4
HPER 369	Therapeutic Recreation	3
HPER 444	Recreation and the Voluntary Agencies	3
HPER 451	Administration of Community Parks and Recreation	5
HPER 472	Recreation Leadership	4
HPER 495	Senior Seminar	2
FA 550	Art in Recreation	3
MUS 315	Music and Recreation	2
PSY 230	Child and Adolescent Psychology	5
THEA 280	Creative Dramatics	3

Hours credit: 55

One minor of 30 quarter hours, or 30 quarter hours of supporting courses selected with the approval of the major adviser.

4. Senior recreation majors will complete HPER 452, Internship in Recreation, 18 hours. Courses HPER 368, 369, 451, and 472 and a GPA of 2.30 in the required courses, as well as a 2.30 cumulative are prerequisites for HPER 452.

5. Before graduation, students must possess and present a current Standard First Aid Card to their advisers.

6. Electives sufficient to complete requirements for the Bachelor of Science degree.

**Emphasis in American Humanics**  
Recreation (Students with this major may select an Emphasis in American Humanics upon approval from their Recreation adviser.)

**Russian Minor**

Administered by the Department of Foreign Languages

This minor requires 30 hours of Russian to be selected from the following courses with the approval of the minor adviser. It is designed for Liberal Arts students and students interested in teaching.

RUS 101	Elementary Russian I	5
RUS 102	Elementary Russian II	5
RUS 103	Elementary Russian III	5
RUS 201	Intermediate Russian I	4
RUS 202	Intermediate Russian II	4

RUS 203	Intermediate Russian III	4
RUS 306	Survey of Russian Literature of the 19th Century	3
RUS 307	Survey of Russian Literature of the 20th Century	3
RUS 335	Russian Conversation	3
RUS 336	Advanced Russian Composition	3

Hours credit: 30

In addition, students must demonstrate competency in certain areas of language activity. See department for competency list.

## Russian-Soviet Studies

Dean A. Arnold, Coordinator

### Major

A major in Russian-Soviet Studies is available under the Interdisciplinary Studies Program.

### Minor

1. Twenty-seven hours of study selected from the following:

ECON 320	Russia's Soviet Economy	3
ENG 450	Studies in Russian Literature	4
GEOG 365	The Soviet Union	5
GEOG 392	Field Course in Geography (Russian Study Tour)	5
GEOG 490	Problems in Geography (Russian-Soviet Topic)	3
HIST 268	Russian History from the Beginning to Alexander I, 860-1801	4
HIST 269	Imperial Russia: 1801-1917	4
HIST 270	History of the Soviet Union	4
PSCI 414	Government and Politics of the Soviet Union	4
PSCI 425	Soviet Foreign Policy	4
RUS 101	Elementary Russian I	5
RUS 102	Elementary Russian II	5
RUS 103	Elementary Russian III	5
RUS 201	Intermediate Russian I	4
RUS 202	Intermediate Russian II	4
RUS 203	Intermediate Russian III	4
RUS 306	Survey of Russian Literature of the 19th Century	5
RUS 307	Survey of Russian Literature of the 20th Century	5
RUS 335	Russian Conversation	3
RUS 336	Advanced Russian Composition	3
RUS 337	Advanced Russian Grammar	3
RUS 341	Pushkin	3
SOC 337	Soviet Society Today	4

2. Russian Language is not required but is strongly recommended and a maximum of 15 hours may be applied toward the minor.

3. Planning of the program by the student with the coordinator.

4. Hours in the minor will not apply toward the student's field or another minor.

## School of Educational Change and Development

Donald M. Luketich, Dean  
Bachelor of Arts and Bachelor of Science

The School is an approved administrative

unit of the university. The major purpose of the school is to cooperate with and facilitate innovative programs and ideas anywhere within the university.

Students who wish to pursue innovative programs leading to a degree may submit a proposal to the school. The school does not duplicate any academic program of the university, but exists as an option for those students who wish to pursue programs that require the use of the total resources of the university. SECD is not an external degree program. Admission will be by invitation and based upon the program that an applicant submits and has been approved by the SECD Advisory Board and the student's Resource Board. In general, the program will be of an interdisciplinary nature and will use the total resources of the university, and may use the resources of the community, state and nation.

A Student Manual is available in the University Bookstore. It contains information about the school, the procedures the students are to follow, and the forms the student uses as he pursues his program.

Programs and projects submitted to the school that do not involve a degree are administered by the Dean. Departments, schools and colleges within the university may request the services of the Dean. Public schools, institutions, and other colleges and universities who desire the services of the school may work with the Dean to develop programs and projects.

## Social Science

David Cole, Coordinator

The Department of Anthropology, Economics, Geography, History, Political Science, and Sociology cooperate in offering an interdepartmental major in Social Sciences.

### Social Science Major (Non-teaching)

Students pursuing the B.A. degree with a major in Social Science must plan their programs with their academic adviser to fulfill the following requirements:

1. Meet all General Education Requirements as specified earlier in this catalog.
2. Courses in the major as specified below:
  - a. Introductory courses in five social science areas (ANT 100, ECON 100, GEOG 100 or 148, PSCI 100, SOC 100) 25
  - b. Courses in theory and research methods in the social sciences. At least one course taken from each of the following categories must be taken: 12
    - (1) Theory: ANT 244, 470, 481; SOC 351, 352; ECON 470; ID 470
    - (2) Research Methods: ANT 290; GEOG 392, 402; HIST 299; PSCI 150; SOC 460
    - (3) Quantitative: ANT 384; ECON 451; SOC 461
  - c. Either HIST 100, 101, 102 (any two) or PSY 121 and 122 8
  - d. Advanced electives aimed at a

relatively balanced distribution between two social science areas. For the areas selected, the following courses must be taken: 50

- (1) ANT 110, 140, 170
- (2) ECON 200 and 350
- (3) GEOG 2 systematic and 1 regional
- (4) PSCI 220 or 320
- (5) SOC 310

Hours credit: 95

3. No minor is required for a Social Science major.

4. Electives sufficient to complete requirements for the Bachelor of Arts degree.

### Social Science Major (Teaching)

Students majoring in Social Science who plan to teach in the public schools should include the following courses in their programs:

1. Meet all General Education requirements as specified earlier in this catalog.
2. Courses in the major as specified below:
  - A. Introductory courses in five social science fields (ANT 100, ECON 100, GEOG 100, PSCI 100, SOC 100) 25
  - B. ID 470, Theory and Research in the Social Sciences 4
  - C. HIST 100, 101, 102 (U.S. History) 12
  - D. European and/or Third World History 12
  - E. Advanced courses in two or three social science fields (Anthropology, Black Studies, Economics, Geography, History, Mexican American Studies, Political Science, Sociology).

For the areas listed below, the following courses must be taken 28

- Anthropology ANT 381 or 382 and 335 or 337
  - Economics ECON 145 or 200
  - Geography GEOG 120 or 121 and 122 or 123
  - Mexican American Studies MAS 302 and 304
  - Political Science PSCI 220 or 421
  - Sociology SOC 310
3. Professional Teacher Education as specified below:
    - A. Professional Teacher Education (PTE)39
    - B. EDLS 363, Clinical Experience 2
    - C. SSED 341, Methods of Teaching Social Science in the Secondary School 3
    - D. No Social Science major may apply for admission to Professional Teacher Education (PTE) until he or she has passed at least 20 quarter hours of courses in the major, at least eight hours of which must have been taken at the University of Northern Colorado.
    - E. To be admitted to PTE, the student must have at least a 2.30 grade point average in those courses counting toward his or her major which were taken at the University of Northern Colorado and must have taken all the courses in 2A.
    - F. Before taking EDLS 363 and SSED 341, the student must have completed EDF 366 and PSY 347.
    - G. Before being permitted to apply for student teaching, a Social Science major must have completed successfully at least 40 hours in the major.

4. No minor required.  
**Honors.** Social Science majors may participate in the Honors Program. See page 8.

## Sociology Major

Administered by the Department of Sociology

Students pursuing the B.A. with a major in Sociology must plan their programs to fulfill the following requirements:

1. All General Education requirements as specified earlier in this catalog. The students should consult his or her assigned adviser.

2. Courses selected from each of the following areas:

- I. Principles of Sociology 5  
 SOC 100\*
- II. Social Theory 12  
 SOC 350\*, 351\*, 352\*, 454, 550\*\*, 551\*\*, 554\*\*
- III. Methodology and Research 8  
 SOC 460\*, 461\*, 563\*\*  
 One course from each of the following areas: 15-20
- IV. Social Psychology  
 Selected from SOC 210, 310, 311, 312, 410, 415, 515\*\*
- V. Social Institutions  
 Selected from SOC 120, 221, 321, 323, 325, 420, 421, 424, 427, 520\*\*
- VI. Social Organization and Process  
 Selected from SOC 333, 334, 337, 430, 432, 435, 437, 454, 537\*\*
- VII. Social Problems  
 Selected from SOC 145, 240, 340, 341, 345, 447
- VIII. Demography and Ecology  
 Selected from SOC 270, 272, 478, 479, 574\*\*
- IX. Advanced Electives  
 Electives include any Sociology courses above 100  
 Total hours including advanced Electives 56

\*Required courses for majors.

\*\*Courses numbered 500 and above — seniors with 3.00 GPA and permission of instructor.

3. In addition, a minor of 33 quarter hours.  
 4. Electives sufficient to complete requirements for the Bachelor of Arts degree.

Following are the requirements for the minor:

- 1. All General Education requirements as specified earlier in this catalog. The student should consult his or her assigned adviser.
- 2. Courses selected from each of the following areas:
- I. Principles of Sociology 5  
 SOC 100  
 One course from each of the following areas:
- IV. Social Psychology  
 Selected from SOC 210, 310, 311, 312, 410, 415, 515\*\*
- V. Social Institutions  
 Selected from SOC 120, 221, 321, 323, 325, 420, 421, 424, 427, 520\*\*
- VI. Social Organization and Process  
 Selected from SOC 333, 334, 337, 430, 432, 435, 437, 454, 537\*\*

- VII. Social Problems  
 Selected from SOC 145, 240, 340, 341, 345, 447
- VIII. Demography and Ecology  
 Selected from SOC 270, 272, 478, 479, 574\*\*
- IX. Advanced Electives  
 Electives including any Sociology course above 100  
 Total hours including advanced electives 33

\*Courses numbered 500 and above — seniors with 3.00 GPA and permission of instructor.

*Students interested in being certified for teaching of Sociology must take a major in Social Sciences rather than in Sociology.*

## Spanish Major

Administered by the Department of Foreign Languages

Students pursuing the B.A. with a major in Spanish must plan their programs to fulfill the following requirements:

1. Meet all General Education requirements of 60 quarter hours. (Spanish majors are urged to take ANT 100 or SOC 100 or HIST 130, 131, 132.) Students should consult his or her assigned adviser.

2. The following courses or their equivalents are required for the major:

- SPAN 201 Intermediate Spanish I 4
- SPAN 202 Intermediate Spanish II 4
- SPAN 203 Intermediate Spanish III 4
- In addition, one of the following series:
- A. For students who plan to teach in the public schools:  
 SPAN 310 Advanced Spanish Grammar 4  
 SPAN 325 Advanced Spanish Composition 3  
 SPAN 335 Spanish Conversation 4  
 SPAN 345 Spanish Pronunciation 4  
 SPAN 400 Problems in Oral Spanish 3  
 Six Spanish literature courses, 3 in Peninsular literature and 3 in Latin American literature, to be chosen from departmental offerings 18  
 Hours credit: 48

Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that FL 341, Methods, (3 hours credit) and EDLS 363, Clinical Experience, (2 hours credit) are included in this PTE program and must be taken during the same quarter. Before being permitted to apply for student teaching, a Spanish major must have successfully passed the department oral proficiency examination.

- B. For students wishing a Liberal Arts major:  
 SPAN 310 Advanced Spanish Grammar 4  
 Six Spanish literature courses, 3 in Peninsular literature and 3 in Latin American literature, to be chosen from the departmental offerings 18  
 Electives in Spanish to be chosen with the consent of the adviser\* 14  
 Hours credit: 48

\*Three hours of FL 131, Foreign Language House and FL 410, Linguistics are the only FL prefix courses which may be applied toward the major.

3. **Note.** All work to be counted toward the B.A. degree in Spanish must be beyond the first-year level.

4. A minor of at least 27 quarter hours approved by the department.

5. In addition, students must demonstrate competency in certain areas of language activity. See department for competency list.

6. Electives sufficient to complete the requirements for the B.A. degree.

## Spanish Minor

Requirements for a Spanish minor are as follows:

- SPAN 201 Intermediate Spanish I 4
- SPAN 202 Intermediate Spanish II 4
- SPAN 203 Intermediate Spanish III 4

In addition, one of the following series:

- A. For students who plan to teach in the public schools:  
 SPAN 310 Advanced Spanish Grammar 4  
 SPAN 325 Advanced Spanish Composition 3  
 SPAN 335 Spanish Conversation 4  
 SPAN 345 Spanish Pronunciation 4  
 Electives in Spanish to be chosen with the consent of the adviser 3  
 Hours credit: 30

B. For students wishing a Liberal Arts minor:

- SPAN 310 Advanced Spanish Grammar 4  
 Three Spanish literature courses from the departmental offerings 9  
 Electives in Spanish to be chosen with consent of the adviser 5  
 Hours credit: 30

In addition, students must demonstrate competency in certain areas of language activity. See department for competency list.

## Special Education Majors

Administered by the School of Special Education and Rehabilitation

The School of Special Education and Rehabilitation offers several majors at the undergraduate level and affords students the opportunity to qualify for a Colorado Teacher Certificate in the area of mental retardation, both educable and trainable. A pre-professional program leading to the Bachelor of Arts degree in speech/language pathology, acoustically handicapped, and audiology is offered, as well as a program leading to the Bachelor of Science degree in Rehabilitation and Related Services. Junior and senior students may take course work in the areas of teaching the visually handicapped, physically handicapped, emotionally disturbed and in speech/language pathology. This course work may be used for certification in the special areas of teaching when all requirements for certification are met.

The campus Special Education school, a cooperative project of the Greeley Public Schools and University of Northern Colorado, provides a laboratory for observation and practice. The Special Education facility also includes a speech and hearing service and complete audiometric evaluations; and



provides for testing and measuring exceptional children.

**Mental Retardation Emphasis**

Students may declare a major in mental retardation at any time, but because of limited training facilities, candidacy for a degree is dependent upon departmental acceptance at the time a student applies for PTE. Students with a declared major in mental retardation who have not been accepted into PTE are considered tentative candidates. Departmental recommendation for PTE acceptance is based upon: 1) documented experience working with handicapped children (at least 50 clock hours of contact is expected); 2) positive letters of recommendation from persons who supervised and/or evaluated the contact with handicapped children; 3) grade point average. (The PTE application is used to provide information upon which the departmental recommendation is based.) Only students who receive departmental recommendation will be given student teaching assignments. Since a limited number of students can be accepted into PTE each quarter, students who meet the requirements for acceptance but who are in excess of the quota restriction will be placed on a waiting list for consideration in succeeding quarters.

It should be understood that students majoring in the department of mental retardation will actually be screened twice. The first selection will be at the time of application for PTE and the second at the time of application for student teaching. Students planning to use this major as a certification program for teaching must complete the program of Professional Teacher Education as described on page 9 of this catalog. (44 hours). Please note that the PTE program which accompanies this major involves the following modification: Use EDSE 309 in lieu of EDLS 360-363 (2); delete EDSE 405 (3) and EDSE 406 or EDSE 407 (2), for a total of 39 hours.

Within the Department of Mental Retardation there are two majors: 1) Special Education: Educable Mentally Retarded for those students who wish to become teacher of educable level children (either elementary or secondary) and 2) Special Education: Trainable Mentally Retarded (all levels). The ratio of the number of students being trained to be teachers of trainable mentally retarded children is approximately 3 to 1.

If an individual wishes to be endorsed as a teacher of both Educable Mentally Retarded and Trainable Mentally Retarded persons, the student must student teach in each area. Even though dual endorsement is therefore possible, a student may not use these programs for a double major of Special Education: Educable Mentally Retarded, and Special Education: Trainable Mentally Retarded.

All students in either major are required to take:

EDSE 100	Education of Exceptional Children	3
EDSE 160	Introduction to Speech/Language Disorders	3
EDSE 304	Introduction to Measurement of the Handicapped	3

EDSE 305	Educational Prescription and Programming for Exceptional Children	4
EDSE 310	Introduction to Mental Retardation	4
EDSE 412	Curriculum Development and Methodology for Mentally Retarded: Elementary Level	4
EDSE 421	Introduction to Classroom Management	2
EDRD 310	Improvement of Instruction in Reading	3
FA 229	Art for the Exceptional Child or	
IA 259	Industrial Arts Activities for the Exceptional Child	3
EDFE 270	School and Community Aide	2
		Hours credit: 31

Plus 17 hours of electives chosen from recommended electives, Vocational Teacher Education, or Teaching the Trainable.

Students specializing in teaching EMR students at the secondary level must take:

EDSE 413	Curriculum Development and Methodology for Mentally Retarded: Secondary Level	4
VTE 310	Vocational Education Foundations — Seminars	3
VTE 410	Cooperative Education and Coordination Techniques	3
<b>Recommended electives in Vocational Teacher Education:</b>		
VTE 430	Vocational Education for Learners with Special Needs	3
<b>Students specializing in Teaching the Trainable must take:</b>		
EDSE 311	Education of the Trainable Mentally Retarded	4
EDSE 312	Seminar: Teaching the TMR	2
EDSE 414	Problems in Teaching Trainable Mentally Retarded Children	4
EDSE 415	Vocational Training for TMRs	4
		Hours credit: 14

To complete endorsement requirements in Special Education: Trainable Mentally Retarded, student teaching must be done in an education facility for trainable mentally retarded children.

Electives to total 48 hours should be chosen in consultation with the adviser. In addition, each student must support the major with a minor, a double major, or an area of concentration of 27 hours (selected with the approval of the adviser).

Recommended electives:

EDSE 302	Counseling Parents of Exceptional Children	3
EDSE 320	Introduction to the Education of Socially and Emotionally Disturbed Children	3
EDSE 326	Introduction to Teaching Learning Disabled Children	3
EDSE 330	Care and Pathology of the Physically Handicapped	3
EDSE 350	Pathology and Introduction to the Hearing Impaired	3
EDSE 404	The Resource Program Teacher*	3
EDSE 440	Survey of Education of Visually Handicapped	3
EDRD 411	Approaches to Reading Instruction	3
EDEL 320	Improvement of Instruction in Mathematics in the Elementary School	3

MUS 206	Music Methods and Materials for the Elementary Teacher	2
MUS 414	Music for Children with Learning Disabilities	3

*\*Highly recommended.*

**Acoustically Handicapped Emphasis**

The Bachelor of Arts is pre-professional and does not lead to certification in Acoustically Handicapped. The Master of Arts degree is the professional degree and enables the student to meet the academic and practicum requirements for the certification by the Council on Education for the Deaf and the Colorado State Department of Education (Refer to graduate catalog for completion of certification program).

Due to the large number of students desiring admission into the Acoustically Handicapped Program, the Department of Communication Disorders is finding it necessary to restrict enrollment so the faculty can provide to the student the individual attention so necessary in this field.

Sophomore or transfer students should apply for admission to the Acoustically Handicapped by April 15. If accepted by the faculty entrance screening committee, students will be notified by May 15. Students should contact the Area Director of Acoustically Handicapped in Michener Library L-139 for specific information.

Students must complete the coursework necessary for certification in Pre-School, Elementary, or a specific area of Secondary Education, in addition to the courses for Acoustically Handicapped.

**Core Requirements:**

EDSE 100	Education of Exceptional Children	3
EDSE 250	The Structure of Language	3
EDSE 270	The Structure and Pathology of Auditory and Vestibular/Visual Systems	3
EDSE 304	Introduction to Measurement of the Handicapped	3
EDSE 309	Introduction to Special Education Student Teaching	2
EDSE 350	Pathology and Introduction to the Hearing Impaired	3
EDSE 356	Introduction Manual Communication Skills	3
EDSE 357	Introduction to Hearing Aids and Amplification Systems	2
EDSE 358	Auditory Training and Speechreading	4
EDSE 370	Introduction to Audiology	3
EDSE 451	Speech Development for the Hearing Impaired	6
EDSE 452	Language Development for the Hearing Impaired	6
EDSE 453	Curriculum and Content for the Hearing Impaired	4
EDSE 455	Methods of Teaching Reading to the Hearing Impaired	3
EDSE 456	Manual Communication Skills: Signed English	3
EDEM 410	Introduction to Educational Resources	3
		Hours credit: 54

All electives must be approved by student's adviser.

**Visually Handicapped Concentration**

The teacher training program leading to

endorsement to teach visually handicapped children is offered at the graduate level. (See Graduate Bulletin.) However, undergraduates who are interested in exploring Education of Visually Handicapped Children as a career possibility are given the opportunity as juniors and seniors to declare an Area of Concentration with this department. This concentration is an addition to the student's declared major.

The Area of Concentration in Education of Visually Handicapped would include 21 hours of course work. The undergraduate courses would include:

EDSE 440 Survey of Education of Visually Handicapped	3
EDSE 441 Listening Skills for Learning	3
EDSE 442 Principles of Education of Partially Seeing	3
EDSE 443 Teaching Daily Living for the Visually Handicapped	2

With the consent of an assigned adviser in the Visually Handicapped area, a qualified student may take twelve or more additional hours of 500 level graduate courses.

Though this Area of Concentration does not lead toward certification at the undergraduate level, it does reduce the graduate program by one quarter should the student choose to continue graduate work toward an M.A. degree in Education of Visually Handicapped Children.

**Speech/Language Pathology Emphasis Core Requirements:**

The Bachelor of Arts degree is pre-professional and does not lead to certification of any type. The Master of Arts degree is the professional degree and enables the student to meet the academic and practicum requirements for certification by the American Speech and Hearing Association (ASHA) as well as endorsement standards for the speech/language specialist in the public schools. Consequently, students should consider this a five-year program culminating in a Master of Arts degree.

All students must apply for admission to the Speech/Language Pathology Program. Transfer students are encouraged to apply prior to their arrival on campus. Typically, applications are submitted during Spring Quarter of the Sophomore year, by April 1. It is the student's responsibility to obtain the application and the Admission and Retention Policies from the Speech/Language Pathology Office, Bishop-Lehr 147.

Course requirements:

EDSE 100 Education of Exceptional Children	3
EDSE 160 Introduction to Speech/Language Disorders	3
EDSE 260 Introduction to Phonetics	3
EDSE 264 Introduction to Clinical Practicum I	2
EDSE 265 Acoustics of Speech	3
EDSE 266 Speech and Language Development	3
EDSE 267 Anatomy and Physiology of Speech and Hearing	5
EDSE 270 The Structure and Pathology of Auditory and Vestibular/Visual Systems	3
EDSE 270 School and Community Aide	Minimum 2
EDSE 274 Clinical Observation in Audiology	2

EDSE 356 Introduction to Manual Communication Skills	3
EDSE 358 Auditory Training and Speech Reading	4
EDSE 360 Articulation Disorders I	3
EDSE 361 Voice Disorders I	3
EDSE 362 Stuttering I	3
EDSE 364 Introduction to Clinical Practicum II	4
EDSE 365 Language Disorders in Children I	3
EDSE 366 Neurological Bases of Speech/Language Disorders	3
EDSE 367 Research Writing in Communication Disorders	Maximum 3
EDSE 369 Neurological Bases for Speech and Hearing	4
EDSE 370 Introduction to Audiology	3
EDSE 372 Advanced Audiology	5
EDSE 374 Advanced Observation in Audiology	2
EDSE 460 Public School Speech/Language Pathology	3
EDSE 464 Clinical Practicum in Speech/Language Pathology	Minimum 6
EDSE 467 Diagnosis in Speech/Language Pathology	3
EDSE 469 Introductory Laboratory in Diagnostics	2
EDSE 474 Practicum in Audiology	2

All eligible undergraduate Speech/Language Pathology majors, whether full or part time, are required to register for EDSE 464 during each quarter. Recommended electives are EDSE 250, 270, 304, 306, 310, 320, 326, 330, 331, 357, 421, 452, 456, 575, PSY 201, 230, 240, 255, 306, 307, 309, 315, 341, 343, 431, 432, 433, 443, 444, 445, 457, 458, ENG 100, 101, 102, 321, COMM 110, 111, 130, 220, 302, 400, 420, 423, 424, 425, ZOO 156, BLS 192, MAS 304, 310, HEC 136, 331, 332, 333, 335, 439.

**Audiology Emphasis Core Requirements:**

The Bachelor of Arts degree is pre-professional and does not lead to certification of any type. No endorsement for employment as an audiologist is granted at the undergraduate level. The Master of Arts degree is the professional degree and enables the student to meet the academic and practicum requirements for certification in Audiology by the American Speech and Hearing Association and endorsement standards by the School Audiologist (for those who desire to complete those additional requirements for School Audiology). *All students must apply for admission to the Audiology Program. Transfer students must apply for admission prior to their arrival on campus. All applications must be submitted by April 1 for Summer or Fall admittance. All EDSE 100 or 200 level courses required for Audiology majors must have been completed or in progress at the time of application.*

For information regarding admission procedures, contact the Director of Audiology, Bishop-Lehr Hall 147. Students applying for admission to this Program will be selected according to: 1) Promise of academic achievement; 2) Letters of reference; 3) Commitment in their Clinical Observation; 4) Self-direction and 5) Intellectual curiosity.

The following is the required program:

EDSE 100 Education of Exceptional Children	3
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EDSE 160 Introduction to Speech/Language Disorders	3
EDSE 260 Introduction to Phonetics	3
EDSE 265 Acoustics of Speech	3
EDSE 266 Speech and Language Development	3
EDSE 267 Anatomy and Physiology of Speech and Hearing	5
EDSE 270 The Structure and Pathology of Auditory and Vestibular Systems	3
EDSE 274 Clinical Observation in Audiology	Maximum 6
EDSE 356 Introduction to Communication Skills	3
EDSE 357 Introduction to Hearing Aids and Amplification Systems	2
EDSE 358 Auditory Training and Speech Reading	4
EDSE 360 Articulation Disorders I	3
EDSE 361 Voice Disorders I	3
EDSE 364 Introduction to Clinical Practicum II	2
EDSE 365 Language Disorders in Children I	3
EDSE 369 Neurological Bases for Speech and Hearing	4
EDSE 370 Introduction to Audiology	3
EDSE 371 Introduction to Aural (Re)habilitation	3
EDSE 372 Advanced Audiometry	5
EDSE 374 Advanced Observation in Audiology	Maximum 12

EDSE 464 Clinical Practicum in Speech/Language Pathology	2
EDSE 471 School Audiology	3
ZOO 105 Human Biology	4
ZOO 121 Human Anatomy	4
ZOO 250 Human Physiology	5

Clinical practicum (EDSE 474, 475, 476) by permission only.

For students desiring to work toward certification in School Audiology or entrance into the UNC graduate program, the following additional courses should be completed at the undergraduate level:

EDSE 302 Counseling Parents of Exceptional Children	3
EDSE 455 Methods of Teaching Reading to the Hearing Impaired	3
EDSE 457 Curriculum, Language and Speech for the Hearing Impaired	3
EDSE 570 Adult/Geriatric Audiology/Aural (Re)habilitation	3
EDSE 578 Pediatric Aural (Re)habilitation	3

Recommended electives are IA 180, PSY 202, 230, 240, 343, 431, 432, 433, 444, ENG 321, 418, 419, EDSE 250, 302, 304, 306, 451, 452, 456, 459, CD 331, COMM 111, 323, SCI 110, MUS 403, ZOO 351.

**Rehabilitation and Related Services Major**

Students pursuing the B.S. degree with a major in Rehabilitation and Related Services must plan their programs to meet the following requirements:

1. Meet all General Education requirements as specified earlier in this catalog.
2. Core requirements as listed below.
3. An adviser approved supporting area or an adviser approved non-teaching minor consisting of 27 quarter hours.
4. Adviser approved electives to complete the 180 quarter hours of academic credit required for graduation.

**Core Requirements:**

EDSE 100	Education of Exceptional Children	3
EDSE 290	Orientation to Rehabilitation and Related Services	3
EDSE 302	Counseling Parents of Exceptional Children	3
EDSE 304	Introduction to Measurement of Handicapped	3
EDSE 390	Introduction to Social and Rehabilitation Services (EDSE 590 may be substituted)	3
EDSE 391	Seminar: Problems in Social and Rehabilitation Services	3
EDSE 394	Practicum in Social and Rehabilitation Services	2-8
EDSE 491	Interviewing Techniques in Social and Rehabilitation Services	3
EDSE 492	Casework Techniques in Social and Rehabilitation Services	3
EDSE 494	Supervised Field Practice in Social and Rehabilitation Services	15
<b>Anthropology:</b> At least three (3) hours selected from the following courses:		
ANT 381	Enculturation	4
ANT 382	Acculturation	4
<b>Black Studies:</b> At least three (3) hours selected from the following courses:		
BLS 101	Crisis of Identity	3
BLS 102	Crisis of Identity II	3
<b>Mexican American Studies:</b> At least three (3) hours selected from the following courses:		
MAS 101	Introduction to Mexican American Studies	4
MAS 302	Social Stratification in the Mexican American community	3
MAS 304	Bicultural Systems	3
<b>Sociology:</b> At least seven (7) hours selected from the following courses:		
SOC 145	Social Problems	3
SOC 210	Social Movements	3
SOC 240	Criminology	4
SOC 310	Social Psychology	4
SOC 340	Juvenile Delinquency	4
SOC 345	Sociology of Minorities	4
<b>Psychology:</b>		
PSY 255	The Psychology of Emotional Adjustment	3
PSY 458	Abnormal Psychology	3
<b>And at least six (6) hours of the following:</b>		
PSY 230	Human Growth and Development	5
PSY 240	Human Learning and Cognition	3
PSY 250	Humanistic Psychology	3
PSY 365	Psychology of Prejudice	3
PSY 432	Preadolescence and Adolescence	3
PSY 433	Maturity and Aging	3
PSY 460	Paraprofessional Helpline Training	3
<b>Research and Statistical Methodology</b>		
RSM 203	Introductory Statistical Methods	3
		Hours credit: 66-72

THEA 110	Introduction to Stagecraft	3
THEA 130	Introduction to the Theatre	3
THEA 160	Acting I (Internals)	3
THEA 205, 206, 207, 208	Individual Performance in Theatre	4
THEA 220	Beginning Stage Costuming	3
THEA 240	Beginning Stage Direction	3
THEA 261	Stage Make-Up	2
THEA 305, 306, 307, 308	Individual Performance in Theatre	6
THEA 330, 331, 332	History of the Theatre I, II, III	9
THEA 405, 406, 407, 408	Individual Performance in Theatre	6
		Hours credit: 44
In addition, <i>one</i> of the following fields of specialization.		
<b>Acting:</b>		
THEA 170, 171, 172	Stage Movement I, II, III	3
THEA 260	Acting II (Externals)	3
THEA 360	Acting III (Musical Theatre)	3
THEA 361	Advanced Stage Makeup	2
THEA 370, 371, 372	Rhythmic and Dramatic Movement I, II, III	3
THEA 460	Serious Styles of Acting	2
THEA 461	Comic Styles of Acting	2
THEA 462	Problems in Acting Conventions	2
		Hours credit: 26
<b>Graduate School Preparatory:</b>		
THEA 210	Stagecraft	3
THEA 260	Acting II (Externals)	3
THEA 281	Creative Dramatics in Education	3
THEA 310	Beginning Scene Design	3
THEA 340	Directing Period Plays	3}
THEA 341	Directing Experimental Plays	3}
THEA 342	Directing Musical Theatre	3}
THEA 411	Stage Lighting	3
		Hours credit: 26
<b>Stage Direction:</b>		
THEA 170, 171, 172	Stage Movement I, II, III	3
THEA 210	Stagecraft	3
THEA 260	Acting II (Externals)	3
THEA 281	Creative Dramatics in Education	3
THEA 340	Directing Period Plays	3
THEA 341	Directing Experimental Plays	3
THEA 342	Directing Musical Theatre	3
THEA 380	Children's Theatre Production	3
THEA 440	Directing the One-Act Play	2
		Hours credit: 26
<b>Technical Theatre:</b>		
THEA 210	Stagecraft	3
THEA 310	Beginning Scene Design	3
THEA 320, 321	Stage Costume Design I, II	8
THEA 361	Advanced Stage Make-up	2
THEA 410	Advanced Staging Techniques	4
THEA 411	Stage Lighting	3
		Hours credit: 26
<b>Theatre in the Community:</b>		
THEA 260	Acting II (Externals)	3
THEA 280	Creative Dramatics in the Community	3
FA 335	Aesthetic Education	3
COMM 375	Oral Interpretation of Children's Literature	3
THEA 380	Children's Theatre Production	3
THEA 390	Chamber Theatre	4
THEA 480	Advanced Creative Dramatics	3
		Hours credit: 26
Total credit hours of the major: 70		

All majors in the Liberal Arts program must have departmental advisement from a member of the faculty in the Department of Theatre Arts. It is sometimes possible to substitute for certain required courses or to design an individualized field of specialization, but only with advisement and with the signed approval of the faculty of the Department of Theatre Arts. All Liberal Arts majors in Theatre Arts should consult their copies of "Goals for the Liberal Arts Program (A.B. Degree) in Theatre Arts" for a focus to their programs and for planning their programs. Many courses outside the Department of Theatre Arts can and should be used to support the skills, concepts and needs of the major field of specialization. Consult your adviser.

3. Attendance at or involvement with all productions of the Little Theatre of the Rockies during residency.

4. Electives sufficient to complete the requirements for the Bachelor of Arts (A.B.) degree.

**Theatre Arts Major (Teaching)**

Students pursuing the A.B. with a major in Theatre Arts, who plan to teach Drama in the public schools, must plan their programs to fulfill the following requirements:

1. All General Education requirements as specified earlier in this catalog.

2. Professional Teacher Education, 44 hours, which includes THEA 385 (three hours credit) and EDLS 363 (two hours credit).

3. The following courses in the major:

THEA 105, 106, 107	Individual Performance in Theatre	2
THEA 110	Introduction to Stagecraft	3
THEA 130	Introduction to the Theatre	3
THEA 160	Acting I (Internals)	3
THEA 170, 171, 172	Stage Movement I, II, III	3
THEA 205, 206, 207, 208	Individual Performance in Theatre	4
THEA 210	Stagecraft	3
THEA 220	Beginning Stage Costuming	3
THEA 240	Beginning Stage Direction	3
THEA 260	Acting II (Externals)	3
THEA 261	Stage Make-Up	2
THEA 281	Creative Dramatics in Education	3
THEA 305, 306, 307, 308	Individual Performance in Theatre	6
THEA 310	Beginning Scene Design	3
THEA 330, 331, 332	History of the Theatre I, II, III	9
THEA 340	Directing Period Plays	3}
THEA 341	Directing Experimental Plays	3}
THEA 342	Directing Musical Theatre	3}
THEA 380	Children's Theatre Production	3
THEA 405, 406, 407, 408	Individual Performance in Theatre	3
THEA 411	Stage Lighting	3
THEA 440	Directing the One-Act Play	2
		Hours credit: 76

The Department of Theatre Arts requires student majors to consult with and be advised by a faculty member teaching in the department. The focus of the Teacher Education program is governed by the "Goals and Objectives for Teacher Education (A.B. Degree) in Theatre Arts," a document which should be in the hands of all Teacher

**Theatre Arts Major**

Administered by the Department of Theatre Arts

Students pursuing the A.B. with a major in Theatre Arts must plan their program to fulfill the following requirements:

1. All General Education requirements as specified earlier in this catalog.

2. The following core of courses in the major:

THEA 105, 106, 107	Individual Performance in Theatre	2
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Education majors in Theatre Arts.

4. A teaching minor of 27 or more quarter hours is highly recommended. Students must remember that in the public schools of the State of Colorado more than half the teaching load must be done in the area of certification. The student desiring this degree of certification should be prepared for many additional requirements both in content and in methods and observation in the minor field.

5. This program meets the current certification requirements for teaching drama in the secondary schools of the State of Colorado.

6. This program meets the current minimum requirements of the North Central Association for teachers of Drama. See your adviser about N.C.A. updates.

7. Attendance at or involvement with all productions of The Little Theatre of the Rockies during residency.

8. Electives sufficient to complete the requirements for the Bachelor of Arts degree.

### Theatre Arts Minor

Following are the requirements for the minor:

THEA 105, 106, 107 Individual Performance in Theatre	1
THEA 110 Introduction to Stagecraft	3
THEA 130 Introduction to the Theatre	3
THEA 160 Acting I (Internals)	3
THEA 205, 206, 207, 208 Individual Performance in Theatre	2
THEA 240 Beginning Stage Direction	3
THEA 305, 306, 307, 308 Individual Performance in Theatre	3
Electives in Theatre Arts	12
Hours credit:	30

### Theatre Arts Minor (Teaching)

For the students desiring to teach Drama, the Department of Theatre Arts requires the following program in the minor:

1. An adviser from the Theatre Arts faculty.

2. The following courses in the minor:

THEA 105, 106, 107 Individual Performance in Theatre	1
THEA 110 Introduction to Stagecraft	3
THEA 130 Introduction to the Theatre	3
THEA 160 Acting I (Internals)	3
THEA 205, 206, 207, 208 Individual Performance in Theatre	2
THEA 210 Stagecraft	3
THEA 240 Beginning Stage Direction	3
THEA 260 Acting II (Externals)	3
THEA 261 Stage Make-Up	2
THEA 305, 306, 307, 308 Individual Performance in Theatre	3
THEA 310 Beginning Scene Design	3
Electives in Theatre Arts	9
Hours credit:	38

3. EDCI 341 (three hours credit) and EDLS 363 (Two hours credit) taken in Theatre Arts.

4. This program does not meet the current certification requirements for teaching drama in the secondary schools in the State of Colorado if more than half of the teaching load is in Drama.

5. This program meets the current minimum requirements of the North Central

Association for teachers of Drama. See your adviser about N.C.A. updates.

**General Tryouts.** The Department of Theatre Arts conducts general tryouts the first week of Fall Quarter each year. The Fall productions are cast from these tryouts, and the entire faculty assess the progress of students in acting at this time. Each tryout will consist of two short contrasting speeches (two minutes each), which are memorized and performed. If musical material is used, the sheet music and accompanist must be provided. For an assessment of your acting abilities, make individual appointments with the member of the faculty from whom you wish to receive an evaluation.

## Vocational Teacher Education

Vocational Teacher Education is a multi-disciplinary program. It is directed toward preparing persons to teach in Vocational Programs approved by the state in Business and Office Education, Distributive Education, Health Occupations Education and Home Economics for Consumer and Homemaking or Occupational Homemaking Education. At the beginning of their Junior year, students enrolled in any Vocational Teacher Education program should check with the program area teacher educator to identify any deficiencies that must be met to qualify for a Vocational Credential.

Students interested in Vocational Teacher Education should go to:

1. School of Business, Department of Business Teaching Education for Business and Office Education and Distributive Education requirements. Kepner 213.

2. School of Industrial Technology and Home Economics, Department of Home Economics for Consumer and Homemaking and Occupational Homemaking requirements. Crabbe 306.

3. Vocational Teacher Education, Health Occupations. Carter Hall, 5th Level.

4. Vocational Credentialing Officer for Vocational Credential requirements. Carter Hall, 5th Level.

### Vocational Teacher Education Courses

VTE 210 Career Opportunities and Explorations	3
VTE 290 Directed Field Experiences	Maximum 10
VTE 308 Workshops in Vocational Teacher Education	Maximum 9
VTE 310 Vocational Education Foundations — Seminar	3
VTE 400 Organization and Administration of Health Occupations	3
VTE 401 Health Occupations Instructional Design — Occupational Analysis	1
VTE 402 Health Occupations Instructional Design — Performance Objectives	1
VTE 403 Health Occupations Instructional Design — Classroom Evaluation	1
VTE 404 Health Occupations Instructional Design — Instructional Methods	1
VTE 405 Health Occupations Instructional Design — Media Utilization	1

VTE 406 Student Evaluation in the Clinical Setting	3
VTE 410 Cooperative Education and Coordination Techniques	3
VTE 411 Vocational Student Organizations	1
VTE 412 Distributive Education Clubs of America — Seminar	2
VTE 413 Future Business Leaders of America — Seminar	2
VTE 414 Future Homemakers of America — Seminar	2
VTE 415 VICA and Post-Secondary Student Professional Organizations in Health Occupations — Seminar	2
VTE 418 Adult Vocational Education	3
VTE 419 Advisory Committees Seminar in Vocational Education	2
VTE 422 Individual Studies in Vocational Teacher Education	Maximum 4
VTE 430 Vocational Education for Learners with Special Needs	3
VTE 453 Preparation for Teaching Vocational Health Occupations — Seminar	3
VTE 483 Teaching Improvement Seminar in Vocational Health Occupations	2
VTE 488 Seminars in Vocational Teacher Education	Maximum 6
VTE 491 Practicum in Vocational Special Needs	Maximum 15

## Health Occupations – Vocational Teacher Education

The Vocational Teacher Education program has identified competency modules (one hour blocks) in the areas necessary to be completed for the B.A. in Health Occupations (see page 36).

Other modules may be advised depending upon the career goal of the individual student. For specific information, ask for the bulletin pertaining to the Professional Health Occupations Teacher Education competency curricula. Individuals may challenge these program modules and will be exempted from those in which they have successfully met the defined competency criteria.

## Women's Studies Program

Marcia I. Willcoxon, Coordinator

The 27-hour Women's Studies minor is an interdisciplinary program administered by a faculty coordinator and a Committee composed of five faculty members appointed by the university administration and five students elected by the Committee from among students majoring or minoring in the program.

A major in Women's Studies is available through the Interdisciplinary Studies Program. In all cases, the program will be developed individually with each student by the

coordinator and Women's Studies faculty. Each major or minor in Women's studies should register with the coordinator to develop her or his program and to receive information about new developments and general meetings and programs scheduled.

Courses in Women's Studies are also designed for students to use toward fulfilling general education and major and other area minor requirements.

The basic goals of the Women's Studies program and course offerings are to explicate, understand, and overcome social myths about women in order to enhance the dignity of all human beings and to provide unique opportunities for knowledge and understanding for students going into teaching and school administration and into a wide variety of other professional careers.

For further information on the program and on new courses included since the publication of this catalog, students should contact the Coordinator.

**Requirements:**

ID 148	Introductory Seminar in Women's Studies: Women in Crisis	3
ID 448	Women's Studies: Senior Seminar	3
Electives totaling at least 21 hours from among the following and other courses subsequently approved by the Women's Studies Committee:		
ANT 223	Sex Roles in Cross Cultural Perspective	4
BLS 102	Crisis in Identity II: The Black Woman	3
COMM 455	Rhetoric of Feminism	3

EDF 380	Women in Education	3
ENG 260	Women's Biography	4
ENG 327	Women and Sex in Science Fiction	4
ENG 430	Studies in World Literature (Literature By and About Women)	4
HEC 321	Role Behavior in the Intimate Environment	4
HUM 331	Images of Women in Literature	4
ICU 205	Human Sexuality	3
ICU 208	Liberation: Myth to Ms	5
ICU 231	Women in Sports	2
ICU 319	Sexism in Management	3
MAS 307	La Chicana	4
MUS 344	Women in Music	2
PHIL 380	Problems and Methods of Philosophy (Philosophy of Feminism)	4
PSCI 207	Politics of Feminism	3
PSY 468	Psychology of Women	3
SOC 221	Sociology of Sex Roles	3

A student also may, upon the approval of the Committee, include among her or his electives other pertinent courses offered throughout the university.

## Zoology Major

Administered by the Department of Biological Sciences

Students pursuing the B.A. degree with a major in Zoology must plan their programs to fulfill the following requirements:

1. It is recommended that the student take

BIO 291, Seminar in Scientific Writing. This course may be used to meet the General Education intermediate composition requirement.

2. Complete the General Education requirements of 60 quarter hours.

3. Take the following:

BIO 101	Principles of Biology	5
BIO 102	Principles of Botany	5
BIO 103	Principles of Zoology	5
BIO 231	Genetics	3
BIO 232	Genetics Laboratory	2
BIO 361	Microbiology	5
BIO 350	Cell Physiology	5
ZOO 316	Entomology	5
	or	
ZOO 412	General Parasitology	5
ZOO 427	Vertebrate Embryology	5
ZOO 428	Comparative Vertebrate Anatomy	5
ZOO 340	Animal Ecology	5

Electives to be selected with approval of major adviser 10  
Hours credit: 60

4. It is recommended that one minor of 27 or more quarter hours in chemistry, physics, or mathematics be included.

5. It is recommended that three courses in each of the above fields (chemistry, physics, or mathematics) not be selected as a minor be included.

6. It is recommended that a foreign language be included.

7. Electives to complete 180 hours required for graduation.





# Course Descriptions

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## Anthropology

**f-ANT 100. General Anthropology. (5).**

The nature and scope of anthropology, organic man, and the nature of culture.

**f-ANT 110. Introduction to Cultural and Social Anthropology. (4).**

A general introduction into the principles and concepts of the field of cultural and social anthropology.

**f-ANT 120. World Ethnology. (3).**

Ethnologies are selected from various culture areas throughout the world. Emphasis is upon strategies for analysis of ethnographic data.

**f-ANT 122. South American Indians. (3).**

Study of aboriginal peoples of South America.

**f-ANT 140. Introduction to Archaeology. (4).**

An introduction to archaeological procedures. The course will focus upon archaeological sites (how they are formed, and various methods of excavation), Analytical methods (dating, analysis of plant and animal remains, etc.), and the goals of archaeology. A broad coverage, from many areas, will give a background for more advanced courses. Some laboratory experience will be available.

**g-ANT 143. Classical Archaeology. (4).** An introductory survey of the archaeological cultures of the ancient Classical World.

**h-ANT 170. Introduction to Biological Anthropology. (4).**

A general survey of the subfields of biological anthropology: Primatology, human paleontology, variation and adaptation. The course will include an introduction to evolutionary theory and population genetics as they apply to problems of human origins and present day racial variation.

**f-ANT 220. Seminar in Modern Ethnology. (3-9).**

A study of the analysis of selected modern ethnographies to present up-to-date materials and problems in various culture areas.

**g-ANT 221. Folk Cultures. (4).**

Concentration upon the rural communities of peasant farmers. Communities analyzed

from the point of view of the social, religious, economic and political organization, as well as value orientation.

**f-ANT 222. Cultural Adaptations of Nomadism. (4).** A study of the adaptations made by nomadic peoples to the variety of environments they encounter and to the semipermanent nature of their locations.

**f-ANT 223. Sex Roles in Cross-Cultural Perspective. (4).**

This course is designed to provide the student with a contemporary appreciation of gender differentiation. Two questions are asked: what is universal (and biological) about 'masculinity' and 'femininity'; and what is culturally specific in our ideas concerning sexual distinctiveness. Much of the information on this topic which is readily available is based on American and Western European research and literature. In this course we step across this cultural barrier and examine sexual differentiation in an evolutionary and comparative perspective.

**g-ANT 228. Eastern Asia. (4).**

A survey of the anthropology of China and Japan. Emphasis is on understanding modern trends in the region.

**f-ANT 240. Archaeology of North America. (4).**

Ancient man in North America, north of Mexico. The development of prehistoric American Indian cultures; a thorough study of the archeology of the Mississippi Valley, Great Plains, and other pre-Columbian cultures; historical development and interrelations of archaeological horizons.

**f-ANT 241. Archaeology — Field Methods. (2-8).**

Techniques of archaeological investigation; field surveying and recording of excavated materials; proper handling and preservation of specimens in the field and laboratory; etc. Course involves off-campus archaeological research.

**g-ANT 242. Archaeology of South America. (4).**

Ancient man, and the development of prehistoric Indian cultures in South America. Discussion of archaeological centers, with analysis of ceramics, stonework, art styles, etc. Particular emphasis will be devoted to the Andean Highlands and its influence on cultures elsewhere.



- f-ANT 243. Plains and Mountain Archaeology.** (4). Prerequisite, ANT 140. This course will acquaint the student with prehistoric adaptations in the plains and mountains of Colorado and adjacent states. Particularly stressed will be those groups which used both of these major zones.
- f-ANT 244. Archaeological Theory.** (3). An introductory course to acquaint the student with the theoretical concerns of archaeology. Course emphasis will be on integrating archaeology with other fields of anthropology.
- ANT 245. Public Archaeology.** (4). This course will acquaint the student with the body of federal and state legislation which applies to cultural resource management, with particular emphasis upon archaeology. It is recommended that the student have at least one other archaeology course.
- g-ANT 280. Primitive Religions.** (3). A study of the primitive religious traditions and practices of the peoples of the world from an anthropological perspective.
- f-ANT 281. Principles of Social Organization.** (4). Basic principles of social structure, with emphasis on kinship.
- f-ANT 284. Techniques of Cross-Cultural Research.** (3). Prerequisite, ANT 100 or 110. Basic techniques of investigating cultural patterns with worldwide ethnographic data. Computer techniques for analysis of the Standard Cross-Cultural Sample, the Ethnographic Atlas, and the Cross-Cultural Summary.
- ANT 290. Field Methods in Ethnography.** (4-8). An introduction to the nature of field work and consideration of various methods in social-cultural Anthropology. Emphasis will be on short term field projects within the region in which the course is taught.
- g-ANT 320. Ethnology of Middle America.** (4). Indian, mestizo and urban cultures of Middle America; interethnic relationships; acculturation trends.
- g-ANT 321. North Africa and the Middle East.** (3). The culture complex of the Middle East and North Africa. The background of peasant nomad and feudal societies which have helped to produce the present society.
- f-ANT 322. Oceania.** (4). Peoples of Polynesia, Melanesia and Micronesia.
- g-ANT 323. South Asia.** (3). A survey of South Asia with particular attention to cast and modernization. Includes Pakistan, India, Nepal, Bhutan, Bangladesh, and Sri Lanka.
- g-ANT 324. Southeast Asia.** (3). A study of modern ethnic populations and primitive peoples inhabiting Burma, Thailand, Laos, Cambodia and Vietnam, as well as the Philippine Islands and Indonesia.
- g-ANT 325. Spanish and Mexican American Cultures in American Southwest.** (3). Historical development of Spanish Colonial and Mexican American Cultures including patterns of family structure, health practices and folk medicine, religious patterns, value systems, etc. Patterns are examined in light of current problems.
- f-ANT 327. Arctic Cultures.** (3). A descriptive survey of the native cultures of the Arctic forest (tundra) and tundra of Siberia; the Eskimo, Aleut and Sub-Arctic cultures of North America; and the Lapps' of Scandinavia.
- f-ANT 328. Studies in North American Indians.** (4-12). The course will emphasize Indian adaptations to the aboriginal, colonial, and modern situations. For each offering, a series of introductory lectures will survey relevant topics. Individuated and group study arrangements will allow students to pursue specific interests.
- f-ANT 329. Peoples and Cultures of the Caribbean.** (4). A description of the development of an underdeveloped area in relationship to its disappearing plantation systems, growing industry and tourist business.
- f-ANT 331. Urban ethnology.** (4). An in-depth study of the concept of urbanization which will include an investigation of existing conceptual frameworks dealing with urbanization, a review of current cross-cultural research and an investigation of the direction of urbanization within the structure of national and international systems.
- f-ANT 335. Economic Anthropology.** (4). A general survey of the field of economic anthropology. Topics covered include typologies of economies, the applicability of formal Western economics to non-Western, non-industrial economies, principles of organization of hunting and gathering band economies, tribal economies, chiefdoms, traditional agrarian economies, pastoral economies, and modern peasant economies, and modernization of economic systems under capitalist and socialist systems. Emphasis is on the inter-relationships between economy and the other aspects of culture.
- f-ANT 337. Political Anthropology.** (4). A general survey of the field of political anthropology. Topics covered include the concept of power; institutional vs. processual approaches to the study of political systems; typologies of political systems; and political change as part of overall modernization in modern Third World countries. General orientation is to the inter-relationships of political, economics, social, and cultural variables in the operation of societies of all types.
- f-ANT 338. Anthropology of War.** (4). A cross-cultural survey of the inter-relationships between warfare as an activity and aspects of culture. Cases covered include primitive, historical, and modern warfare.
- g-ANT 340. Archaeology of the Southwest.** (4). A study of ancient cultural horizons in the Southwest, up to the Conquest; emphasis on chronology, culture change, and classification. Thorough review of Early Man; the Mogollon, Hohokam, and Pueblo (Anasazi) archaeological cultures.
- f-ANT 341. European Prehistory.** (4). The development of Paleolithic, Mesolithic, Neolithic, and The Age of Metal, emphasizing the interpretation of archaeological data, Pleistocene geology, and chronology.
- g-ANT 342. Near Eastern Archaeology.** (4). A survey of the prehistoric foundations and cultural development of civilizations in the Near East, and the Indus Valley, as revealed by major archaeological discoveries; theories of cultural evolution and diffusion.
- f-ANT 344. Archaeology of Africa.** (3). The antiquity of man in Africa — a thorough review of archaeological development from the Australopithecines, through the Paleolithic, Mesolithic and Neolithic stages up through the 18th Century A.D. (This course does not include Egypt; cf., ANT 342.)
- g-ANT 345. Archaeology of Mexico.** (4). A comparative study of cultural development in ancient Mexico and Central America with emphasis upon agricultural beginnings, settlement patterns and urbanization, hieroglyphics, calendrical systems, and religious activities. A thorough examination of Archaic, Toltec, and Aztec cultures.
- g-ANT 346. Mayan Archaeology.** (4). A thorough study of Maya civilization of Mesoamerica; its origins, developments, chronology, and archaeological manifestations. A review of other archaeological cultures in southern Mexico and Central America.
- g-ANT 347. Archaeology of Greece.** (4). A comprehensive survey of Greek civilization, including phases of architecture and statuary, funerary practices, commerce and trade, etc. based upon archaeological interpretation.
- g-ANT 348. Etruscan & Roman Archaeology.** (4). An archaeological reconstruction of Etruscan origins and culture, and its effects upon the development of Roman civilization. A thorough review of Roman culture — at the time of Augustus through archaeological interpretations.
- g-ANT 349. Archaeology of Egypt.** (4). A thorough historical reconstruction of the archaeology of Egypt, beginning with the background Stone Age and Predynastic cultures; sequential development of the Old, Middle and New Kingdoms, concluding with Persian, Ptolemaic and Roman occupations of Egypt.
- f-ANT 350. European Ethnology.** (4-8). Course designed to explore the ethnology of European sub-cultures and will be occasionally subtitled as to area.
- f-ANT 360. Anthropological Linguistics.** (4). The study of speech and language with the context of anthropology. Cognitive categories formed through language, the nature of language, cultural focus in language, linguistic change.
- f-ANT 361. The Nature of Language.** (3). A critical examination of language theory, communications theory, and linguistic theories with particular emphasis on the basic linguistic elements of grammars: phonology, morphology, syntax, semantics.
- h-ANT 370. Human Evolution.** (4). A study of evolutionary theory and the various types of evidence for human evolution. Major emphasis will be on interpretation of the fossil record from the emergence of primates to the appearance of Modern Man. Summation of present-day variation in human populations.
- h-ANT 371. Human Variation.** (4). Prerequisite, ANT 170 or equivalent. An in-depth study of relationships between culture and the biology and genetics of human populations. Assessment of current trends in physical anthropology.
- f-ANT 372. Primate Behavior.** (3). A study of theories of animal behavior, and their

application to the behavior of primates. In-depth examination of the adaptive advantages of social living in its various forms.

**h-ANT 373. The Human Skeleton.** (3). (2 lecture, 2 laboratory). A descriptive and analytical study of the gross anatomy of the human skeletal system. Identification, description, and analysis of human bones from archaeological sites will be emphasized.

**f-ANT 380. Great Ideas in Anthropology-Seminar.** (3-9). The purpose of the course is to provide information about current important ideas in special fields of anthropology.

**i-ANT 381. Enculturation.** (3). A study of the patterned interactions by which an individual becomes oriented to his culture, and through which he is prepared to perform adequately as an adult member of his society. Comparison of the enculturation process in selected nonliterate societies.

**i-ANT 382. Acculturation.** (4). A study of cultures in contact and the influences they have one upon the other.

**i-ANT 383. Culture and Personality.** (3). A study of the social development of the individual and of the influence of the cultural environment on the development of the human personality, in relation to social stimulus situations. Examples utilized from primitive societies.

**c-ANT 384. Quantitative Methods in Anthropology.** (4). An introduction to basic formal techniques as they relate to problems in anthropology. Treatment of problems unique to the various subfields will provide a format for investigating quantitative applications. Problem formulation, statistical description, probability distributions, and significance testing will be covered.

**ANT 385. Survey Methods in Archaeology.** (4). Prerequisites: ANT 140, one 200 level archaeology course and ANT 384. This course is designed to acquaint the student with the variety and usefulness of survey techniques in archaeological research. Participation in an actual survey and in survey design is required.

**f-ANT 386. Lithic Technology and Analysis.** (4). Prerequisites: ANT 140 and one 200 level archaeology course. This course is designed to acquaint the student with the variety of techniques used to interpret and analyze lithic materials in archaeology. Some stone working activity will be part of the course.

**f-ANT 420. Africa South of the Sahara I: Pre-Colonial Socio-Cultural Formations.** (4). A study of societies and cultures in Sub-Saharan Africa emphasizing the socio-cultural formations of pre-colonial times and of peoples relatively unaffected by the currents of change induced by European Powers.

**f-ANT 421. Africa South of the Sahara II: Colonial and Post-Colonial Adaptations.** (4). A study of social and cultural changes and adaptations which have come with the colonial and post-colonial eras. Emphasis is placed on underdevelopment, its causes and consequences.

**ANT 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline

and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education credit.

**f-ANT 431. Urban Poor.** (4). An investigation of the life styles of the poor in urban areas. This course will approach the study of the urban poor as an ethnographic unit including economic, political and social structure.

**f-ANT 440. Techniques of Archaeology.** (3). A review of field methods and laboratory techniques, utilized in prehistoric archaeology. Special attention paid to stratigraphy, typological analysis, dating techniques, and research publication.

**g-ANT 449. Egypt: New Kingdom Archaeology.** (3). A thorough review of later Egyptian archaeology, beginning with the 18th dynasty.

**ANT 450. Archaeology Field School.** (Maximum 12). Prerequisite, permission of instructor. Techniques taught will include site mapping, controlled surface collection, recording, flotation, and a variety of excavation techniques. The latter will range from random test excavation samples to the excavation of large horizontal areas. Students will be under the direction of instructor and graduate students in ANT 650.

**i-ANT 470. The Nature of Man.** (3). A study of man as a biosocial being. Analysis of the functional requirements of social living and how these have been met in various species including man. A delineation of the distinctive characteristics of man's social existence and how these affect the ecosystem.

**f-ANT 471. Culture and Human Genetic Variation.** (4). A review of the interaction between culture and genetic variation in human populations. Emphasis will be on the unique evolutionary processes in man resulting from his cultural heritage. Specific examples of current anthropological research will supplement general treatment of the subject.

**f-ANT 472. Medical Anthropology.** (4). An anthropological analysis of health and disease in a sample of human populations and cultural systems. The course will consist of an introduction to the ecology of some infectious and noninfectious human diseases; an examination of the relations between cultural processes and health and disease; and an investigation of ethnomedicine, including diagnostic and curative methods.

**ANT 480. Survey of Anthropological Theory.** (3). Seminar on the development of anthropological theory from Tylor to the present. Includes cultural evolution, diffusion and historical reconstruction, functionalism, and psychologically oriented theories.

**ANT 481. Anthropological Theory I.** (3). A seminar on the theories of cultural analysis and development of skills for gathering cultural data. Examination of observational and analytical procedures. Recording and analysis of formal and informal behavioral sequences. Formulation of problems of relationships between culture patterns.

## Aerospace Studies

A weekly one-hour leadership laboratory is an integral part of the courses offered in the Aerospace Studies curriculum (except for the AS 403 Flight Instruction course).

**e-AS 110. U.S. Military Forces in the Contemporary World I.** (2). A course examining the history of air power in the world and in the United States, and introduction to Air Force doctrine and how it relates to national strategy.

**e-AS 111. U.S. Military Forces in the Contemporary World II.** (2). An examination of the Strategic Air Command, Aerospace Defense Command, and the Tactical Air Command as they are used for instruments of national power.

**e-AS 112. U.S. Military Forces in the Contemporary World III.** (2). An examination of the coordination between the Air Force, the Army, and the Navy as these organizations are used to achieve national goals.

**e-AS 210. The Developmental Growth of Air Power I.** (2). Course encompassing the development of Air Power in the United States from the beginning of manned flight through the period between WWI and WWII.

**e-AS 211. The Developmental Growth of Air Power II.** (2). Course encompassing the development of Air Power in the United States from World War II through the Korean War years.

**e-AS 212. The Developmental Growth of Air Power III.** (2). Course encompassing the development of Air Power in the United States in the Post-Korean War years.

**e-AS 310. Concepts of Air Force Leadership and Management I.** (3). A course in Air Force (AF) leadership and management. Emphasis on study of human behavior and human relations and how they affect AF leadership and management. Development of communicative skills is a major goal of this course.

**e-AS 311. Concepts of Air Force Leadership and Management II.** (3). Continuation of the study of AF leadership and management, with emphasis on leadership and the planning and organizing functions of management. Continuing development of communicative skills.

**e-AS 312. Concepts of Air Force Leadership and Management III.** (3). Continuation of the study of AF leadership and management, with emphasis on the coordinating, directing, and controlling functions of AF management. The course also covers the management environment, how to manage change, and management strategy and tactics. Continuing development of communicative skills.

**e-AS 403. Flight Instruction.** (3). This course is designed to meet the ground school requirements for a private pilot license. Includes the study of Federal Aviation regulations, meteorology, Airman's Information Manual, aerial navigation, radio procedures, flight computer and flying safety practices.

**e-AS 410. Security Forces in America I.** (3). Course focuses on the Armed Forces as

an integral element in society, with emphasis on societal attitudes toward the military; the role of the professional military leader-manager in a democratic society; and the fundamental values/socialization processes associated with the Armed Services.

Students will give presentations, write reports and participate in discussions/seminars, etc.

**e-AS 411. Security Forces in America II. (3).** Continuing study of the Armed Forces as an integral element of society, with emphasis on the manifold variables involved in formulating and implementing national security policy; and on the political, economic, and social constraints on the national defense structure. Students will give presentations, write reports, and participate in discussions/seminars.

**e-AS 412. Security Forces in America III. (3).** Continuing study of the Armed Forces as an integral element of society, with emphasis on the requisites for maintaining national security forces and on the impact of technological and international developments on strategic preparedness. Also, the course will include a study of the Military Justice System. Students will give presentations, write reports, and participate in discussions/seminars.

**AS 422. Independent Study. (2 or 3).** Course designed for students who have practicum or other course conflicts which prevent attendance in normal aerospace studies program flow.

## Astronomy

Courses in astronomy are administered by the Department of Earth Sciences.

**h-AST 100. General Astronomy. (4). (3 lecture, 2 laboratory).** The development of man's understanding of the universe and his place in it. No mathematics background is required.

**h-AST 301. Principles of Astronomy I. (4). (3 lecture, 2 laboratory.)** The solar system: A survey of the dynamics and physical properties of its members.

**h-AST 302. Principles of Astronomy II. (3).** Prerequisite, AST 100 or 301. The Universe beyond the solar system: stars and stellar systems.

**h-AST 310. Observational Astronomy. (4). (2 lecture, 6 laboratory. Maximum 12.)** Prerequisite, AST 100 or 301. Equipment, materials and techniques used in astronomical research. Students will conceive and carry out observational projects.

**h-AST 420. Lunar and Planetary Astronomy. (3).** Prerequisite, AST 100 or 301. Techniques and results of space exploration. Students will select topics for intensive individual study.

**AST 422. Individual Studies. (Maximum 4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**AST 499. Seminar in Astronomy. (3).** Prerequisite, consent of instructor. An opportunity for students to explore areas of

astronomy which are beyond the scope of existing departmental offerings. Specific topics to be treated will be determined by the interests of the students and the instructor.

## Business Teacher Education

**BEVE 340. Introduction to Business Teaching. (PTE) (2).** Prerequisite, EDF 365 (or concurrently). Beginning course for future business teachers designed to acquaint students with problems of teaching the business curriculum, philosophy of business education, and professional organizations.

**BEVE 341. Methods and Materials of Teaching Typewriting. (PTE) (1).** Prerequisites, BUS 112 and BEVE 340 (or concurrently). Course in the teaching of typewriting with special emphasis on various methods and techniques. Materials will also be examined in the course. Laboratory period scheduled.

**BEVE 342. Methods and Materials of Teaching Shorthand. (PTE) (1).** Prerequisites, BUS 219 and BEVE 340 (or concurrently). Introduction to the teaching of shorthand for business teachers with emphasis on devices, techniques, and materials. Laboratory period scheduled.

**BEVE 343. Methods and Materials of Teaching Bookkeeping. (PTE) (1).** Prerequisites, BUS 221 and BEVE 340 (or concurrently). Introduction to the teaching of bookkeeping. Major emphasis on techniques and methods used in secondary schools. Materials will be examined and evaluated. Laboratory period scheduled.

**BEVE 344. Methods and Materials of Teaching Basic Business Subjects. (PTE) (1).** Prerequisites, BUS 100, BEVE 340 (or concurrently), and ECON 100. Designed to aid beginning business teachers in the teaching of basic business subjects of business law, economics, consumer economics, etc. Materials will be examined. Laboratory period scheduled.

**BEVE 345. Organization and Administration of Distributive Education. (PTE) (3).** Study of the organization, supervision, and coordination of secondary school, post secondary school, and adult distributive education programs.

**BEVE 347. Instructional Methods in Distributive Education. (4).** Prerequisite BEVE 345. Course devoted to the specific methods and techniques relating to the teaching of distributive education. Major emphasis will be placed upon individual instruction and sources of instructional materials.

**BEVE 348. Methods and Materials of Teaching Office Practice. (PTE). (1).** Prerequisites, BUS 211, 214, and BEVE 340 (or concurrently). Introduction to the teaching of office practice with emphasis on classroom organization plans, teaching methods, development or selection of materials and equipment.

**BEVE 360. Teaching Retail Operations and Merchandising. (2).** Prerequisite, BUS 361. Study of retail operations and

merchandising content emphasizing techniques and methodologies for its instruction.

**BEVE 361. Teaching Retail Merchandising. (1).** Prerequisite, BUS 361 (or concurrently). Study of the buying function in retailing and the merchandising mathematics associated with this function.

**BEVE 362. Teaching Retail Promotion. (1).** Prerequisites, BUS 361, BUS 362, (or concurrently). Study of the retail employee's responsibility to the advertising, display, and sales promotion functions in the retail store. The retail promotional planning calendar will be the primary point of reference in this course. Primary emphasis will be placed on teaching retail promotion to distributive education students.

**BEVE 363. Teaching Marketing Information Systems. (1).** Prerequisite, BUS 260 (or concurrently). Study of the retail employee's responsibility in gathering and disseminating market information.

**BEVE 364. Teaching Marketing Personnel. (1).** Prerequisite, BUS 260 (or concurrently). Study of the human and customer relations responsibilities of the retail employee.

**BEVE 365. Teaching Wholesale and Service Occupations. (2).** Prerequisite, BUS 260. Study of various occupations in wholesaling and service industries with special attention to the competencies needed by distributive education students for employment in those occupations emphasizing techniques and methodologies for instruction.

**BEVE 422. Individual Studies in Business Teaching. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not open to graduate students. Not for General Education credit.

**BEVE 451. Preparation for Teaching Vocational Office Education — "Taken Prior to Student Teaching." (3).** Prerequisite, PTE approval, BEVE 340. Methods may be taken concurrently. Course *must* be taken prior to student teaching. Students will be placed in a state-approved vocational business/office education program. Course will cover such topics as: the vocational business and office education curricula in Colorado; preparation for student teaching; terminology; instructional content and learning experiences; review of methods, media, teaching strategies; evaluation; professional involvement.

**BEVE 460. Curriculum Development in Distributive Education. (3).** Prerequisite, BEVE 345. Study of the basic principles of curriculum development, content organization, and criteria for evaluation; the analysis of Distributive Education curriculums in high school, junior colleges, and adult education programs; the construction of courses of study and preparation of units of instruction in Distributive Education.

**BEVE 481. Teaching Improvement Seminar in Vocational Office Education. (2).** Prerequisite, EDFE 444. Seminar is concurrent with the student teaching

experience. Seminar is designed to provide group and individual instruction. The topics covered are: (a) evaluation of student teaching experience and work experience; (b) diagnosis of knowledge/skill competencies for teaching business/office education; (c) prescriptive learning experiences; (d) completion of forms for state vocational credential; (e) preparation of UNC placement forms; (f) employment procedures and techniques; (g) actual job interviews.

## Biology

Courses in Biology are administered by the Department of Biological Sciences.

**h-BIO 101. Principles of Biology. (5). (3 lecture, 4 laboratory).** A study of biological principles from the biosphere to the ultrastructures of the cell. Aspects of ecology, reproduction, genetics, evolution, the structural and functional basis of life, and the coordination of the organism to be studied.

**h-BIO 102. Principles of Botany. (5). (3 lecture, 4 laboratory).** Prerequisite, BIO 101. A study of plant diversity concerned with morphology, habitats, structure, function, and economic relationships of the plant kingdom.

**h-BIO 103. Principles of Zoology. (5). (3 lecture, 4 laboratory).** Prerequisite, BIO 101. A survey of animal diversity, including principles of structure and function, phylogeny, life cycles and systematics. The relationship of the animal kingdom to man is stressed.

**h-BIO 104. Topics in Biological Sciences. (3, maximum 9).** This course is designed to acquaint beginning students with current problems and topics in the areas of biology and medicine. The topic will be announced each quarter. No credit given to Biological Sciences majors or minors.

**h-BIO 170. Laboratory in Biological Sciences. (1). (2 laboratory).** Co-requisite, BIO 104. A course designed to give the student laboratory experience with plant and animal structure, function, diversity, and ecological relationships.

**h-BIO 231. Genetics. (3).** Prerequisites, BIO 101, 102, or 103. A study of the fundamental laws of heredity and their application to plants and animals, with emphasis on the heredity of man.

**BIO 232. Genetics Laboratory. (2). (4 laboratory).** Prerequisites, BIO 102, 103, 231 (or concurrent). Laboratory experiences illustrating the fundamental laws of heredity as applied to plants, animals and man.

**h-BIO 234. Population Genetics. (3).** A study of the action of genes in human populations together with a consideration of the influence of various environmental factors on the distribution of these genes. Credit not allowed for majors in Biological Sciences.

**h-BIO 240. General Ecology. (4). (3 lecture, 3 laboratory).** A general study of plant and animal communities and their relationships with the environment. Laboratory activities will include field trips to various biotic communities for analysis. Man's role in nature is considered throughout

the course. Course not recommended for majors in Biological Sciences. A field trip transportation fee is required.

**h-BIO 241. Modification of the Human Environment. (4). (3 lecture, 3 laboratory).** Discussions regarding the alteration of the earth's surface due to man's activities. Topics include effects of environmental disturbances on biological systems, environmental planning and the National Environmental Policy Act, and the optimizing of human environments. Laboratory exercises will include the sampling of specific pollutants and field trips. A field trip transportation fee is required.

**BIO 261. Medical and Public Health Microbiology. (4). (3 lecture, 3 laboratory).** Recommended, CHEM 281, ZOO 121, 250.

This course places emphasis on the microorganisms of public health significance, their detection, the diseases they cause and the treatment of these diseases. The course is primarily designed for students in dietetics, nursing, pre-medicine, pre-dentistry, and pre-veterinary medicine.

**h-BIO 262. Common Infections of Man. (3).** Common Infections of Man is designed to provide a relevant background for the interested student to understand the infections of mankind, how they affect him, how they are transmitted and how they are treated.

**c-BIO 291. Seminar in Scientific Writing. (3).** Prerequisite, sophomore classification, ENG 101. A course designed to acquaint the student with the preliminary procedures in scientific research. Techniques of problem delineation, literature survey and synthesis of data are stressed.

**BIO 336. Evolution. (3).** Prerequisite, BIO 231. This course is designed as a study of the processes of change of living organisms through time, and to show how genetic variations are related to natural selection and formation of species. Some time is devoted to consideration of the impact of the theory of evolution on the biological sciences since Darwin's time.

**BIO 346. Aquatic Ecology. (5). (3 lecture, 6 laboratory).** Prerequisites, BIO 101, 102, 103. A course in the study of fresh water plants and animals of the Rocky Mountain Region. Emphasis will be upon methods of collecting, classification, ecological relations, and economic importance of the fresh water biota. Field trips arranged.

**BIO 350. Cell Physiology. (5). (3 lecture, 4 laboratory.)** Prerequisites, BIO 101, 102, 103, CHEM 130, or 332, recommended CHEM 281. A course in general biological principles relating cell structure to function. The topics discussed include genetic control of cell activity, the molecular basis of cell metabolism, energy transformations within the cell, cell division, and homeostatic regulation of the cell environment.

**BIO 361. Microbiology. (5). (3 lecture, 4 laboratory).** Prerequisite, CHEM 130 or 332, recommended BIO 103 or ZOO 105. An examination of a variety of microorganisms and their activities in the biological world. Emphasis is primarily on bacteria but important aspects of molds, viruses,

rickettsia, and chlamydia are included. The course is recommended for biological sciences and medical technology students.

**h-BIO 363. Food Microbiology. (5). (3 lecture, 4 laboratory.)** Prerequisite, CHEM 130 or 332. Recommend BIO 103 or ZOO 105. Microbial agents of food technology, spoilage and disease are examined. Bacteria and molds are of chief importance but viruses and animal parasites transmitted in food and water will be included.

Recommended for dietetics majors, food and nutrition majors, and as an elective course for biological sciences and health majors.

**BIO 371. Techniques of Biological Preparation. (1). (3 laboratory).** Prerequisite, acceptance in PTE. This course is designed to acquaint the student with techniques of laboratory preparation and biological investigation. Emphasis is placed on techniques of lecture and laboratory preparation and presentation; construction and use of biological equipment; and approaches to teaching controversial subject matter.

**BIO 380. Sexually Transmitted Diseases. (3).** An introduction to the history, epidemiology control, human impacts and medical aspects of the common venereal and other sexually transmitted diseases.

**BIO 381. Topics in Birth Control and Contraception. (1).** Prerequisites, permission of director of Birth Control Center and instructor; must be taken concurrently with BIO 382. An interdisciplinary study of basic biological, medical and guidance principles used in birth control and abortion counseling.

**BIO 382. Counseling in Birth Control and Contraception. (1).** Prerequisites, BIO 381, permission of director of Birth Control Center and instructor. Practical experience in birth control and abortion counseling at the UNC Birth Control Center. Emphasis is placed upon effective referral of clients to sources of professional help and information. Limit of one credit hour per enrollment.

**BIO 399. Undergraduate Research. (Maximum 10).** Prerequisite, consent of instructor. An introduction to the theories and practice of research in the biological sciences. A problem will be selected in one of the following fields: animal physiology, plant physiology, plant ecology, ornithology, invertebrate zoology, vertebrate zoology, parasitology, vertebrate anatomy, upon consultation with the professor who specializes in that area. Original research will be conducted by the student and final report will be submitted by him to the supervising instructor.

**BIO 401. Practicum in College Biological Science Instruction. (1 maximum 3). (3 laboratory).** A chance for students to gain experience in teaching introductory biological science laboratory. Opportunities will be available for students to aid in laboratory preparation, individual tutoring of students, and instruction in the laboratory. Consent of instructor and the departmental PTE committee required.

**h-BIO 402. Conservation of Natural Resources. (4). (3 lecture, 2 activity). A**

study of the relation of natural resources to the development of man and his culture. Units of study are organized on soil, water, forest and forest products. Range management, wildlife and mineral resources are also covered. The emphasis throughout is on their relation to man. Field trips required. Credit will not be allowed for students who have taken BIO 502.

**BIO 422. Individual Studies. (4 maximum).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed with the instructor and one with the chairperson of the department before credit is given.

**BIO 430. Behavioral Genetics. (3).** Prerequisites, BIO 231, also PSY 120 or PSY 121. This course will deal with the genetic basis of behavior in man and animals, and contemporary issues in this expanding area, including: genetic counseling, eugenics, intelligence and genetic correlates of psychopathy.

**BIO 460. Microbiology of Special Environments. (5). (3 lecture, 4 laboratory).** Prerequisite, BIO 261 or BIO 361 or equivalent. An examination of microbial populations and microbial interactions in soil, water, and food. Emphasizes the natural roles of microorganisms in their specific environments and microbial control, especially in food preservation and water quality.

**BIO 471. Biological Microtechnique. (3). (1 lecture, 6 laboratory.)** Prerequisites, BIO 101, 102, 103. The skills of killing, staining and preparing plant and animal tissues for microscopic study.

**h-BIO 475. Biological Photography. (3). (2 lecture, 3 laboratory.)** A study of the skills and techniques of photomicrography, macrophotography, general nature photography, slide production, etc., as used for audiovisual aids and scientific publication.

**h-BIO 480. Topics in Field Biology. (1-15).** Field studies in biology on a national or international basis. In-depth field investigation will be emphasized but some preparatory work will be done on campus. Subheadings will indicate the nature of the topic each time offered.

**BIO 491. Undergraduate Seminar. (1).** A study of the current research and literature on selected biological topics.

## Black Studies

**g-BLS 101. Crisis of Identity. (3).** An analysis of the identity formation and self-concept processes from the Black perspective, as related to the Black experience. Explores identity formation as a function of societal attitudes.

**g-BLS 102. Crisis of Identity II. (3).** Psychodynamic and sociological analysis of the formation of self-concept and processes of identification as related to the Black woman.

**g-BLS 220. Black Community Development. (3).** A historical analysis of the origins and development of institutions in the Black community, including the

migrations of Black people from the rural South to the effects of urban life in the Black community.

**g-BLS 240. Dynamics of Racism. (3).** The exploration of the socio-psychological variables involved in the production and maintenance of attitudes of bigotry and racism.

**g-BLS 260. Themes in Afro-American Literature. (3).** The purposes of this course are to acquaint the student with literary genres of Black writing, i.e., the novel, poetry, drama, essay, short story, and autobiography; to study the development of and to recognize the similarities and differences in Black thought and writings from slavery to contemporary Black Power movements.

**g-BLS 320. The Black Economy. (3).** An introduction to economic capitalism, its historical effect on Black communities, and its relationship to Black capitalism. An examination of the economic programs and policies of Federal and local government and labor unions.

**g-BLS 322. Black Nationalism. (3).** An analysis of the development of Black social movements: nationalism, integration, and separation, including Vesey, Garbey, Malcolm X, and Pan-Africanist movements.

**f-BLS 340. The Black Family. (3).** A social system approach to the study of the Afro-American family, the dynamics of family relationships and the effects of social, political, and economic institutions on Black family life.

**f-BLS 350. Black Psychology. (3).** An analysis of various schools of psychological thought and their application to the Black experience in America. Also included is the study of the environment of Blacks and its effect on the application of these various psychological theories to Black people.

**g-BLS 360. Rhythm and the Black Experience. (3).** A study of the historical, thematic, and stylistic development of Black music from ancient Africa to the present.

**g-BLS 370. Black Cultural Development. (3).** A survey of contemporary Black musicians, artists, playwrights, and writers. Emphasis will be placed on listening to and reading the works of Bullins, Baraka, Coltrane, Pharoah, Sanders, Gordone, Angelou and Baldwin.

**g-BLS 380. Education in the Black Community. (3).** An analysis of the economic, sociological, and political foundations of education in the Black community. Aims, methods, and leaders of Black education with special emphasis upon the interrelationship between the Black school, the Black values, and the Black community.

**d-BLS 392. Linguistic Styles of Black America. (3).** A study of the historical development of Black dialect from West Africa to the present. Examination and analysis of research on Black language from social, economic, and political perspectives.

**g-BLS 399. Community Study Project. (1-4).** A field work course which will require a community-based project in housing, education, or social services.

**f-BLS 420. Black Urban Politics. (3).** An examination of American government and

laws; an analysis of the concept of Black power, and their combined influence on the development of leadership and acquisition of power within the Black community.

**BLS 422. Individual Studies. (Maximum 4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education credit.

**g-BLS 430. Law in the Black Community. (3).** A social systems approach to the study of law enforcement and legal processes occurring within the Black community; an examination of the relationship between poverty and justice and the effects of institutional racism on the legal agencies in the Black community.

**g-BLS 432. Pan African World. (3).** A comparative study of the politics and government of selected states and colonies in Africa, the Caribbean, South America, and the United States.

**g-BLS 460. Black Religion. (3).** An explorative analysis of historical and social forces in the formation of Black religious institutions in the United States.

**g-BLS 462. Theatre of Black America. (3).** A survey of dramatic forms of expression of Afro-Americans from the minstrel through early 20th Century to current theatrical forms such as Black repertory workshops and theatres in the street.

**g-BLS 463. The Black Man in American Drama II: 1945 to the Present. (3).** This course will be an examination, study, and discussion of the image of the Black Man as he appears in contemporary dramas. Special emphasis will be placed on Black Characters and Black Playwrights. The course will be conducted as a lecture-discussion.

**g-BLS 464. Seminar in Black Theatre. (4).** The course will be conducted as a special discussion and production seminar. In addition to writing six papers on selected articles, students are also required to participate in the production of a play that will be presented at the end of the quarter.

**d-BLS 465. Black Media. (3).** An analysis of the relationship of Blacks and mass communications — journalism, broadcasting, and creative writing. A study of those areas of visual communication — motion pictures, television — which contribute to the image of Blacks in the United States.

**g-BLS 480. Black Curriculum Development. (3).** An examination of educational curricular development as it relates to minorities and affects sociological perspectives. The student will also gain practical experience in developing curriculum.

**i-BLS 495. Interpersonal Communication. (3).** A course designed to help students understand attitudes and styles of different socioeconomic groups and to improve communication between cultures.

## Botany

Courses in botany are administered by the



Department of Biological Sciences.

**h-BOT 306. Economic Botany. (3).** A study of the plants that directly affect the welfare of man including plants that supply our food, drugs, fibers, naval stores, wood, dyes, insecticides, and other useful products. Each plant source is briefly considered as to its classification, structure and ecological requirements.

**BOT 310. Plant Taxonomy. (5).** (3 lecture, 6 laboratory). Prerequisites, BIO 101, 102.

An introductory course concerned with recognition and identification of plants at the species and family levels. Use of keys, manuals, and collecting techniques.

**BOT 323. Morphogenesis of the Nonvascular Plants. (5).** (3 lecture, 4 laboratory). Prerequisites, BIO 101, 102.

Structure, morphogenesis and phylogenetic relationships of the algae, fungi, bryophytes and mosses.

**BOT 340. Plant Ecology. (5).** (3 lecture, 6 laboratory). Prerequisites, BIO 101, 102. A study of plant ecosystems and the interrelationships of the organisms therein as they are affected by the factors of the environment. Field studies are made on the plains and in the mountains. A field trip transportation fee is required.

**BOT 350. General Plant Physiology. (5).** (4 lecture, 3 laboratory). Prerequisites, BIO 101, 102, CHEM 130 or 332. A course dealing with the fundamental principles of growth and development, absorption and utilization of water and minerals, photosynthesis, translocation, respiration, and chemical composition of plants.

**BOT 421. Plant Anatomy. (5).** (3 lecture, 4 laboratory). Prerequisites, BIO 101, 102. A study of the anatomy of plants with emphasis on the seed plants. Careful consideration is given to the various tissues as to their origin, development, and structure as related to their function. Some consideration is given to the evolution of tissues in plants.

**BOT 425. Mycology. (5).** (3 lecture, 6 laboratory). Prerequisites, BIO 101, 102. A survey of the groups of fungi including taxonomy, phylogeny, physiology, reproductive patterns and cultural techniques. Credit not allowed for both BOT 425 and BOT 525.

**h-BOT 471. Principles of Plant Culture. (5).** (3 lecture, 6 laboratory). A study of greenhouses and garden culture of the higher plants. Emphasis will be on the recognition and control of plant diseases, soil preparation, propagation techniques, and the control of insects.

## Business

All business courses ending in the ten numbers designated in the categories below belong to that business area of study:

- 1 - 19 General courses
- 10 - 19 Office Administration courses
- 20 - 29 Accounting courses
- 30 - 39 Business Law courses
- 40 - 49 Insurance courses
- 50 - 59 Management courses
- 60 - 69 Marketing courses

70 - 79 Finance courses

80 - 89 Data Processing & Computer courses

90 - 99 Quantitative (mathematical) courses

**e-BUS 100. The American Business System. (3).** A general course designed to provide an understanding of how the American business system operates and its place in the economy. The course provides background for more effective use of business services in personal affairs as well as foundation for future business courses.

**e-BUS 101. Consumer Business Problems. (3).** A course designed to acquaint the student with business as it affects him personally. Some of the topics to be considered are the use of credit, insurance needs, banking, buying guides, consumer protection, and other problems of the individual.

**d-BUS 102. Business English. (3).** A course including a compact survey of the rules of grammar, usage, and the chief aspects of business writing style — punctuation, capitalization, numbers, abbreviations, plurals, and possessives, compound words, and word division. Also included are the rules of style for writing metric measurements and the matter of sexism in our language.

**d-BUS 109. Calculators and Business Applications. (2).** A course emphasizing the operation and use of calculators in the performance of mathematical concepts and computations common to the business office.

**e-BUS 110. Typewriting I. (3).** A beginning course in typewriting. Emphasis will be given to both personal and vocational use. Students who have had one year of typewriting may not take this course for credit.

**e-BUS 111. Typewriting II. (3).** Prerequisites, BUS 110 completed satisfactorily, or a speed of at least 30 w.p.m. The second course in typewriting. Emphasis is placed on proper arrangement of tabulated material, forms of letters, manuscript typing, reports, and speed and accuracy development. Students who have had two years of high school typewriting or the equivalent may not take this course for credit.

**BUS 112. Typewriting III. (3).** Prerequisite, BUS 111 with a grade of "C" or better, or a speed of at least 45 w.p.m. The third course in typewriting. Emphasis will be on speed and accuracy building and advanced production procedures.

**e-BUS 114. Speedwriting I. (4).** Prerequisite, BUS 111. An introductory course designed to provide students the necessary skills to meet vocational objectives for stenographers, secretaries, and other office professionals. The system uses the letters of the alphabet and familiar punctuation marks to represent sounds, resulting in an acceleration of the ability to take notes and transcribe. Students who have had speedwriting may not take this course for credit.

**BUS 115. Speedwriting II. (4).** Prerequisite, BUS 114 with a grade of "C" or better. This course is devoted to the improvement of dictation and transcription

skills as well as theory review.

**e-BUS 116. Beginning Gregg Shorthand. (4).** Prerequisite, BUS 111. Course comprises complete theory of Gregg shorthand. Students who have one year of high school shorthand or the equivalent cannot take this course for credit, but should take BUS 117.

**BUS 117. Intermediate Gregg Shorthand. (4).** Prerequisite, BUS 116 with a grade of "C" or better, or take dictation of 60 w.p.m. Course comprises intensive review of Gregg shorthand theory. Students who have had two years of high school shorthand or the equivalent may not take this course for credit.

**BUS 118. Advanced Shorthand. (4).** Prerequisite, BUS 117 and the ability to take dictation of at least 80 w.p.m., and typing speed of 45 w.p.m. This course is devoted primarily to improvement of dictation and transcription.

**e-BUS 150. Principles of Management. (4).** A study of concepts, principles, theories, and operational problems of organization and management. The functional areas of management — planning, controlling, organizing, decision making and others will be examined as well as contributions to management of other disciplines.

**e-BUS 170. Financial Institutions. (3).** This course is designed to provide factual knowledge of the financial institutions in our economy. Course emphasis will be placed upon the integration of the short-term money market, the long-term capital market, and monetary and fiscal management, particularly as these relate to business practices.

**e-BUS 180. Introduction to Business Data Processing. (3).** (Laboratory arranged). This course is designed to familiarize students with the basic concepts and procedures of data processing. The student is also introduced to flowcharting, computer based data processing and programming in the BASIC language. Emphasis is placed on hardware, software and applications.

**c-BUS 205. Business Communications. (3).** An introductory course in business communications. Basic principles and practices of business letters, reports, and oral communications are studied and applied.

**d-BUS 206. Functional Business Writing. (3).** Prerequisite, BUS 205. A study and application of the principles used in effective letter writing for business and industry.

**BUS 211. Office Practicum I. (5).** Prerequisite, consent of instructor. This course is designed as an office situation using real office tasks as the basis for learning experiences. Production typing, transcription (shorthand and/or machine), filing, mailing procedures, inventory, payroll procedures, duplicating and copying services are all included in a world-of-work environment.

**BUS 212. Office Practicum II. (5).** Prerequisite, BUS 211 and consent of instructor. This course offers the student the opportunity to refine his or her office skills. Emphasis is also placed upon the organizational structure and operations in today's office, supervisory responsibilities,

decision-making, grooming and human relations.

**BUS 213. Office Practicum III. (5).** Prerequisites, BUS 211 and 212 and consent of coordinator. A practical experience course providing on-the-job application of secretarial and/or office skills.

**e-BUS 214. Records Management. (3).** An introduction to the role of records management in the administration of modern businesses and organizations. Emphasis is placed on the basic principles and the application of efficient procedures in the creation, use, maintenance, and disposition of records.

**BUS 219. Shorthand Transcription. (4).** Prerequisites, BUS 112 and 115 or 118, and the ability to take dictation of at least 100 w.p.m. Emphasis is upon rapid and accurate transcription, speed dictation, punctuation, and other office skills.

**e-BUS 220. Principles of Accounting I. (4).** A beginning course in accounting. Students who have previously studied bookkeeping or accounting may be exempt from this course with the approval of their supervisor. Common business transactions are recorded in various journals, summarized in general and subsidiary ledgers, and the effect of these transactions is reported on classified financial statements.

**e-BUS 221. Principles of Accounting II (4).** Prerequisite, BUS 220. The emphasis in this course is on principles of accounting as they apply to the measurement and reporting of assets, liabilities, ownership equities, periodic revenues, and period expenses.

**e-BUS 231. Business Law I. (3).** The first segment of this course is designed to give the student a foundation for the study of law. It is concerned with the nature of the law, social forces, and certain aspects of criminal and tort law. Also included, are discussions on the laws relating to consumer protection and leases. The second segment consists of the law of contracts.

**e-BUS 232. Business Law II. (3).** Prerequisite, BUS 231. This is one of two advanced undergraduate business law courses. It deals specifically with contracts for the sale of goods (the law of sales), how payment is made (the law of commercial paper), and how credit transactions are financed (the law of secured transactions). It also includes laws relating to insurance and bankruptcy.

**e-BUS 233. Business Law III. (3).** Prerequisite, BUS 231. This course continues the study of business law dealing especially with the topics of agency, employment, partnerships, corporations, real property, government regulations, administrative agencies and wills.

**e-BUS 240. Introduction to Insurance. (3).** This course deals with the basic principles of insurance and risk. Various kinds of insurance are discussed; the primary objective of the course is an orientation to the many kinds of insurance and their purposes.

**e-BUS 260. Marketing. (4).** Prerequisite, ECON 100. Marketing is studied as a total system of integrated business activities

directed at consumers, distributors and industrial and institutional markets. The business firm is examined with respect to its unique objectives and resources and the manner in which it adapts to greater socio-economic influences. Marketing concepts and theories are evaluated as are practical applications, (new product development, selection of advertising media and design of copy, use of marketing research, etc.). Particular attention is paid to the marketing manager as the firm's prime decision maker and liaison between the marketplace and the socio-economic considerations.

**e-BUS 261. Personal Selling. (3).** Prerequisite, BUS 260. An introductory course in the principles and practices of salesmanship. Attention is directed to selling to industrial and institutional purchasing agents, to distributors as well as retail level selling. Selling demonstrations are conducted and emphasis is placed on professional selling as a career.

**e-BUS 281. Electronic Data Processing — FORTRAN. (3).** (Laboratory arranged). Prerequisite, BUS 180 or equivalent. This course includes an introduction to electronic computer operation and to FORTRAN programming. The student will develop and analyze programs for business applications and the use of existing programs for general applications.

**e-BUS 291. Business Statistics I. (5).** Prerequisite, MATH 115. A course designed to orient the business student to statistics and its uses in business affairs. Students will be exposed to techniques useful in description of statistical data, sampling distribution, statistical estimation, hypothesis testing, simple regression and correlation analysis and selected nonparametric statistical techniques.

**BUS 292. Business Statistics II. (3).** (Laboratory Arranged). Prerequisite, BUS 291 or equivalent. This course is designed to build on the foundations laid in BUS 291. Major emphasis will be on sampling techniques, quality control, and multiple regression and correlation analysis. Students will also learn to use standard statistical computer software packages.

**e-BUS 307. Administrative Business Reports. (3).** Prerequisite, BUS 205. Organization, preparation, and analysis of business and technical reports with emphasis on techniques of collecting, interpreting, and presenting information.

**BUS 319. Introduction to Word Processing. (4).** (Laboratory Arranged). Prerequisites, BUS 111 or consent of instructor. This course is designed to familiarize students with the basic concepts and procedures involved in word processing in the modern office. Emphasis is placed on the combination of people, procedures, and equipment that transforms ideas into printed communications. Lab work involves hands-on-experience using automated equipment.

**BUS 320. Intermediate Accounting I. (4).** Prerequisite, BUS 221 with a minimum grade of "C". An advanced course in accounting principles stressing statement presentation and evaluation problems in presenting current

assets and liabilities on the statements.

**BUS 321. Intermediate Accounting II. (4).** Prerequisite, BUS 320 with a minimum grade of "C". A continuation of BUS 320. Emphasizes problems encountered in valuing investments, plant and equipment, and stockholder's equity for statement presentation.

**BUS 322. Intermediate Accounting III. (4).** Prerequisite, BUS 321 with a minimum grade of "C". A continuation of BUS 320 and 321. Emphasizes analysis of financial statements, effects of errors on statements, preparing funds flow statements and price level adjustments.

**BUS 323. Cost and Managerial Accounting I. (4).** Prerequisite, BUS 221. The emphasis in this course is on the accumulation and analysis of financial data for management purposes.

**BUS 324. Cost and Managerial Accounting II. (4).** Prerequisite, BUS 323. This course gives emphasis to both costing for inventory evaluation and income determination and costing for planning and control.

**BUS 326. Governmental and Institutional Accounting. (4).** Prerequisite, BUS 320 with a minimum grade of "C" or consent of the instructor. Accounting principles and procedures relating to schools, hospitals, and other non-profit institutions and to cities, counties and other governmental units.

**e-BUS 328. Accounting for Business Decisions. (4).** Prerequisite, BUS 221 with a minimum grade of "C". (Credit will not count toward graduation for Accounting majors.) Emphasis will be placed on how a business can use accounting information for decision making. Included will be a study and analysis of basic financial statements, uses of cost accounting systems and the information they develop, introduction to tax problems of businesses, and study of various accounting systems.

**e-BUS 333. Real Estate Law. (2).** This course is concerned with basic terminology, concepts, and relationships involving purchaser, seller, broker, builders, lending agencies, administrative groups, and landlord and tenant. Practical aspects of title, building contracts, loans, deeds, liens, restrictions, zoning, eminent domain, escrow, and statutory requirements will be included.

**e-BUS 334. Life Insurance law and Company Operation. (3).** In this course the following legal topics as applied to life insurance will be discussed and studied: law of contract and agency, the life insurance contract, policy provisions, the contract in operation, settlement options, and beneficiary designations. Company organization, operation, investments will be studied (CLU Course 2).

**e-BUS 339. Property Insurance Law. (3).** This course provides a review of basic principles of business law and applies them specifically to property and casualty insurance practices and problems. Special attention is given to the law of contracts as applied to insurance contracts, agency insurance, and the law of liability as resulting from negligence. (C.P.C.U. Part IV).



- e-BUS 341. Life and Health Insurance. (3).** Prerequisite, BUS 240. This course is designed to provide the student with a firm foundation in the many details of life and health insurance. Topics considered will include: individual life contracts, special and annuity contracts, disability income, medical expense insurance, probability in life insurance, reserves, nonforfeiture values, and dividends. (CLU Course 1).
- e-BUS 342. Social and Group Insurance. (3).** Prerequisite, BUS 240. This course provides a background in the large area of social insurance and also group insurance. Various kinds of group policies are discussed, including life, health, etc.
- e-BUS 343. Pension Planning. (3).** Prerequisite, BUS 240. As part of a comprehensive insurance program, the following topics are discussed concerning pension planning: basic features of a pension plan, tax considerations, cost considerations, allocated funding instruments, profit sharing, and tax sheltered annuities. (CLU Course 4).
- e-BUS 344. Insurance and Taxation. (3).** Prerequisite, BUS 240. The effect of income, estate, and gift taxation on an insurance program are discussed in this course. These taxes are considered for the individual and the business enterprise also.
- e-BUS 349. Insurance Management. (6).** (Two per quarter). This course reviews the basic principles of management and then applies them specifically to the management of insurance businesses. A brief unit on personal finance is also included to help persons manage. Also included in the course are units on accounting and business finance as applied to the insurance business. (C.P.C.U. Part V).
- e-BUS 352. Procurement. (3).** Prerequisite, BUS 150 and consent of instructor. The course deals primarily with the procurement of proper equipment, materials, and supplies for the business firm. Topics discussed include: automation, budgets, procedures, quality, sources of supply, price policies, forward buying, and the legal problems of the procurement function.
- i-BUS 354. Human and Organizational Behavior. (4).** Prerequisite, BUS 150 or consent of instructor. This course treats the human aspects of business and how they influence efficiency, morale, and management in the organization. It is designed to acquaint the student with the psychological and sociological approaches to human behavior.
- BUS 357. Managing New Business Ventures. (3).** Prerequisite, Business core or consent of instructor. This course is designed to emphasize the problems and opportunities of starting new businesses, including new enterprise creation, planning, management, control and growth.
- e-BUS 361. Retail Management. (4).** Prerequisite, BUS 260. A study of the basic principles and techniques of retail merchandising and store operation.
- e-BUS 362. Advertising. (3).** Prerequisite, BUS 260. An introductory course in advertising principles including a study of advertising terminology, the communication process, advertising agencies, media, and ad copy and layout elements. The course looks at advertising from the business viewpoint but shows its importance to the consumer, business and the economy.
- e-BUS 363. Sales Management. (3).** Prerequisite, BUS 261. A study of sales management, the major problems involved, and the relationship of sales management to the total business operation.
- e-BUS 364. Marketing Channels. (3).** Prerequisite, BUS 260. A systems approach to the marketer's problems of distribution including inventories, transportation, warehousing, packaging, order processing and the inherent problems of managing conflicts within the channel. Also, to be studied, the marketing channels with emphasis on both industrial and consumer product distribution.
- e-BUS 365. Marketing Strategy. (4).** Prerequisite, BUS 260. This course is designed to familiarize the student with operations of marketing organizations. The strategies used by marketing managers in making marketing decisions will be studied.
- e-BUS 366. Consumer Behavior. (3).** Prerequisite, BUS 365 or consent of instructor. A course exploring the consumer and his or her behavior as it affects the marketing function. A synthesis of empirical findings on consumer behavior as well as models for analyzing it. The course also features application of theoretical generalizations to practical marketing problems.
- e-BUS 370. Business Finance. (4).** Prerequisite, BUS 221. This course emphasizes the sources of short-term, intermediate-term, and long-term funds for a business. Principles and motives of financial management are stressed.
- e-BUS 372. Principles of Real Estate. (3).** This course is designed to be a beginning course in the real estate area. Theories and practices that have a significant influence on the real estate market both locally and nationally are discussed. The course will be useful to the consumer, the practitioner in real estate, and the general employee in business.
- e-BUS 383. Electronic Data Processing — COBOL. (3).** (Laboratory arranged). Prerequisite, BUS 180 or equivalent. This course includes an introduction to electronic computer operation and to COBOL programming. The student will develop and analyze programs for business applications and the use of existing programs for general applications.
- e-BUS 385. Electronic Data Processing — Data Management. (3).** (Laboratory arranged). Prerequisite, BUS 383 or equivalent. Advanced computer programming techniques with special reference to COBOL for business applications. Advanced topics include sequential processing with tape and disk devices, ISAM processing and data management techniques.
- BUS 388. Systems and Procedures I. (3).** Prerequisite, a course in computer programming or consent of instructor. The relationship of systems and procedures to policies and needs of management, job characteristics, management audit, and flow charting will be examined. Also an analysis of operations by a study of work simplification, work measurement, work sampling will be made which will include current developments in human engineering, job design, forms control, records management, and company manuals.
- BUS 389. Systems and Procedures II. (3).** Prerequisite, BUS 388 or equivalent. The integration of systems for all major functional modules of an organization. Topics include management systems, information requirements, determining system economics, current issues, and case studies and applications of management information systems.
- e-BUS 396. Management Science — Deterministic Models. (3).** Prerequisite, BUS 291. Managerial decision making based upon optimality analysis, linear programming, microanalytic methods including inventory control, games and strategies, queuing theory and Markov Analysis.
- e-BUS 397. Management Science — Probabilistic Models. (3).** Prerequisite, BUS 292. Decision making in uncertain environments. Application of modern statistical techniques, with particular emphasis in probability models, including Bayesian methods of analysis.
- BUS 401. Public Policy and Private Enterprise. (3).** Prerequisite, BUS Core. A study of the current state and federal legislation affecting business, with emphasis on recent rulings of the various regulatory agencies. Current demands on business by the consumer and society will also be discussed.
- BUS 406. Internship in Business. (12).** Prerequisite, consent of faculty coordinator. A practical experience course providing opportunities to utilize the theory of academic business administration courses in accounting, marketing, finance, insurance, general business, and office management situations.
- BUS 407. Small Business Counseling. (3).** Prerequisite, senior standing and consent of faculty coordinator. A cooperative program with the Small Business Administration in which students apply theories learned in all business majors to actual small business problems.
- BUS 419. Professional Secretarial Development. (4).** Prerequisite, consent of instructor. A course designed to prepare the student for the Certified Professional Secretary examination. Included are the areas of environmental relationships, business and public policy, economics and management, financial analysis and the mathematics of business, and office procedures.
- BUS 420. Advanced Accounting I. (4).** Prerequisites, BUS 321 with a minimum grade of "C" and BUS 322 or concurrently. This course includes a study of partnerships, real estate, franchise, income presentation, interim reporting, earnings per share,

business combinations, and consolidated financial statements.

**BUS 421. Advanced Accounting II. (4).** Prerequisites, BUS 420 with a minimum grade of "C". An advanced course dealing with special problems of consolidated financial statements, foreign operations, branch, fiduciary, and non-profit accounting.

**BUS 422. Business Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not open to graduate students. Not for General education credit.

**BUS 427. Auditing. (4).** Prerequisites, BUS 291 and 321. This course involves a study of professional ethics and legal responsibility for public accountants, generally accepted accounting principles, and auditing procedures.

**e-BUS 428. Income Tax Accounting I. (4).** Prerequisite, BUS 221. Basic rules of Federal income taxation with emphasis on taxation of individuals.

**BUS 429. Income Tax Accounting II. (4).** Prerequisite, BUS 428. A continuation of BUS 428, with emphasis on federal income tax rules applicable to partnerships and corporations.

**BUS 440. Business Insurance. (3).** Prerequisite BUS 240. Various kinds of insurance for the business firm are studied. The special needs of the individual proprietor, partnerships, and corporations receive attention. Special disability insurance, life insurance on key men, and split dollar plans are discussed. (CLU Course 9).

**e-BUS 441. Estate Planning and Life Insurance. (3).** Prerequisite, BUS 240. Topics studied include: disposition of property in estates and trusts, administration of estates, federal estate taxation, federal gift taxation, planning through trusts and wills, and the place of life insurance in estate planning. (CLU Course 10).

**e-BUS 442. Analysis of Insurance Functions I. (3).** This course covers in detail an analysis of the various insurance functions especially applicable to property and casualty insurance. Some of the topics covered will be underwriting practices, loss prevention, rate making, regulation of insurance, types of insurers, reserves necessary, human motivation, professional ethics, and risk management, (C.P.C.U. Part II).

**e-BUS 443. Analysis of Insurance Functions II. (3).** A continuation of BUS 442. (Second part of C.P.C.U. Part II).

**e-BUS 444. Property Insurance. (3).** Prerequisite, BUS 240 or consent of instructor. This course covers in detail an analysis of insurance principles and practices applicable to property insurance. Some of the topics covered will be fire insurance, indirect loss insurance, and modern multi-peril policies. (C.P.C.U. Part I and I.I.A. 22).

**e-BUS 445. Casualty Insurance. (3).** Prerequisite, BUS 240 or consent of instructor. This course covers in detail an analysis of insurance principles and practices

applicable to casualty insurance. Some of the topics covered will be general liability insurance, malpractice insurance, and bonding. (C.P.C.U. Part I continued and I.I.A. 23).

**BUS 452. Administrative Office Management. (3).** Prerequisites, BUS Core or consent of instructor. The emphasis in this course is on the functions of the office and office organization, work in the office, office layout, equipment, supplies and forms, personnel problems in the office, and costs and control of office work.

**BUS 453. Personnel Management. (4).** Prerequisite, BUS Core or consent of instructor. A study of the principles and techniques of personnel management with attention given to their psychological foundations.

**e-BUS 454. Development of the Labor Movement. (2).** This course traces the development of the labor movement, the basic philosophies of the different labor unions, labor legislation, and decisions of courts and labor boards which affect management's relations with its employees.

**e-BUS 455. Collective Bargaining. (3).** Prerequisite, BUS 454 or consent of instructor. This course deals with contract negotiations and contract administration, grievances and labor disputes. These problems are approached primarily from the viewpoint of the management of company in terms of its long-run and short-run policies.

**BUS 456. Business Policies and Management. (3).** Prerequisite, BUS Core and senior standing. A course for the senior student designed to integrate the various functional areas of business in terms of policy level decision making. Cases are emphasized.

**e-BUS 457. Small Business Management. (3).** Prerequisites, BUS 150 and consent of instructor. This course is designed to emphasize those aspects of management that are uniquely important to small business firms, and to develop the student's understanding of the economic and social environment in which the small concerns function.

**BUS 458. Seminar in Entrepreneurship. (3).** Prerequisites, BUS 357, 457, and senior status. This course is an integrative study of problems in Small Business Management through the use of case studies and the preparation of a proposal for the creation of a new business.

**BUS 460. Market Analysis and Research I. (3).** Prerequisites, BUS 260 and 291. This course is designed to acquaint the student with the typical marketing problems on which research can be used effectively. Analysis of basic research designs and basic methods of collecting data will be covered. Special emphasis will be placed on motivational research, product research, advertising research, marketing research, consumer-demand research and sales control research.

**BUS 461. Advertising Campaigns. (3).** Prerequisite, BUS 362. This senior-level course is designed to give students realistic experience in campaign planning. Students will assume the identity of an advertising agency and will be responsible for the

preparation of a complete advertising program. The program will include a background analysis, market definition, objectives, media selection, scheduling, budgeting, creative elements and evaluation criteria.

**BUS 462. Marketing Problems. (3).** Prerequisites, BUS 365 and senior standing or consent of instructor. A course dealing with the problems of marketing managers. This senior level course is designed to acquaint the student with current marketing problems. Included will be a study of business cases and/or business games and a current reading of related materials.

**BUS 463. Advertising Campaigns Lab. (2).** Prerequisite, BUS 362. May only be taken concurrently with BUS 461. A practical experience course involving the actual preparation and production of print and broadcast advertisements and audio-visual presentation materials.

**e-BUS 464. International Marketing. (3).** Prerequisite, BUS 260. A seminar designed to consider the global or multinational aspect of business enterprise and its effect on marketing problems and management. The functional areas of international marketing will be considered through the study of marketing systems of various countries and multinational market groups.

**BUS 465. Seminar in Retailing. (3).** Prerequisite, BUS 361. A study of the recent developments in retailing. Special emphasis will be given to the tools which aid in the decision making process in retail management.

**BUS 466. Market Analysis and Research II. (3).** Prerequisite, BUS 460. This course is a continuation of BUS 460. Students will conduct an actual research project and study case problems in marketing research.

**BUS 470. Financial Management. (3).** Prerequisite, BUS 370. In this course the problems of financing business enterprise are studied. The scope includes working capital financing, budgeting, analyzing financial statements, and intermediate and long-term financing. Cases will be used to illustrate.

**BUS 471. Investments. (4).** Prerequisite, BUS 370. The course is designed to provide the individual investor with a working basis for investment policy. A study will be made of topics such as how to develop a logical investment program, how to recognize and minimize investment risks, how to formulate decisions, and how to take advantage of investment opportunities.

**BUS 472. Investment Analysis. (3).** Prerequisite, BUS 471. An analysis of various types of securities and the management of investment portfolios.

**BUS 473. Commercial Bank Policies and Management. (3).** Prerequisites, BUS 170, 370, and ECON 202. The internal operations of commercial banks, including managerial problems.

**BUS 474. Case problems in Financial Management. (3).** Prerequisite, BUS 470. A comprehensive course in applied financial management, policy, and theory. Students will be called upon to integrate accounting, management, finance and other business skills in the financial decision making process

for the firm. A case study-problem solving method will be utilized.

**BUS 475. Financial Management of Small Business Firms.** (3). Prerequisite, BUS 370. The financial problems of small business firms will be studied. The emphasis will be on credit management, financing alternatives of the small business, and the valuation of small businesses for sale purposes. Credit not allowed for Finance majors.

**BUS 476. Real Estate Finance and Investment.** (3). Prerequisite, BUS 372. The types and sources of real estate financing are studied, along with investment analysis techniques. Emphasis will be on the use of leverage and the evaluation of real estate properties in an investment program.

**BUS 482. Special Topics in Management Information Systems.** (3). Prerequisites, a course in computer programming and consent of instructor. This course is an in-depth study of topics in the student's field of interest to include both primary and secondary research in management information systems.

**BUS 489. Computer Simulation Models.** (3). (Laboratory arranged). Prerequisites, BUS 291 and a course in computer programming or consent of instructor. This course introduces the student to the methodology of systems analysis by the use of models and computer simulation. The primary emphasis will be on decision making with special attention devoted to automated application and the GPSS programming language.

## Child and Family Studies: Preschool Education

**CD 136. Introduction to Preschool.** (2). The philosophies, goals, and purposes of the preschool are introduced. The role of the teacher, the curriculum and the physical facilities of the UNC preschool are studied. Then a variety of preschool program models are visited, evaluated, and compared.

**i-CD 233. The Child Within the Family.** (3). Major concepts and theories of child development based on empirical findings and applied to the child in the family setting. Skills of interacting with children developed through observation and role play.

**CD 308. Child Development Workshop.** (1-15). An opportunity to study problems in child development. The area to be covered in any one workshop will be determined by the workshop subtitle. No subtitle may be repeated for credit. S-U final mark.

**CD 330. Child Development Laboratory.** (1). Must be taken in conjunction with CD 333. Laboratory experiences with preschool children including observations of development and activities, planning experiences for preschool children, and setting up programs for young children. Laboratory is 2 hours weekly arranged.

**f-CD 331. Development of the Infant and Toddler.** (3). A study of growth patterns from conception through infancy and the third

year. Includes prenatal and postnatal factors influencing early development, guidance and provision for care, and the responsibilities of adults for providing a favorable home environment. Opportunities for observation of infants and toddlers.

**f-CD 332. Sequences of Conceptual Learning.** (3). This course studies children's learning processes and their learning patterns. Individual differences will be considered in examining how children learn and what teachers can do to help.

**f-CD 333. Development and Guidance of the Young Child.** (3). The physical, intellectual, social, and emotional development of the young child are approached from the developmental point of view. Appropriate guidance procedures are discussed as they relate to these and other areas of child growth. Developmental theory and observation are stressed as primary approaches to child study; these methods are later compared to alternative approaches to child study.

**CD 334. Preschool Curriculum and Methods.** (PTE) (3). Recommended to be taken prior to or in conjunction with CD 335. Prerequisite, 333 or consent of instructor. A study of curriculum, including the selection of Art, Literature, Music and Science for the individual child's development. Experience in planning curriculum programs. A study of specific methods and techniques in teaching preschool.

**CD 335. Observation and Participation in Preschool.** (3). (1 seminar, 6 laboratory). Recommended to be taken in conjunction with CD 334. Prerequisite, 333 or consent of instructor. Observation of specific methods and techniques relating to the teaching of preschool. Practical laboratory observation and experience with preschool age children.

**CD 422. Individual studies.** (1-4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. A copy of a well-written paper must be filed with the instructor before credit is given. Not for General Education credit.

**CD 437. Administration of Programs for Young Children.** (3). Prerequisite, consent of instructor. The organization and management of various types of Child Care Centers. Specific emphasis is given to program planning, selecting and organizing equipment, and learning administrative procedures.

**CD 438. Practicum in Preschool Teaching.** (3). (1 seminar, 6 laboratory). Prerequisite, CD 333, 334, 335, or consent of instructor. The laboratory experience gives the students an introduction to student teaching through observation, demonstration and participation with preschool children under an experienced preschool teacher.

**i-CD 439. Parent Education.** (3). This course deals with relationships between parents, children and teachers. Emphasis is on resources for meeting problems through cooperative interaction.

## Chemistry

**h-CHEM 100. Introductory Chemistry.** (3).

This course introduces the student to basic concepts in chemistry. It is specifically designed to prepare students majoring in nursing, who have no high school chemistry, to enroll in CHEM 108, General Chemistry. Credit will not be allowed toward a chemistry major or minor.

**h-CHEM 101. Foundations of Chemistry I.** (3). Chemistry as it relates to man and his society is presented. Topics such as the chemistry of polymers (including textiles), food, drugs and other timely topics will be presented. It is assumed that the student has no previous background in chemistry.

Any chemical principles needed to understand the above topics as presented will be covered in class. Credit will not be allowed toward a chemistry major or minor.

**h-CHEM 102. Foundations of Chemistry II.** (4). (3 lecture, 3 laboratory). Prerequisite, CHEM 101. This course is a continuation of CHEM 101 and will treat additional topics of interest based upon a knowledge of acids and bases, quantitative relationships in chemical reactions and radiochemistry.

**h-CHEM 104. Principles of Chemistry I.** (5). (4 lecture, 3 laboratory). This course introduces the student to the principles of chemistry together with some descriptive chemistry to illustrate these principles. It is designed for science majors and minor, as well as for pre-medical, pre-dental, pre-veterinary, pre-engineering, and home economics students.

**h-CHEM 105. Principles of Chemistry II.** (5). (4 lecture, 3 laboratory). Prerequisite, CHEM 104 or 106. This course is a continuation of the principles of chemistry together with the descriptive chemistry necessary to illustrate these principles. It is designed for the same group of students as CHEM 104 and is necessary to provide a reasonably complete understanding of the basic concepts of chemistry.

**h-CHEM 106. Principles of Chemistry IA.** (5). (4 lecture, 3 laboratory). Prerequisite, one year high school chemistry, three years high school mathematics or MATH 123. The course presents the principles of chemistry rigorously to those students who have a strong background in high school chemistry and mathematics. Descriptive chemistry will be used to illustrate the theoretical basis for modern chemistry. Laboratory work will emphasize quantitative aspects of chemistry.

**h-CHEM 107. Principles of Chemistry IIA.** (5). (4 lecture, 3 laboratory). Prerequisite, CHEM 104 or 106. This course is a continuation of the principles of chemistry together with the descriptive chemistry necessary to illustrate these principles. It is designed for the same group of students as CHEM 106 and is necessary to provide a reasonable complete understanding of the basic concepts of chemistry. Laboratory work will emphasize the quantitative aspects of chemistry.

**h-CHEM 108. General Chemistry.** (5). (4 lecture, 3 laboratory). High school chemistry is strongly recommended. Principles of chemistry will be studied with some application to inorganic chemistry. Those topics and laboratory techniques will be stressed which prepare the student for

those chemistry courses required of nursing students. Students not majoring in nursing should take CHEM 104 or 106, Principles of Chemistry I or IA.

**h-CHEM 109. General Chemistry — Organic. (5). (4 lecture, 3 laboratory).** Basic concepts in organic chemistry will be introduced. Emphasis will be placed on those topics which relate to an understanding of living systems. Courses such as physiology, biochemistry, and pharmacology build on these basic concepts. Students not majoring in nursing should take CHEM 130, Introductory Organic Chemistry, or CHEM 332, Organic Chemistry I. Students cannot receive credit for CHEM 109, CHEM 130, and CHEM 332.

**CHEM 111. Qualitative Analysis. (5). (3 lecture, 6 laboratory).** Prerequisites, CHEM 105 or 107 and MATH 123 or one year of high school algebra. In this course the student is introduced to analytical theory and the methods of detection of common ions. The laboratory work illustrates the class discussions.

**h-CHEM 130. Introductory Organic Chemistry. (5). (4 lecture, 3 laboratory).** Prerequisite, CHEM 105 or 107 or 108. This course provides an elementary introduction to organic chemistry, including some of the many applications in such fields as food, drug, plastic, dye, and vitamin chemistry. A student cannot receive credit for both CHEM 130 and 332.

**CHEM 281. Human Biochemistry. (5). (4 lecture, 3 laboratory).** Prerequisites, CHEM 109 or 130 or 333. An introduction to the biochemistry of the human system. The chemistry of cellular and body processes, foods and nutrition, and of diseases related to metabolism will be considered.

**c-CHEM 291. Scientific Writing in Chemistry. (3).** Prerequisite, ENG 101. A course designed to acquaint the student of chemistry and/or medical technology with the use of the literature in scientific research and the writing of scientific papers. Techniques of problem identification, literature survey, interpretation of data, and scientific writing are stressed.

**CHEM 302. Inorganic Chemistry I. (3).** Prerequisite, CHEM 311. This course is an introduction to inorganic chemistry. Literature, atomic structure and chemical bonding will be presented.

**CHEM 311. Quantitative Analysis I. (5). (3 lecture, 6 laboratory).** Prerequisite, CHEM 111. This course provides a discussion of quantitative analytical procedures and emphasizes analytical theory. Gravimetric, volumetric, colorimetric and electrodeposition methods are applied to common substances in the laboratory.

**CHEM 314. Instrumental Analysis. (4). (3 lecture, 3 laboratory).** Prerequisites, CHEM 311 and either CHEM 130 or 332. Lectures and laboratory sessions centered around colorimetry, spectrophotometry, fluorimetry, flame spectrophotometry, infrared spectrophotometry and other selected methods of analysis. For medical technology, biology and earth science majors, as well as others not qualified to take CHEM 414.

**CHEM 315. Food Chemistry. (5). (3 lecture, 6 laboratory).** Prerequisite, CHEM 130. This course explores the chemistry of foods, food products and food additives. The laboratory deals with some of the techniques of qualitative and quantitative analysis of foods for selected inorganic and organic constituents.

**CHEM 332. Organic Chemistry I. (5). (4 lecture, 3 laboratory).** Prerequisite, CHEM 105 or 107. This course is the first of a series of three courses which cover the nomenclature and reactions of the various classes of organic compounds, together with basic electronic aspects of these compounds. The aliphatic and aromatic compounds are integrated in this series. A student cannot receive credit for both CHEM 130 and 332.

**CHEM 333. Organic Chemistry II. (5). (4 lecture, 3 laboratory).** Prerequisite, CHEM 332. This course is the second of the series which covers the nomenclature, reactions and electronic theory of the various classes of organic compounds. Aliphatic and aromatic compounds are integrated in this series.

**CHEM 334. Organic Chemistry III. (5). (4 lecture, 3 laboratory).** Prerequisite, CHEM 333 or 530. This course is the last of the series which covers the nomenclature, reactions and electronic theory of the various classes of organic compounds. Aliphatic and aromatic compounds are integrated in this series. Chemistry majors (Arts and Sciences) may also register for CHEM 335 (one hour) concurrently.

**CHEM 335. Advanced Laboratory in Organic Chemistry. (1). (3 laboratory).** Prerequisites, CHEM 334, or taken concurrently. This is a laboratory course dealing with organic preparations, analysis and structure determination using the more advanced research tool for nmr, gpc, ir, and uv.

**CHEM 350. Computer Programming in Chemistry. (1).** Prerequisites, MATH 125, CHEM 105 or 107. An introduction to programming in the BASIC language and its application to problems in chemistry.

**CHEM 360. Environmental Chemistry. (4).** Prerequisites, CHEM 130 or 332. The involvement of chemistry in the understanding and solution of environmental problems will be explored. Areas such as pesticides, fossil and nuclear fuels and detergents as well as topics related to air, water and soil pollution will be discussed.

**CHEM 381. Enzyme Chemistry. (2).** Prerequisite, CHEM 281. A study of the structure and function of enzymes with an emphasis on the kinetics and mechanisms of enzyme-catalyzed reactions.

**CHEM 390. Chemical Literature. (1).** Prerequisite, CHEM 334. This course covers the use of the library and the function of chemical literature. Problems in the use of the library are assigned.

**CHEM 391. Demonstrations and Principles of Chemistry. (3).** Basic concepts of chemistry are discussed and explained through demonstrations. Generalizations involving chemical behavior are made. Modifications of demonstrations

to make them meaningful in introductory science courses are emphasized. The course is not applicable to a graduate chemistry degree.

**CHEM 402. Inorganic Chemistry II. (3).** Prerequisites, CHEM 302, 452. Corequisite, CHEM 453. The chemistry of typical inorganic compounds will be presented. Emphasis will be placed on the relationship of bonding and structure to chemical properties.

**CHEM 403. Laboratory in Inorganic Chemistry. (1). (3 laboratory).** Prerequisite, CHEM 302. The student will perform experiments which will explore the structure, bonding and chemical properties of inorganic substances.

**CHEM 414. Instrumental Methods of Analysis. (5). (3 lecture, 6 laboratory).** Prerequisite, CHEM 311. Corequisite, CHEM 453. Lectures will consider the theory and techniques of the analysis of chemical systems by various optical, x-ray and electrical methods of analysis. In the laboratory the student will perform analyses using the colorimeter, spectrophotometer, flame photometer, fluorimeter, infrared spectrophotometer and polarograph.

**CHEM 421. Elements of Glass Blowing. (1). (3 laboratory).** Demonstrations and practice in the elementary operations of glass blowing; the construction and repair of borosilicate glass laboratory equipment. This course is for science majors only.

**CHEM 422. Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**CHEM 431. Organic Qualitative Analysis. (3). (1 lecture, 6 laboratory).** Prerequisite, CHEM 334. This course is an advanced laboratory course in organic chemistry. The identification of organic compounds by classical and modern spectral methods constitutes the laboratory work. Lecture will consider theory and techniques of analysis.

**CHEM 451. Physical Chemistry I. (4).** Prerequisites, CHEM 333, MATH 132, PHYS 267. Corequisites, CHEM 311, 454. This course is an advanced study of the theoretical principles upon which chemistry is based. The properties of the gaseous, liquid, and solid states, the principles of thermodynamics and thermochemistry and the theories of atomic and molecular structure are considered.

**CHEM 452. Physical Chemistry II. (4).** Prerequisite, CHEM 451. Corequisite, CHEM 455. This course is a continuation of CHEM 451. It introduces the student to the fundamental concepts of entropy, chemical bonding, molecular structure and chemical kinetics.

**CHEM 453. Physical Chemistry III. (4).** Prerequisite, CHEM 452. Corequisite, CHEM 456. This course is a continuation of CHEM 452. It introduces the student to the fundamental concepts of liquid theory, phase equilibrium, solutions and electrochemistry.

**CHEM 454. Physical Chemistry I Laboratory. (1).** Corequisite, CHEM 451.

This course will cover the mathematical tools normally utilized in experimental physical chemistry with emphasis on the treatment of data by manual and computer methods. A basic understanding of these tools will be developed and practice in their application will be provided.

**CHEM 455. Physical Chemistry II**

**Laboratory. (1).** Corequisite, CHEM 452. This course will provide experimental contact with the concepts covered in CHEM 451 and CHEM 452. Emphasis will be placed on the application of the mathematical tools discussed in CHEM 454.

**CHEM 456. Physical Chemistry III**

**Laboratory. (1).** Corequisite, CHEM 453. This course is a continuation of CHEM 455 and will deal principally with the concepts covered in CHEM 453.

**CHEM 457. Selected Topics in Physical**

**Chemistry. (2).** Prerequisite, CHEM 453. Some of the topics covered in this course will have been introduced in the first year of physical chemistry but will now be treated in greater depth, others will be new to the physical chemistry student. All topics covered will be selected from the following areas of physical chemistry: molecular spectra, crystals, electrical and magnetic properties of molecules, surface chemistry, catalysis, and chemical bonding.

**CHEM 482. General Biochemistry I — The Chemistry of Biological Compounds. (4).**

**(3 lecture, 3 laboratory).** Prerequisite, CHEM 333. An introduction to the chemistry of biologically important compounds. The chemistry of the organic compounds in the living system will be stressed, but inorganic chemistry will be included.

**CHEM 483. General Biochemistry II — Intermediary Metabolism. (4).**

**(3 lecture, 3 laboratory).** Prerequisite, CHEM 482 or its equivalent. A detailed study of the chemistry of living processes. The regulation of intermediary metabolism will be considered.

**CHEM 484. General Biochemistry III — Intermediary Metabolism and Physical Biochemistry. (4).**

**(3 lecture, 3 laboratory).** Prerequisites, CHEM 483. Continuation of the study of intermediary metabolism. Enzyme kinetics, the physical chemistry of macromolecules, and the molecular organization of the cell will be emphasized.

**h-CHEM 493. Special Topics in Chemistry. (3).**

Prerequisite, permission of instructor. Study of current topics in chemistry, e.g., forensic chemistry, food chemistry, industrial chemistry, etc.

**CHEM 495. Seminar in Teaching**

**Chemistry. (2).** This course is designed for seniors, graduates and inexperienced teachers to prepare them for the task of setting up, organizing, and running a high school chemistry laboratory and classroom.

**CHEM 499. Seminar, Research and**

**Honors in Chemistry. (1-3).** This course is designed to introduce the student to chemical research and current chemical literature.

The student will initiate and pursue an investigation of a specific topic in chemistry or chemical education. Oral and written reports are required. Students in the Honors program will submit an Honors Thesis. Open to qualified juniors and seniors.

## Communication

**d-COMM 110. Communication: Public Forum. (3).** An introduction to the principles and practices of platform speaking.

particular attention will be given to basic theory, purposes, planning, modes of proof, delivery and audience analysis.

**i-COMM 111. Communication:**

**Interpersonal. (3).** This course focuses on the processes of dyadic communication such as listening, self awareness, assertiveness, perception, language and their relationship to self improvement.

**d-COMM 112. Public Speaking for**

**Reluctant Students. (3).** A course designed to enable reluctant students to learn basic principles and experience success in one-to-many speaking situations. By excluding the more courageous and proficient students, this course should provide maximum opportunity with minimum threat. Admission by permission of instructor.

**d-COMM 120. Logic in Practice. (3).** A practical study of the uses of deductive and inductive logic, including consideration of the nature of concepts, propositions, and arguments as instruments of knowledge; the concept of superstition; development of logos.

**d-COMM 130. Voice and Speech**

**Improvement. (3).** A study of the speech mechanism through frequent instructor and peer evaluations of class readings. The International Phonetic Alphabet is employed as a method for recording speech sounds.

**e-COMM 140. Principles of Mass Communication. (3).** An introductory study of the techniques and theories of mass communication, including electronic media, film and print; and its significance in contemporary society.

**d-COMM 170. Oral Interpretation (3). (2 lecture, 2 laboratory).** A study in the oral communication of literature, especially prose and poetry. Laboratory experience includes substantial student performance in individual and group presentations.

**e-COMM 210. Laboratory Forensics. (Maximum 3).** To provide experience in intercollegiate forensics, students interested in individual events or readers theatre may register for one hour; those interested in debate may register for two hours; and those interested in debate and individual events may register for three hours. No student may earn more than eight total hours.

**e-COMM 212. Argumentation Theory. (3).** This lecture-discussion course focuses on the nature of argument, the reasoning process, and evidence-claim relationships. Theories of argumentation shall be examined as they apply to courtroom advocacy, political debate, general public debate, and academic intercollegiate and interscholastic debate.

**i-COMM 220. Nonverbal Communication.**

**(3).** A study of nonverbal communication precepts associated with human communication. One focus is the relationship between nonverbal and verbal communication associated with communication accuracy, attraction, or influence. A second focus is the investigation of nonverbal cues

associated with a specific minority group, nation/state, or professional group.

**d-COMM 250. Public Speaking. (3).**

Prerequisite, COMM 110, high school public speaking experience or consent of instructor. A course designed to provide practical experience in current modes of public communication in one-to-many relationships. The student will participate in three to five speeches and will evaluate others in terms of appropriate theory.

**d-COMM 270. Readers Theatre. (3).**

Prerequisite, COMM 170, Oral Interpretation, or the permission of the instructor. A course in the theory and practice of group performances of orally interpreted literature. Content will include selection and adaption of scripts, theories and techniques of performance, and practical experience in performing Readers Theatre.

**i-COMM 302. Small Group**

**Communication. (4).** This course is an introductory study of the theories and techniques applicable to the problem-solving and decision-making in small groups. Emphasis is placed on the relationship between communication and group variables such as leadership, roles and cohesiveness.

**e-COMM 312. Practical Debate. (3).**

Prerequisite, COMM 212. This course is designed primarily to provide students with a better understanding of the intricacies of intercollegiate academic debating and the opportunity for practical experience in team debating.

**i-COMM 323. Interpersonal**

**Communication Theory. (4).** Prerequisite, COMM 111 or equivalent. This course focuses on the philosophical and theoretical issues of self, perception and relationships as they are affected by verbal and nonverbal interaction.

**e-COMM 330. Organizational**

**Communication. (3).** This class is designed to investigate the nature of organizations and the dynamics of communication within those organizations. Special emphasis is placed upon strategies, practices and effects of organizational communication.

**d-COMM 340. Radio Production. (3). (2**

**lecture, 2 laboratory).** A series of courses designed to help the student acquire basic production vocabulary, working knowledge, and skills in radio. The course can be repeated in series for credit under different subtitles; for example; Introduction to Radio, Advanced Radio, etc.

**COMM 341. Methods of Teaching in the**

**Secondary School — Communication. (4).** Prerequisite to student teaching. This course is taken in the department in which student teaching is done. It includes curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of the subject area to the total secondary program. Teaching techniques are a point of emphasis.

**d-COMM 342. Television Production. (4).**

**(2 lecture, 4 laboratory).** Prerequisite, COMM 340 or consent of instructor. This course is designed to teach basic television vocabulary, procedure and production skills. In a laboratory setting, students apply their



knowledge to the actual development and production of several short television programs.

**e-COMM 345. Broadcast Advertising.** (3). A course which emphasizes the development of the individual's skill in the preparation of broadcast advertising. Practical training for writing various types of commercials is offered in the course.

**d-COMM 346. Radio Drama.** (3). (1 lecture, 4 laboratory). Prerequisite, COMM 170, COMM 340 or consent of instructor.

This course is designed to give media students an opportunity to write original scripts, adapt scripts from literature and to produce broadcast quality drama for radio.

**e-COMM 348. Broadcast Management.** (3). A course of study designed to acquaint students with usual procedures, responsibilities and problems encountered by management personnel of radio and television stations.

**d-COMM 375. Oral Interpretation of Children's Literature.** (3). (2 lecture, 2 laboratory). Prerequisite, COMM 170. A study of the theory and practice of oral interpretation of children's literature, especially poetry and prose. Choral reading and Readers Theatre for children will also be experienced.

**COMM 380. Communication in Education Environments.** (4). This course is designed to be both theoretical and pragmatic, attempting to provide prospective teachers with both the underlying rationale for the use of certain communication strategies and the practical, experiential utilization of those strategies. Research findings of the Speech Communication discipline will be applied to the instructional environment.

**COMM 400. Theories of Group Process.** (3). Prerequisite, COMM 302. A systematic overview of current theory and knowledge of discussion as derived and synthesized from significant empirical investigation.

**COMM 420. General Semantics.** (4). An interdisciplinary course designed to show the relationship among language, thought and behavior. The goals of the course will be to learn to think more clearly, to speak and write more effectively, and to listen and read with greater understanding. Emphasis is placed on innovative and effective teaching methods.

**COMM 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Application for COMM 422 *must* be submitted two weeks prior to pre-registration. Not for General Education credit.

**COMM 442. Advanced Television Production.** (4). (2 lecture, 4 laboratory). Prerequisite, COMM 342. This course is directed toward the refinement of skills learned in the introductory class, plus development of new skills in more sophisticated areas of television production.

**COMM 450. Speech Composition.** (3). A study of what is involved in the writing of

speeches. Speech models are used for study and analysis, and each student will prepare and deliver short extempore speeches.

**COMM 452. Seminar in American Public Address.** (3). This seminar is a study of the theory and practice of rhetorical criticism and the application of criticism to selected American speakers, speeches and movements.

**COMM 455. Rhetoric of Feminism.** (3). This course will focus on the rhetorical dimensions of feminism including persuasive genre, methods and strategy. The course will explore the nature and function of rhetoric in both historical and contemporary contexts.

**COMM 460. Persuasion.** (3). This course is a lecture-discussion seminar designed to investigate the major variables surrounding attitude change and human persuasion. Variables to be considered will include such items as source credibility, message organization and personality traits of auditors.

**COMM 486. Seminar in Directing Communication Activities.** (3). A study of philosophy, principles, methods, and problems of directing debate, individual events and mass communication activities at the secondary school level.

**COMM 490. Workshop in Communication.** (3). (Maximum 9). The class will concentrate on the communication and behavioral strategies in one substantive area such as: Social Protest Groups, Foreign Policy, Environmental Issues, and Intercultural Relationships. The course may be repeated only under the different subtitles.

## Economics

**f-ECON 100. Introductory Economics.** (5). An introductory analysis of the American economic system as it affects the average citizen. Considers resources, the market, business organization, labor, money and public finance. Credit not allowed toward ECON major.

**f-ECON 102. Contemporary Economic Problems.** (3). Prerequisite, ECON 100. Some principles of economic analysis will be treated in greater depth than in the introductory course. Application will be made of these principles to current problems in our society. Credit not allowed toward ECON major.

**f-ECON 145. Urban Economics.** (3). Prerequisite, ECON 100. A study of the economic interrelationships of individuals, firms and government within urban area confines with attention given to analysis of various urban markets, socio-economic problems, government policy, and economic growth.

**f-ECON 200. The Price System.** (4). Prerequisite, ECON 100 or equivalent. An introduction to the theory of the firm as it relates to the prices of goods and services in the context of resource allocation.

**f-ECON 202. Money and Banking.** (5). Prerequisite, ECON 100. A study of the origins and present roles of our monetary system, commercial banking and Federal Reserve System.

**f-ECON 205. Labor Economics.** (3). Prerequisite, ECON 100. This course will first examine the labor market, wages, and employment, and will then give major attention to collective bargaining goals, conflicts, and to current public policy and labor legislation.

**f-ECON 241. Public Finance.** (5). Prerequisite, ECON 100. A study of government financing on the federal, state, and local level as it is reflected in expenditures, revenue sources; such as taxes, and the problems and solution of public debt.

**f-ECON 242. State and Local Finance.** (3). The purpose of this course will be to focus attention upon the mechanisms and the goals of public finance as employed by governments on the state and local level in the U.S. economy.

**f-ECON 250. History of Economic Systems: Socialism, Communism, Capitalism, Fascism.** (3). A survey of socio-economic reform movements, including Utopian schemes, mercantilism, monopolistic capitalism, socialism, communism, fascism and modified capitalism.

**f-ECON 260. Radical Economics.** (3). Prerequisite, ECON 100. An exploration of economic concepts that have tended to threaten the status quo of established economic thought and theory.

**f-ECON 305. Labor-Management Relations.** (3). A study into the origins of the labor movement and an examination of the impact of trade unionism on contemporary industrial organization.

**f-ECON 306. Economics of Poverty and Discrimination.** (3). Prerequisite, ECON 102 or consent of the instructor. ECON 305 recommended. The objective of the course is to analyze the actual and alleged conditions which give rise to poverty and/or discrimination. Theoretical models will be supplemented with empirical data for a more realistic exploration of the poverty-discrimination phenomena.

**f-ECON 315. World Food Economics.** (3). Prerequisite, ECON 100. Major emphasis will be placed first on the functioning of the agricultural sector of the American economy, and then attention given to world food production, demand, and trade.

**f-ECON 320. Russia's Soviet Economy.** (3). A synthesis of available knowledge regarding all major sectors of the soviet economy, particularly as regards their organization and operation.

**f-ECON 330. Economics of Crime and Punishment.** (3). Prerequisite, ECON 100. This course will consider the economic causes and consequences of crime and punishment in this country during the 20th century by considering models dealing with the causes and effects of crime and punishment.

**f-ECON 332. Planning Economics.** (3). Prerequisite, ECON 100. The purpose will be to examine underlying economic factors that influence economic growth — changes in spatial distribution of percapita income and locational shifts in American industry.

Employing appropriate economic models, the student will study these factors as they apply to urban and regional economic growth problems.

**f-ECON 334. Land Resource Economics.** (3). Prerequisite, ECON 100. A study of the physical and biological factors determining supply and demand for land resources; economic principle affecting man's use of land resources; impact of institutional factors on land use and upon the manner in which people hold and enjoy rights in real property.

**f-ECON 350. Income and Employment Analysis.** (4). Prerequisite, ECON 100. The essential theoretical tools used in macroeconomic analysis at the undergraduate level are considered. These topics include the multiplier, consumption, investment, supply and demand for money, and the ISLM model.

**f-ECON 359. International Economics.** (5). Prerequisites, ECON 100, 200 or the consent of the instructor. The "open economy" is discussed and its environment is analyzed with various economics models. The impact and origin of trade flows is traced and evaluated in the context of economic welfare. International Finance, dealing with the monetary side of an open economy, forms the final part of the course.

**f-ECON 360. Economics of Growth and Development.** (3). Prerequisites, ECON 100, 200, or consent of instructor. An analysis of the theory processes, and history of economic growth and development, with attention given to resource use and productivity increases in less developed areas.

**f-ECON 377. Government and Business.** (3). Prerequisite, ECON 100. A study of the relation of American public policy to the challenge of industry, labor, agriculture and inflation-depression periods.

**f-ECON 390. European Economic History.** (3). Prerequisite, ECON 100. A study of the historical origins of the economic institutions of Europe as related to the development of present European economic life.

**f-ECON 400. Managerial Economics.** (3). Prerequisites, ECON 100, 200. Primarily an introduction to the economics of decision making as it affects the manager. Special attention will be given to certain "optimization-techniques," cost and demand analysis. Capital Budgeting will also be discussed.

**f-ECON 402. Welfare Economics.** (3). Prerequisites, ECON 100, 200. This course will include the history of welfare theory from the start of the marginal conditions school to the present-day theories of welfare maximization. Attention will be given to the effects of monopoly power, inflation, compensation debate, and the theory of the second best.

**f-ECON 403. Natural Resource Economics.** (3). Prerequisite, ECON 100. Considers the relationship of population to land or natural resources. Land utilization takes place within a physical, institutional economic framework.

**f-ECON 451. Introduction to Quantitative Economics.** (3). Prerequisites, ECON 100,

200, or consent of the instructor. An introductory course in the use of mathematical techniques in economics. High school algebra and a good background in economic theory would be sufficient preparation.

**f-ECON 453. Engineering Management and Economic Analysis.** (3). Prerequisite, ECON 100. An introduction to the techniques used for project evaluation and cost optimization. Special emphasis will be given to multiple project alternatives, annual cash flow, present-worth values, benefit-cost analysis, replacement vs. repair analysis.

**f-ECON 460. Economic Colonialism and Imperialism.** (3). Prerequisites, ECON 100, 390, or the consent of the instructor. A study of the part played by economic doctrines, theories and practices in the expansionary drives to colonialism and imperialism, with primary emphasis given to modern history.

**f-ECON 462. Economic History of the United States.** (3). A review of the historical changes in the major American Economic institutions with emphasis on the post Civil War period.

**f-ECON 470. History of Economic Thought.** (3). Prerequisite, ECON 100. This course will trace the evolution of economic thinking from the period of the Old Testament up to the present-day. Particular attention will be given the roles played by particular "schools" of economic thinkers, the genesis of their ideas and their contributions.

## Education Curriculum and Instruction

**EDCI 101. Orientation to Education.** (2). Designed to familiarize students with teaching at several educational levels, pre-schools, elementary schools, middle and junior high schools, high schools, and schools of higher education.

**EDCI 102. Orientation to Middle Schools.** (2). Introduction to the history, philosophy and current curriculum of middle schools. Emphasizes the organizational plans of the middle schools, skills required of the teachers, nature of the curriculum and the problems of articulation with other schools in a system.

**EDCI 422. Individual Studies.** (1-4). Qualified undergraduate students outline and spend a minimum of 35 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**EDCI 551. Problems in Teaching Minority Groups.** (3). An in-depth study of minority groups — with special emphasis on the psychological educational and social needs of the Mexican American school child of the Southwest. Acquaint educators with teaching methods and techniques that seem to work with minority children.

**EDCI 560. Professional Responsibilities of Teachers.** (PTE) (Maximum 3). Designed to provide a basic understanding of the roles and responsibilities within the education

profession. Includes consideration of professional organizations, teacher rights and responsibilities, personnel policies and working conditions. *Enrollment limited to beginning teachers.*

## Early Childhood Education

**EDEC 308. Early Childhood Workshop.** (1-15). An opportunity to study problems in early childhood education. The area to be covered in any one workshop will be determined by the workshop subtitle. No subtitle may be repeated for credit. S-U final mark.

**EDEC 422. Individual Studies.** (1-4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. A copy of a well-written paper must be filed with the instructor before credit is given. Not for General Education credit.

**EDEC 460. Nursery — Kindergarten Education.** (PTE) (3). This course is designed to acquaint the student with theories and practices for the education of nursery-kindergarten aged children with an emphasis on curriculum, organization, and scheduling.

**EDEC 462. Classroom Management in Early Childhood.** (3). This course is concerned with problems involved in working with young children, paraprofessionals, and parents.

**EDEC 463. Diagnostic Teaching in Early Childhood.** (3). This course is concerned with tools appropriate for measuring a young child's progress in learning and with techniques of individualizing instruction.

**EDEC 464. Introduction to Early Childhood Education.** (3). This course is designed to identify sound educational practices which are predicated upon basic principles of child growth and development. Base learnings in child growth and development are translated into implications for teaching, classroom management, curriculum organization, and a positive learning environment.

**EDEC 467. Compensatory Programs in Early Childhood.** (3). This course examines the origin, purpose, and nature of selected model programs designed for compensatory early childhood education. Focus is placed upon the sociological and cultural elements which influence the design of programs for educationally disadvantaged children.

## Elementary Education

**EDEL 308. Elementary Education Workshop.** (1-15). An opportunity to study problems in elementary education. The area to be covered in any one workshop will be determined by the workshop subtitle. No subtitle may be repeated for credit. S-U final mark.

**EDEL 312. Introduction to Elementary School Curriculum.** (3). A course to



introduce and instruct prospective teachers in elementary school curriculum. Emphasis will be on open classroom, team teaching, continuous progress, self-contained classroom, education change as it affects the curriculum, classroom management, and relationship of the various subject areas to each other and to accomplishing goals of education.

**EDEL 320. Improvement of Instruction in Mathematics in the Elementary School.**

(PTE) (4). A comprehensive analysis of the meaning theory and its application to developmental methods of instruction, the sequencing of instruction to accommodate the wide range of educational needs and abilities found in typical classrooms, consideration of various resources and physical materials, and means of diagnosing and evaluating daily learning.

**EDEL 330. Teaching Handwriting and Spelling in the Elementary School.** (PTE) (2). A detailed consideration of content, methods, instructional material and evaluation in the fields of handwriting and spelling. The student demonstrates competency in spelling and in manuscript and cursive handwriting.

**EDEL 340. Improvement of Instruction in English in the Elementary School.** (PTE) (4). An examination of the nature, functions, and acquisition of language which serves as the basis for developing an adequate program of instruction in English. Methods, materials, selection of content, diagnosis, and evaluation are considered. Provision will be made for the wide range of elementary students' abilities and problems.

**EDEL 350. Improvement of Instruction in Social Studies in the Elementary School.** (PTE) (3). A detailed basic consideration of objectives, construction and use of units, problem solving, selection and grade placement of content, methodology including the use of concrete experiences, audio-visual materials, group processes, questioning, reading, and techniques of evaluation.

**EDEL 422. Individual Studies.** (1-4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. A copy of a well-written paper must be filed with the instructor before credit is given. Not for General Education credit.

**EDEL 471. History and Philosophy of Bilingual Education.** (3). Designed to provide an understanding of how a language other than English may be used as an instructional tool in teaching children of a culturally different background. Specific emphasis will be given to the Renaissance Movement of bilingualism in southwest U.S. since the passage of the Bilingual Education Act.

**EDEL 472. Evaluation and Selection of Bilingual and Bicultural Materials.** (PTE) (2). The discussion of material selection principles. Evaluation of bilingual and bicultural materials for the elementary school. Course covers learning level and interests of bilingual children in the elementary school.

**EDEL 474. Teaching in a Second Language in the Elementary Bilingual and**

**Bicultural School.** (PTE) (3). Prerequisite, MAS 300 or permission of instructor. This course is designed to prepare the elementary bilingual and bicultural teacher to teach Spanish as a second language or English as a second language. Special consideration is given to methods in instruction, selection of materials, and student evaluation.

## Educational Media

**e-EDEM 195. Library Resources, Organization and Usage.** (3). A practical study emphasizing the efficient use of library resources in academic work and in current and on going personal educational experiences. Library organization and services and a basic approach to the planning and methodology of research are covered.

**EDEM 410. Introduction to Educational Media.** (3). Introduces students to most of the materials, both print and non-print, available for instruction; each is demonstrated, and psychological basis for use is discussed as well as its characteristics, advantages and disadvantages; designed to be of value to all interested in education.

**EDEM 420. Design and Construction of Graphic Materials.** (3). Provides experience in the production of teaching materials, using equipment and facilities available to most teachers. Includes preparation and mounting of pictures and the production of graphic materials for slides and other reproduction.

**EDEM 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. One copy of a well-written paper must be filed with instructor before credit is given. Not for General Education credit.

**e-EDEM 430. Problems of Organizing Classroom and Library Materials.** (3). A basic knowledge of the philosophy, terminology and practices used in the preparation, storage and retrieval of materials is important to Media Center personnel. This information is also valuable to classroom teachers, particularly those who are using many file cabinet type materials to individualize instruction.

**EDEM 434. Reference Materials: Basic School Reference Service.** (3). A discussion of suitable reference materials for elementary and secondary school resource centers. Covers selection principles and use of reference materials.

**EDEM 460. Television in Education.** (3). Educators are exposed to the use of television as an effective educational tool at all grade levels, and are provided basic instruction in ETV equipment, methods, and administration. Involvement in actual ETV development on the UNC campus will be encouraged to give practical experience in a working situation.

**EDEM 475. Administering Educational Media I.** (3). A basic course in organization and administration of a single school media program. It will provide the essentials for a

person who is working toward an endorsement in School Media. It is a prerequisite to EDEM 675.

## Foundations of Education

**EDF 308. Workshop in Foundations of Education.** (1-6). An opportunity for undergraduate students to study problems in foundations of education. The area to be covered in any one workshop will be determined by the workshop subtitle. No subtitle may be repeated for credit.

**EDF 365. Basic Concepts of Education.** (PTE) (5). A conceptual approach to the problems and issues facing educators in contemporary American Society.

**EDF 366. Foundations of Education.** (PTE) (4). Designed to examine the historical and current social, psychological and pedagogical awarenesses pertinent to the teaching/learning processes for education in a democratic society. Teaching for multi-cultural/multi-ethnic needs is stressed and emphasis is placed on the nature and growth of an effective teaching self.

**EDF 367. Philosophy of Education.** (PTE) (3). The course is predicated on the notion that a teacher's methodology is based on the basic assumptions held by that person about knowledge, truth, and values. Emphasis is on "doing" philosophy as it engages the educator and student with a consideration given to schools of thought and philosophic positions. Application is made to specific problems of education.

**EDF 380. Women in Education.** (3). A course designed to increase awareness and understandings relative to the role and status of women involved in all areas of American Education. Emphasis will be on how women educators "see" themselves, how they are perceived by others, and how are such perceptions related to the materials, methods and purposes of schooling.

**EDF 422. Individual Studies.** (Maximum 4). Qualified students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**EDF 445. Comparative Studies in International Education.** (12 or 15). A comparison will be made of selected countries in Asia and the Pacific which will be studied on the campus and in home study and will be followed by travel to the selected countries. Schools and universities will be visited and an opportunity will be provided to make comparison of the countries visited with education in the United States.

**g-EDF 475. History of Education in the United States.** (3). This course is based on material in the most recent texts on the history of education in the United States.

**EDF 485. Philosophy of Education.** (PTE) (3). Prerequisite, EDF 365. An introductory course in which the student considers the basic problems of knowledge, truth, reality,

and value as perceived by the various schools of philosophic thought. The traditional philosophic positions are translated into educational schools of thought and application is made to the specific problems of education.

## Educational Field Experiences

**EDFE 270. Teacher Aide. (1-4).** Practical experience for those who are, or plan to become, students of teaching. Recommended every quarter, as well as summer, early September, winter, and spring breaks. Student may request any locale. Must be registered for 270 when aiding to receive credit. Orientation seminar required. S-U final mark.

**EDLS 360. Clinical Experience: Primary. (PTE) (2).** Designed for Early Childhood/Elementary Education majors who need work with K - 3 students. Continuous interaction with children provided. Four hours per week in the classroom plus weekly seminars on Thursday at 3:35 p.m. All students will be video taped.

**EDLS 361. Clinical Experience: Intermediate. (PTE) (2).** Designed for the Elementary Education major. Student is assigned to a fourth, fifth, or sixth grade class. Continuous student and curricular interaction provided. Four hours per week in the classroom plus weekly seminars on Thursday at 3:35 p.m. All students will be video taped.

**EDLS 362. Clinical Experience: Middle School. (PTE) (2).** Student is assigned to a specific subject matter, class, and supervisor. Designed for Middle School, Secondary, and/or Elementary majors who desire to work with sixth to eighth grade students. Five classes per week plus a weekly arranged seminar with the supervisory teacher. All students will be video taped.

**EDLS 363. Clinical Experience: Secondary. (PTE) (2).** Taken concurrently with special methods. Students are assigned to a class in their subject matter area. Students are continuously involved in planned classroom activities that call for application of basic skills/practices of teaching. Five classroom days per week, one-two hours of seminar plus preparation time. All students will be video taped.

**EDFE 378. Introduction to Teaching: Field Center. (PTE) (2).** Student engages in directed participation in a teaching situation four hours a week under the supervision of a master teacher. One additional hour of conference each week is arranged with the instructor. S-U final mark.

**EDFE 379. Introduction to Teaching: Inner City. (PTE) (2).** Student engages in directed participation in a teaching situation four hours a week under the supervision of a master teacher in an inner city school. One additional hour of conference each week is arranged with the instructor. S-U final mark.

**EDFE 401. Practicum. (1-4).** Open only by invitation to resident undergraduate students.

Supervised professional activity in the student's major field. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairperson of the department. S-U final mark.

**EDFE 422. Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairperson of the department.

**EDFE 444. Supervised Teaching. (PTE) (18).** Meets the student teaching requirement for teacher certification. Supervision provided by a college consultant and a certified teacher whose endorsement is consistent with that of the student teacher. The experience includes the significant and continuous involvement of the cooperating teacher in the evaluation of the student teacher. S-U final mark.

## Reading Courses

**g-EDRD 130. College Reading Study Skills. (2).** A course designed to enable college students to develop proficiency in the reading skills required of them in regular college courses. As differentiated from a remedial course, the course develops skills which will include flexibility in reading and promote vocational growth and reading skills.

**g-EDRD 131. Speed Reading. (2).** A course designed for college students and mature readers to increase their rate of reading and to develop flexibility in reading rates through completion of various reading exercises. S-U final mark.

**EDRD 308. Reading Workshop. (1-15).** The subtitle will indicate whether the workshop is for elementary or secondary teachers. Topics related to remedial reading (diagnosis, causation, and remediation), word perception, study skills, reading in the content fields, and trends and issues will be treated in various workshops. No subtitle may be repeated for credit. S-U final mark.

**EDRD 310. Improvement of Instruction in Reading in the Elementary School. (PTE) (4).** Detailed consideration of content, methods, materials, and evaluation used in kindergarten through sixth grade. Specific attention to meeting the wide range of educational needs and abilities of "normal" and exceptional children.

**EDRD 314. Improvement of Instruction in Literature in the Elementary School. (PTE) (3).** Consideration of interests and abilities governing the choice of literature appropriate for kindergarten through sixth grade, including the survey of this literature. Chief emphasis on modern selections. Emphasis on the use of literature in individualizing reading instruction and use in content fields.

**EDRD 411. Approaches to Reading Instruction. (PTE) (3).** Prerequisite, EDRD 310 and EDFE 444 or permission of instructor. This course is designed to acquaint students with various approaches to reading instruction in the elementary school,

including basal readers, language experience, individualized, augmented alphabet, phonic, linguistic, and programmed approaches. Objective observation and evaluation will be incorporated among course activities.

**EDRD 420. Reading in the Secondary School. (3).** Required of undergraduates preparing to be secondary teachers, and graduate students with no background in reading instruction. Course content: Reading theory, concept of reading level, reading as skills development, detection of individual differences in reading ability, scope and sequence of skills development, reinforcement of reading skills.

**EDRD 422. Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. A copy of a well-written paper must be filed with the instructor before credit is given. Not for General Education credit.

**EDRD 440. Practicum in Diagnostic Oral Reading. (1).** Prerequisite, enrollment in or completion of EDRD 411 or 420. A practicum designed to develop sensitivity to the use of oral readings for diagnostic purposes. A student will spend 20 hours listening to taped readings on electronic notebooks of an entire class or on remedial students.

## Special Education and Rehabilitation

**EDSE 100. Education of Exceptional Children. (3).** A survey of the characteristics and educational needs of impaired and gifted children. Designed as an overview of the field for undergraduate students in special education, general education, nursing, counseling and other related personnel.

**e-EDSE 160. Introduction to Speech/Language Disorders. (3).** A survey of identifying characteristics, causes, diagnosis and treatment pertaining to the common speech disorders.

**EDSE 201. Undergraduate Practicum. (1-4).** Open only to Sophomore majors in the School of Special Education and Rehabilitation. Supervised professional activity in the student's major field, approximately one hour of credit granted for every twenty hours of practicum. Two copies of a well-written paper must be filed with the instructor before credit is given.

**d-EDSE 250. The Structure of Language. (3).** A syntactical and morphological approach to language as it applies to the child. Stress will be placed on the understanding of the structure of the English Language, as well as an understanding of how language is learned.

**EDSE 260. Introduction to Phonetics. (3).** The formation and characteristics of American English speech sounds and the phonetic symbols used to represent these sounds. Application of this knowledge is made to pronunciation and articulation.

**EDSE 264. Introduction to Clinical**

**Practicum I. (2).** Prerequisite, EDSE 160. An introduction to the Speech/Language Pathology Clinic in terms of principles, procedures and forms. Clinical observations and participation will be arranged.

**e-EDSE 265. Acoustics of Speech. (3).** Prerequisite, MATH 117, or equivalent. The physics of sound as it relates to speech and hearing.

**EDSE 266. Speech and Language Development. (3).** Normal language and speech development and their relationship to other aspects of child development.

**e-EDSE 267. Anatomy and Physiology of Speech and Hearing. (5).** The speech and hearing mechanism in terms of structure and physiology.

**e-EDSE 270. The Structure and Pathology of the Auditory and Vestibular Systems. (3).** Concentrated study of the structure, physiology and pathology of the auditory/vestibular mechanism.

**EDSE 274. Clinical Observation in Audiology. (1-6).** Overview by observation of the field of audiology. S-U final mark.

**g-EDSE 290. Orientation to Rehabilitation and Related Services. (3).** A course which provides the basic introduction to rehabilitation, social welfare, employment service, corrections, and related services.

An orientation to the field experience and the position of the Rehabilitation and Related Service major in current society; a study of the impact of past, current, and pending legislation upon this profession.

**EDSE 301. Undergraduate Practicum. (1-4).** Open only to Junior majors in the school of Special Education and Rehabilitation. Supervised professional activity in the student's major field, approximately one hour of credit granted for every twenty hours of practicum. Two copies of a well-written paper must be filed with the instructor before credit is given.

**e-EDSE 302. Counseling Parents of Exceptional Children. (3).** This course is designed to present the techniques of working with parents of special education, general education, nursing, counseling and other related personnel.

**EDSE 303. Behavioral Objectives and Educational Programming for Exceptional Children. (1).** Complete self-instructional learning module requiring no class attendance except scheduled testing period. Competency assessed through a series of criterion measures. Content focuses on writing, classifying and evaluating goals and learning objectives and the relationship to educational programming.

**EDSE 304. Introduction to Measurement of the Handicapped. (3).** This course is designed to develop an understanding of the results of educational tests. Emphasis is on understanding problems encountered in testing children who are visually, acoustically, orthopedically, mentally handicapped or speech/language impaired, and interpretation of test results in light of the various handicaps.

**EDSE 305. Education Prescription and Programming for Exceptional Children. (4).** Prerequisites, EDSE 304, EDRD 310.

Techniques of educational evaluation and program planning which can be used by classroom teachers for the individualization of instruction.

**EDSE 306. Identification of Learning Disabilities in Early Childhood. (3).** Course designed to introduce the student to the learning disabilities of early childhood which are highly resistant to modification by conventional remedial techniques.

**EDSE 308. Workshop in Special Education. (1-4).** A workshop for beginning teachers and clinicians. Topics will be introduced such as: observation techniques, programming for the handicapped, community relations, child development as related to exceptional children, evaluation of children for placement. Materials prescribed by specific workshop as offered.

**EDSE 309. Introduction to Special Education Student Teaching. (PTE) (2).** Prerequisite, EDSE 100. A course designed to provide the Special Education student with direct participation in classrooms for the handicapped under the supervision of a master teacher. The experience will consist of four hours per week in the special education laboratory school and one additional hour per week in arranged conference. S-U final mark.

**EDSE 310. Introduction to Mental Retardation. (4).** Prerequisite, EDSE 100 or 602. A study of the social, emotional, physical, and mental characteristics of the mentally retarded child. Methods of classifying, diagnosing and treating retarded children will be discussed from medical, psychological, sociological, and educational points of view.

**EDSE 311. Education of the Trainable Mentally Retarded. (4).** Prerequisite, EDSE 310. Organization of special class and school programs for trainable mentally retarded children. Diagnosis and classification, development of teaching materials and techniques. Community organizations and parent education.

**EDSE 312. Seminar: Teaching the TMR. (2).** Prerequisites, EDSE 100, 310, 311. A course designed to provide the student with opportunities to participate in educational programs of the TMR before his or her actual student teaching experience and to relate these field experiences with in-class presentations of materials through a weekly one hour seminar.

**EDSE 313. College for Living Lab. (0).** A laboratory course for students in selected Special Education courses. In this laboratory, they will be working with retarded young adults, teaching social interaction skills and the development of a sense of independence. Also, the lab participants will be creating curriculum materials in the area of reading, writing and arithmetic based upon the needs of the individual students.

**e-EDSE 320. Introduction to the Education of Socially and Emotionally Disturbed Children. (3).** An introduction to concepts, practices, and trends in education for emotionally disturbed and socially maladjusted children, an orientation to the dynamics, personality characteristics and

needs of emotionally handicapped and socially maladjusted children is provided.

**e-EDSE 326. Introduction to Teaching Learning Disabled Children. (3).** Overview of the field of learning disabilities including concepts, practices, and trends.

**EDSE 330. Care and Pathology of the Physically Handicapped. (3).** Prerequisite, EDSE 100 or 602. A course designed for teachers in special education. Medical and educational problems in the areas of the crippled (cerebral palsy, muscular dystrophy, etc.) and other health impaired (diabetes, epileptic, etc.) will be discussed.

**EDSE 331. Problems of Teaching the Physically Handicapped. (3).** Methods, techniques and teaching procedures with the various types of physically handicapped children; study of programs and materials; curriculum planning with adaptations and aids used in the education of the physically handicapped child.

**e-EDSE 350. Pathology and Introduction to the Hearing Impaired. (3).** History and philosophy of education of the deaf.

Structure of the ear and causes of deafness. Problems in organization, support and maintenance of programs for deaf and hard of hearing children. Presentation of types of instruction given in various schools, and oral methods, the combined method, the Rochester method and the acoustic method.

**EDSE 356. Introduction to Manual Communication Skills. (3).** A course for teachers and prospective teachers to begin developing basic skills in total communication through use of signs and fingerspelling. Cued speech, oralism, auralism and interpreting will also be studied.

**EDSE 357. Introduction to Hearing Aids and Amplification Systems. (2).** Prerequisite, EDSE 370. A basic study of the effective use of amplification systems for acoustically handicapped individuals, including component parts, electroacoustic measurements, evaluation, orientation and counseling.

**EDSE 358. Auditory Training and Speechreading. (4).** Prerequisite, EDSE 357, EDSE 370. The development of reception of language through the auditory and visual channels. Emphasis is placed on methods of developing auditory discrimination and speechreading skills in hearing impaired children.

**EDSE 360. Articulation Disorders I. (3).** Prerequisite, admission to the undergraduate speech/language pathology program or consent of instructor. Causation, diagnosis and treatment of individuals with problems of articulation.

**EDSE 361. Voice Disorders I. (3).** Prerequisite, admission to undergraduate speech/language pathology program or consent of instructor. Causation, diagnosis and treatment of voice disorders.

**EDSE 362. Stuttering I. (3).** Prerequisite, admission to undergraduate speech/language pathology program or consent of instructor. Causation, diagnosis and treatment of stuttering.

**EDSE 363. Introduction to Organic Disorders. (3).** Prerequisite, admission to

undergraduate speech/language pathology program, or consent of instructor. Causation, diagnosis and treatment for the speech/language disorders associated with cleft palate, cerebral palsy and aphasia.

**EDSE 364. Introduction to Clinical Practicum II. (1-4).** (Customarily 2 hours earned for each of 2 consecutive quarters.) Prerequisite, admission to undergraduate speech/language pathology program or consent of instructor. A more extensive view of the Speech/Language Pathology Clinic in terms of professional involvement related to clinical principles, procedures and forms. Clinical observation and participation will be arranged.

**EDSE 365. Language Disorders in Children I. (3).** Prerequisite, admission to the undergraduate speech/language pathology program or consent of instructor. An introduction to language sampling as an evaluative method of language disorders in children as a basis for remediation. Remediation is discussed from a linguistic point of view.

**EDSE 366. Neurological Bases of Speech/Language Disorders. (3).** Prerequisites, EDSE 369 or consent of instructor. To provide students knowledge about common causes of brain damage associated problems, categories based on symptomatology, sites of lesion related to symptoms, signs of damage and the role of specialists concerned with brain damaged individuals having speech or language disorders.

**EDSE 367. Research Writing in Communication Disorders. (1-3).** Admission to the undergraduate Speech/Language Pathology program, enrollment in EDSE 360, 362, or 363, and ENG 101, are required. For each 1 hour of credit, students will engage in research writing related to articulation disorders, stuttering or organic disorders. Research papers will be critiqued for writing style, format and content. To satisfy the general education requirement for intermediate composition, all three hours must be taken.

**EDSE 369. Neurological Bases for Speech and Hearing. (4).** Prerequisite, admission to the undergraduate program or consent of instructor. Functional neurology and neuroanatomy of the central nervous system for the speech/language specialist.

**EDSE 370. Introduction to Audiology. (3).** Prerequisites, EDSE 265, EDSE 270 or equivalent. Introduction to area of audiology, including pure-tone testing procedures, methods of speech audiometry, interpretation of results in terms of physical, social, and educational handicap. No student will be allowed to take this course unless prerequisites have been met.

**EDSE 371. Introduction to Aural (Re)habilitation. (3).** This course establishes the basis for upper-level course work in the habilitation or rehabilitation of the hearing impaired child, adult and geriatric. Emphasis is placed on the establishment of basic knowledge on a broad range of topics including terminology related to hearing, the impact of hearing impairment and general

information on therapy procedures and hearing aids.

**EDSE 372. Advanced Audiology. (5).** Prerequisite, EDSE 370. Theory and practice of advanced audiometric assessment techniques.

**EDSE 374. Advanced Observation in Audiology. (2-12).** Maximum 12, at 2 hours each quarter. Prerequisite, EDSE 274. Concentrated guided observation of diagnosis and aural (re)habilitation in the Audiology Clinic.

**EDSE 390. Introduction to Social and Rehabilitation Services. (3).** Prerequisite, EDSE 290. A survey of the history plus principles, philosophy, and legislation relating to Social Rehabilitation Services. Emphasis will be placed on rehabilitation and rehabilitation process.

**EDSE 391. Seminar: Problems in Social and Rehabilitation Services. (3).** An approach to the major social problems involved in rehabilitating the handicapped and/or disadvantaged individual in our society. The role of the community as it attempts to solve these problems is considered.

**EDSE 394. Practicum in Social and Rehabilitation Services. (1-8).** Individual observation and supervised experience in working with clients of service agencies. Individual observation and supervised experience in providing services to clients of state and local offices of social service and rehabilitation agencies. S-U final mark.

**EDSE 401. Undergraduate Practicum. (1-4).** Open only to Senior majors in the School of Special Education and Rehabilitation. Supervised professional activity in the student's major field, approximately one hour of credit granted for every twenty hours of practicum. Two copies of a well-written paper must be filed with the instructor before credit is given.

**EDSE 404. The Resource Program Teacher. (3).** This course provides undergraduates with an orientation to the various types of resource programs, and personnel, designed to serve handicapped children.

**EDSE 405. Handicapped Students in Regular Classrooms. (3).** Introductory course to acquaint non-special education majors with an overview of handicapping conditions, role of special and general educators, identification and assessment procedures, and delivery systems used in serving the handicapped student. This course should be taken prior to EDSE 406 or 407 and is limited to non-special education majors.

**EDSE 406. Working with Handicapped Students in the Elementary School. (2).** Prerequisite, EDSE 405. This course will overview specific methods and techniques to be used in working with handicapped students in regular elementary schools.

**EDSE 407. Working with Handicapped Students in the Secondary School. (2).** Prerequisite, EDSE 405. This course will overview specific methods and techniques to be used in working with handicapped students in regular secondary schools.

**EDSE 411. Vocational Preparation of the Mentally Retarded. (3).** Prerequisites, EDSE 100 or 602. Emphasis will be on discussing techniques in the following areas: 1) evaluating vocational fitness, 2) job placement, 3) working with related disciplines, 4) understanding of the implication of vocational experiences on curriculum, 5) on-the-job supervision, and 6) follow-up services.

**EDSE 412. Curriculum Development and Methodology for Mentally Retarded: Elementary Level. (4).** Prerequisites, EDSE 100 or 602, 310 and EDRD 310. This course will have as its main purpose the development of integrated experience-units for elementary level mentally retarded youngsters.

**EDSE 413. Curriculum Development and Methodology for the Mentally Retarded: Secondary Level. (4).** Prerequisites, EDSE 100 or 602, EDRD 310. Emphasis is placed on content, methods and materials appropriate for teaching junior and senior high school classes for mentally retarded youngsters.

**EDSE 414. Problems in Teaching Trainable Mentally Retarded Children. (4).** Prerequisites, EDSE 310 and EDSE 311. Technique of developing curriculum, strategies for teaching the trainable mentally retarded child from onset of the school program to the vocational level.

**EDSE 415. Vocational Training for TMRs (4).** Prerequisites, EDSE 310, 311, 414 or permission from instructor. Course is designed to acquaint the student with pre-vocational and vocational programs for the trainable mentally retarded in terms of assessment, skill training, job placement, and community living.

**EDSE 421. Introduction to Classroom Management. (2).** To introduce undergraduate and graduate students to terminology and learning principles in the field of behavior modification applied to the classroom setting.

**EDSE 422. Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education credit.

**e-EDSE 440. Survey of Education of Visually Handicapped. (3).** Educational, social, emotional implications of visual impairment. Overview of history and current practices in educational and rehabilitational planning. Organization and scope of various educational services — early childhood through college. Review of public and private agencies, their philosophies and programs. Legislative measures.

**EDSE 441. Listening Skills for Learning. (3).** To promote effective listening in and out of the classroom, the course explores theoretical foundations, sequential development, commercially produced and teacher prepared materials, and special techniques. Practice labs are provided.

**EDSE 442. Principles of Education of**

**Partially Seeing.** (3). Identification, classification, and methods of program organization; principles of preparation, selection, effective use of instructional materials for children with limited vision. Adaptation of the school environment considered. Observation, discussion, and administration of tests presented.

**EDSE 443. Teaching Daily Living for the Visually Handicapped.** (2). Study and use of adapted materials and techniques for teaching to the visually handicapped such skills as grooming, eating, cleaning, cooking, sewing and simple home repairs. Additional one hour lab required.

**EDSE 451. Speech Development for the Hearing Impaired.** (6). Prerequisites, EDSE 260, 267, 350, and EDRD 310. A study of various methods commonly used in speech development with the hard of hearing. Integration of speech with other language arts, importance of pre-school programs and parent education.

**EDSE 452. Language Development for the Hearing Impaired.** (6). Prerequisites, EDSE 250, 266, 350 and EDRD 310. A study of language development techniques commonly used with the hard of hearing, systems of teaching language to deaf, principles of grammar essential to use any system language instruction, development functional language usage, oral and written, meaning and importance of integrated language arts programs.

**EDSE 453. Curriculum and Content for the Hearing Impaired.** (4). Prerequisites, PTE, EDSE 350, EDRD 310. An understanding of the purpose and nature of curriculum and how to plan, implement, and evaluate learning experiences for hearing impaired children, including the ability to design methods of evaluation based upon measurable objectives, select, design, and produce media materials and resources.

**EDSE 455. Methods of Teaching Reading to the Hearing Impaired.** (3). Prerequisites, EDSE 350, EDRD 310, or 420, EDRD 411. Relationships between expressive and receptive communication skills will be premisses. Development of teaching reading readiness skills, reading skills and remedial reading skills for hearing impaired children will be used. All reading skills will be directed toward making the hearing impaired child an independent reader.

**EDSE 456. Manual Communication Skills: Signed English.** (3). To increase students level of signing proficiency beyond the instructional level of comprehension. Receptive skills as well as experience will be emphasized. Advanced interpreting principles will be included.

**EDSE 457. Curriculum: Language and Speech for the Hearing Impaired.** (3). Course designed to provide audiology and speech/language majors an understanding and application of the teaching techniques used by teachers of the hearing impaired. Specific language and speech methods used for remediating the deficits experienced by hearing impaired children.

**EDSE 459. Undergraduate Seminar in Education of the Hearing Impaired.** (3).

The course is designed to recapitulate problems encountered in the student field experience. Discussions will be centered around the language and speech problems of the hearing impaired child, and upon the student teacher and the classroom dynamics.

**EDSE 460. Public School Speech/Language Pathology.** (3). Prerequisites, admission to the undergraduate program or consent of instructor. Organizational procedures, use of clinical materials, and administrative policies relevant to speech and language programs in public school settings.

**EDSE 464. Clinical Practicum in Speech/Language Pathology.** (2-10, with 2 hours customarily earned per quarter). Prerequisites, admission to undergraduate program and EDSE 364. Student performs supervised diagnosis and therapy with clients with speech/language problems. Each student clinician is responsible for all information in the latest revision of the Clinic Handbook.

**EDSE 467. Diagnosis in Speech/Language Pathology.** (3). Prerequisite, admission to the undergraduate program, EDSE 360, and EDSE 365, or consent of instructor. Clinical diagnosis and evaluation of persons with speech and language disorders.

**EDSE 469. Introductory Laboratory in Diagnostics.** (2). To be taken concurrently with EDSE 467. A course designed to give Speech/Language Pathology students introductory laboratory experiences with diagnostic evaluation procedures.

**e-EDSE 470. Introduction to Communication Disorders of the Aging.** (3). Course designed for non-majors. An introduction to disorders of communication which effect aging persons, their psycho/social and communicative impact, how the disorders are assessed, how they are treated, suggestions for recognizing those disorders and procedures for dealing efficiently with persons who possess them within the health care facility and in the community.

**EDSE 471. School Audiology.** (3). Course designed to provide an understanding of the implications of the incidence and classification of the hearing impaired in the schools, the educational and speech/language symptomology, alternative assessment procedures and their administration, inservice techniques, the total management of the hearing impaired in the schools, due process for hearing impaired children, their parents, and the schools.

**EDSE 474. Clinical Practices in Audiology.** (2-10, Maximum 10, 2 hours each quarter). Prerequisite EDSE 372 or consent of instructor. Performance of supervised assessment with infants, children, adults and the elderly.

**EDSE 475. Practicum in Rehabilitative Audiology: Pediatric.** (2-10, Maximum 10, 2 hours each quarter). Prerequisite, consent of instructor. Observation and performance of supervised therapy in the rehabilitation of acoustically handicapped children.

**EDSE 476. Practicum in Aural (Re)habilitation: Adult and Geriatric.** (2-10,

Maximum 10, 2 hours each quarter). Prerequisite, consent of instructor. Observation and performance of supervised therapy in the rehabilitation of acoustically handicapped adults and aging clients.

**EDSE 491. Interviewing Techniques in Social and Rehabilitation Services.** (3). The theory and practice of interviewing as applied in social and rehabilitation services is explored and discussed. Emphasis will be placed on interview techniques that enable the individual to elicit accurate information and getting access to material otherwise unavailable, reduce bias, and not restrict or distort the flow of communication. Demonstration and practice will be an integral part of the instructional process.

**EDSE 492. Casework Techniques in the Social and Rehabilitation Services.** (3). Prerequisite, EDSE 491 or consent of instructor. This course will provide the student with an understanding in-depth of the principles and techniques involved in casework procedures in social and rehabilitation service agencies. It will also develop proficiency in casework techniques and processes.

**EDSE 494. Supervised Field Practice in Social and Rehabilitation Services.** (8-15). Prerequisite, core courses must be completed. A supervised field practice will constitute an integral portion of the total education and training program for the undergraduate major in Rehabilitation and Related Services. Supervised field practice consists of a minimum of 400 clock hours of work, lasting at least one full term of approximately 10 weeks. It will attempt to integrate the academic knowledge into a practical setting where the students can become totally involved in providing services to persons seeking help from various agencies. Written application must be submitted to Department of Social and Rehabilitation Services at least one quarter prior to quarter of field experiences. S-U final mark.

## English Education

**EED 205. Oral English for the Teacher.** (4). This course is designed to help prospective teachers interpret poetry, fiction, and drama orally and promote group discussion and interpersonal communication in order to increase their students' comprehension; it also seeks to improve the prospective teachers' command of spoken English.

**EED 341. Methods and Materials for Teaching Language and Composition in the Secondary School.** (PTE) (4). Prerequisite to student teaching. Methods and materials for teaching language and composition in the secondary schools. Includes curriculum and classroom organization, evaluation, procedures and materials, relationship of language and composition to the total secondary program. Teaching techniques are a point of emphasis.

**EED 402. Methods and Materials for Teaching Literature in the Secondary**



**School. (PTE) (5).** Methods and materials for teaching literature in the secondary schools. Principles for the selection of literature for high school pupils. Use of media in relation to literature. Includes curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of literature to the total secondary program. Teaching techniques are a point of emphasis.

**EED 403. Workshop in the Teaching of English. (PTE) (Maximum 9).** A series of workshops in special problems in the teaching of English, conducted by authorities of the field.

**EED 405. The Teaching of Language. (PTE) (4).** A study of language learning and teaching, including the philosophy of English and the evaluation of inductive and deductive procedures. An analysis of some of the "new grammars" in current textbooks with implications for the secondary English curriculum.

**g-EED 406. Literature for Adolescents. (4).** Study of that reading material which provides a transition from children's literature to literature for adults. Attention concentrated upon junior novels, junior biographies, and their authors, as well as upon trends and evaluative standards.

## English

**ENG 100. Writing Clinic. (No credit).** A laboratory designed to help students improve their writing.

**b-ENG 101. Elementary Composition I. (3).** The first of the two quarters of elementary expository writing, with introduction to functional grammar, sentence structure, punctuation, paragraph organization, and the essay.

**c-ENG 102. The College Research Paper. (3).** Prerequisite, ENG 101. The second quarter of elementary expository writing, with instruction in diction, style, tone, logical thinking, the organization of well-developed reports, and a research paper.

**c-ENG 103. Basic Technical Writing. (3).** Prerequisite, ENG 101. A study of the basics of communication essential to the technician, engineer, and scientist; an analysis of technical writing's order of presentation, sentence structure, and use of illustration, with emphasis on arranging and stating information clearly.

**c-ENG 105. Communications on a Theme. (4).** Prerequisite, ENG 101. Themes for the course will be chosen from ideas of historical influence and/or contemporary problems. Readings and class discussion will serve as background for writing essays and investigating other modes of communicating ideas.

**d-ENG 106. Word Power. (4).** The acquisition of new words, and the effective use of them through care and taste; includes levels of usage; urges specific rather than general expression, fresh rather than trite diction; stresses conciseness and exactness of diction; encourages a feeling for words. Not to be counted toward English major or minor.

**g-ENG 111. Introduction to Poetry. (4).** Critical approaches to poetry. Qualified students may be exempted by examination.

**g-ENG 112. Introduction to Fiction. (4).** Critical approaches to short stories and novels. Qualified students may be exempted by examination.

**g-ENG 113. Introduction to Drama. (4).** A study of selected plays, ancient and modern, to develop the student's skills in dealing with drama as literature.

**d-ENG 114. Introduction to Language. (4).** A basic survey of the methods and conclusions of modern language study. Briefly covers English phonology, grammar, and semantics; stylistic, cultural, and dialectal variations; spelling; and socio-political problems in language. Not a remedial course.

**g-ENG 115. Introduction to Fiction and Drama. (4).** Critical approaches to selected pieces of fiction and drama to develop students' skills in reading these genres. Similarities and differences between the two genres will be emphasized. Credit will not be given for ENG 115 if a student has had either ENG 112 or ENG 113.

**ENG 180. Expository Writing for Foreign Students. (4).** This is a course in English as a second language designed for students of intermediate and advanced levels of proficiency. It helps students develop competence in expository writing and lays the foundation for writing research papers.

**d-ENG 202. Writing about Language. (4).** Prerequisite, ENG 101, 114. Introduces expository writing skills beyond those of Freshman English, including reports, abstracts, summaries, and a brief research paper. Reviews language concepts presented in English 114; special emphasis on language in the context of society.

**g-ENG 211. Medieval Literature. (4).** A study of selected works from the Old English and Middle English periods.

**g-ENG 212. Renaissance Literature. (4).** A study of English poetry and prose of the Renaissance. Emphasis is placed on the work of Spenser, Jonson, Marlowe, Bacon, the Metaphysical poets and Milton.

**g-ENG 213. The Restoration and Eighteenth Century. (4).** A study of major writers of the period with attention to their influences on subsequent ideas and literary forms.

**g-ENG 214. The Romantic Movement. (4).** The development of English Romanticism; its social and philosophical backgrounds. Wordsworth, Coleridge, Byron, Shelley, and Keats; with some consideration of the essayists and minor poets.

**g-ENG 215. Victorian Prose and Poetry. (4).** A survey course covering a number of Victorian writers and the themes running through their writings. Special emphasis upon intellectual currents of the age, such as Utilitarianism, the problems raised by industrialism, attitudes toward science, and the new aestheticism.

**g-ENG 216. American Literature to the Civil War. (4).** A study of American literature during the formative years of the colonial period and during the early years of

the republic, emphasizing the religious and political traditions from which the literature sprang.

**g-ENG 217. American Literature: The Civil War to 1914. (4).** A study of selected American writers and/or themes from the years 1865 to 1914.

**g-ENG 220. English Literature: 1900 to 1939. (4).** A study of English literature from approximately 1900 to the beginning of World War II, as selected by the instructor.

**g-ENG 221. English Literature: 1940 to the Present. (4).** A study of English literature from approximately 1940 to the present, as selected by the instructor.

**g-ENG 225. American Literature: 1914 -1939. (4).** An intensive study of selected American writers and/or themes of the years 1914 - 1939.

**g-ENG 226. American Literature: 1940 to the Present. (4).** An intensive study of selected American writers and/or themes of the years 1940 to the present.

**g-ENG 230. Lectures on Literary Themes. (2). (Maximum 8).** The study of several works of literature centered round a specific theme. Topics will be designated by subtitle. No subtitle may be taken more than once for credit.

**g-ENG 231. Great Writers in England or America. (Maximum 12).** The in-depth study of one English or American writer not otherwise examined at length in another course. Subject of the course to be determined by subtitle. No subtitle may be taken more than once for credit.

**g-ENG 232. Great Writers of the World. (Maximum 12).** An in-depth study of one writer of the world, excluding those of England and America, not otherwise examined at length in another English Department course. Subject of the course to be determined by subtitle. A subtitle may be taken only once for credit.

**g-ENG 235. The World in Literature. (Maximum 12).** This is a variable content course on the literature of countries other than Great Britain and the United States. Readings may be of thematic, comparative, geographic, or generic nature, depending upon the instructor of the respective subtitle under this general listing. (No subtitle may be taken more than once.)

**d-ENG 240. Creative Writing: Introduction to Poetry. (4).** An introduction to the techniques involved in writing poetry.

**d-ENG 241. Creative Writing: Introduction to Fiction. (4).** An introduction to the techniques involved in writing fiction.

**d-ENG 250. The English Language. (4).** A history of the development of the English language, the historical basis of usage and grammar and the sources of the English vocabulary.

**g-ENG 260. Women's Biography. (4).** A course which briefly evaluates biography as a genre and primarily stresses the content of selected life stories about and by women who have struggled to succeed in a male-dominated world.

**g-ENG 310. Shakespeare: Early Plays. (4).** The reading and understanding of the early plays of Shakespeare.

**g-ENG 311. Shakespeare: Later Plays.** (4). The reading and understanding of the later plays of Shakespeare.

**d-ENG 319. Advanced Expository Techniques.** (4). Prerequisites, ENG 101, 202. A course devoted to the reading, writing and formal analysis of various prose pieces, the definition of tropes, the description of an identification of the logical fallacies — particularly in modern political speeches — through the examination of the classical rhetoricians, ancient and modern.

**d-ENG 321. Generative-Transformational Grammar.** (4). Prerequisite, ENG 250. A study of the generation of English sentences; blocks, kernels (phrase-structure rules), transformations (single and double base); conceptual postulates, operations, and processes underlying a generative-transformational grammar.

**g-ENG 322. The Writer: Artist or Political Animal.** (4). A study of the tension that exists between a writer's personal fidelity to transcendent inner vision and his political-social responsibility to reshape the world from which he borrows his images. Major authors studied: Alexander Solshenitsyn, Richard Wright, Nikos Kazantzakis, and Denise Levertov.

**g-ENG 325. Studies in Science Fiction.** (4). Reading and discussion of works of science fiction and a view of science fiction's history and relevance.

**g-ENG 326. Advanced Studies in Science Fiction.** (Maximum 12). In-depth study of the works of one or more science fiction writers. Authors to be studied will be designated by subtitle, for example: Asimov, Heinlein, and Clarke. No subtitle may be taken more than once for credit. Only 4 credit hours of ENG 326 may be applied toward the English major or minor.

**g-ENG 327. Women and Sex in Science Fiction.** (4). A study of the treatment of women and sex in science fiction from the 1930's to the present.

**d-ENG 340. Creative Writing: Advanced Poetry.** (4). Prerequisite, ENG 240 or permission of instructor. A course for students to improve their writing of poetry.

**d-ENG 341. Creative Writing: Advanced Fiction.** (4). Prerequisite, ENG 241 or permission of instructor. A course for students to improve their writing of fiction.

**g-ENG 360. Chaucer.** (4). An introduction of the language and literature of Geoffrey Chaucer.

**g-ENG 402. The Short Story.** (4). The study of typical modern short stories to observe the methods of modern writers and interpretation of our present-day life embodied in this form of literature.

**g-ENG 403. Techniques of the Novel.** (5). A study of seven or eight important English and American novels to show different techniques which have been used to reveal the novelists' artistic insight.

**g-ENG 404. Modern Literature about Childhood and Adolescence.** (4). A study of the concept of childhood and adolescence in the writing of twentieth-century British and American authors, with emphasis on the ideas of innocence and initiation.

**g-ENG 405. Contemporary American Drama.** (4). A comprehensive view of the best dramatic literature of the modern American theatre.

**g-ENG 406. Modern Drama Since Ibsen.** (4). A study of the developments in modern European and American drama since the time of Ibsen.

**g-ENG 407. Advanced Studies in Poetry.** (4). A study of some of the formal aspects of poetry (prosody, stanzaic and "named" forms, and the like), of types (lyric, narrative, dramatic), and of the poets' use of language.

**g-ENG 408. Elizabethan Drama Exclusive of Shakespeare.** (4). The drama from 1558 to 1642; the major dramatists, stage conditions, acting companies and changes in dramatic form and subjects reflecting the life of the times.

**g-ENG 409. Literary Criticism.** (4). A study of the theory and history of literary criticism of Plato to Wayne C. Booth, with some application of critical theory.

**g-ENG 410. History of Ideas in Literature.** (4). An intensive chronological study of various of the significant themes in literature.

**g-ENG 411. Biography and Autobiography.** (4). A selection of critical essays concerning the genre of biography and autobiography followed by the reading of seven or eight widely varied examples. Particular interests of individual students in the class will be considered.

**g-ENG 414. Greek and Comparative Mythology.** (4). A study of Greek myths as one of the important sources of literary allusion and imagery and comparison of Greek myths with those of other cultures to show what is common to all mythologies.

**g-ENG 415. Literature of the Old Testament.** (4). A study of selected books of the Old Testament with emphasis on their literary qualities, and on the moral and religious progress they reveal.

**g-ENG 416. Literature of the New Testament.** (4). A comparative study of the Gospels, followed by a study of other New Testament writings and of the historical and cultural background of the period in which they were written.

**d-ENG 418. Grammatical Analysis.** (4). A study of comparison of grammatical systems that have been devised for the description of the English language. Approximately equal time will be given to the theoretical formulations and assumptions underlying structural and traditional grammars. Some time will be spent surveying the texts that advocate each system.

**ENG 419. Advanced Topics in Syntax.** (4). Prerequisite, ENG 321. A study of selected topics of concern to current linguistic theory. Topics selected will be studied from two currently opposed generative-transformational positions.

**ENG 420. Stylistics.** (4). Prerequisite, ENG 321. A study of the linguistic bases of stylistics, with special attention to the properties of literature and literary texts. The three major twentieth century theoretical stances will be considered.

**ENG 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline

and spend a minimum of 25 clock hours per quarter hour on a problem. Not for General Education credit.

**g-ENG 425. Literature By and About Women.** (4). An investigation of the contributions of important early and modern women writers. Novels, plays, and poetry or short stories of world writers (primarily English, American, and European) will be studied.

**g-ENG 430. Studies in World Literature.** (Maximum 12). The study of a particular theme, form or problem that cuts across periods and national boundaries. Topic will be designated by subtitle. No subtitle may be taken more than once for credit.

**g-ENG 441. Colloquium in Literature.** (Maximum 12). The study of one great work of literature or of a small group of such masterpieces which are closely related either in form or idea. The selections vary with the needs of students and the interest of the instructor. Particular studies will be designated by subtitles. No subtitle may be taken more than once for credit.

**g-ENG 450. Studies in Russian Literature.** (4). A study of selected Russian writers to acquaint students with Russia's unique culture and social milieu.

## Environmental Studies

**g-ENST 110. Introduction to Environmental Studies.** (3). This course is designed to introduce beginning students to the environmental problems. It will provide the student with an overall understanding of the complexity of these problems. The interdisciplinary approach will provide a broad foundation for group discussions and student-faculty interchange.

**f-ENST 120. Humans' Attitudes Toward Their Physical and Social Environments.** (3). Prerequisite, ENST 110 recommended. This course will study the nature of human perceptions and attitude formation toward the environment, as well as the various behavioral change strategy alternatives that are involved in attempts to understand and solve current environmental problems.

**g-ENST 130. The History of the Environmental Movement.** (3). The course is designed to focus on the evolution of the environmental movement through its preservationists, conservationists, and environmentalists phases. In addition, the course will evaluate the prospects for the future particularly with regard to the creation of an environmental ethic in the American people.

**h-ENST 209. Energy and the Environment.** (3). A study of past, present and future methods of energy production and limitations imposed by the laws of physics. Applications to transportation, home and industry are discussed.

**h-ENST 211. Chemistry and the Environment.** (3). This course will cover the natural chemical cycles, the impact of man's activities on those cycles, and the limits and restrictions to their restoration. Topics to be covered will include nuclear wastes, food



additives, water and air pollution, pesticides and more.

**h-ENST 220. Population Dynamics and Genetic Probabilities.** (3). Methods of animal population analysis with particular reference to human populations. Includes consideration of population size, its regulation and factors influencing changes in size; statistical methods applicable to population studies; genetic variation within populations and between different populations, and lateration of the gene pool with its implications for the future of humanity.

**f-ENST 230. Economics of Natural Resources.** (3). Concepts, theories and institutions relating to both public and private resource use and policy; analytical methods for evaluating alternative resource use patterns in both the public and private sector.

**f-ENST 240. Politics and the Environment.** (3). An intensive study of environmental destruction which has emerged as one of the most salient political issues for policy-makers in this era. Policies, laws, and their consequences are investigated as well as the local, state, and national political processes and institutions insofar as they affect the environment.

**h-ENST 250. Man's Atmospheric Environment.** (3). The structure and nature of the atmosphere as it relates to man and his varied activities; the role of inversions on pollution concentrations; principles and elements of air pollution; the ozone layer and man's impact on it; climatic modification.

**h-ENST 255. Geological Hazards.** (3). The role of geology in human interaction with the environment. Geological aspects of urban growth, land-use planning, and natural hazards; problems of water resource managements, waste disposal, and pollution; exploitation of mineral resources and related environmental implications.

**h-ENST 260. Ecological Interpretations.** (3). This course is based on recognition of the existence of functional and structural ecosystems. The interpretation of these systems in relation to human survival is the main aim of this course.

**f-ENST 270. Social Implications of Ecology.** (3). A view of ecology as it applies to human groups, particularly in the urban setting, and the value system associated with present ecological practices: consumership, materialism, alienation, Gailbraith's social balance and the tactics of community organization and change agents.

**h-ENST 280. Natural Resources and Technology.** (3). This course is a study of the rise of agricultural, industrial, domestic, transportation and environmental technologies and their impacts on natural resources and the environment.

**h-ENST 300. The General Systems Approach.** (4). (3 lecture, 2 laboratory). The course is designed to introduce the student to General Systems Theory. The systems approach and the IBM 370 computer will be employed to solve selected environmental problems. Emphasis will be placed on the general systems approach as an analysis and management tool to serve as a basis for making decisions pertinent to a

sanative coexistence between humans and the natural environment.

**f-ENST 304. Environment and the Law.** (3). This course surveys the major attempts to control degradation of the environment by use of law. Statutory, administrative and judicial controls will be examined. Major emphasis will be placed on the questions of air and water quality, land use, and energy-related environmental problems.

**ENST 310. Future Environments and Ecosystem Modification.** (3). Prerequisites, all 100 and 200 ENST courses. This course will be concerned with humanity's place in future environments which result from ecosystem modification. Topics to be included are: Crisis in the city, organism adaptability, economic and social pattern and environmental impact planning and development.

**ENST 340. Internship in Environmental Studies.** (5-18). This course is intended to provide the student with practical, on-the-job learning experience and training in a variety of professional areas related to the environment. The exact amount and applicability of credit hours and the exact nature of the experience to be engaged in by the student is individually arranged. Consult the Environmental Studies Coordinator for further information.

**h-ENST 350. Environmental Health.** (3). This course is designed to acquaint the student with many of the current environmental problems and relate how these problems directly or indirectly affect the health of humans.

**g-ENST 361. Art and the Environment.** (3). An in-depth identification with the process of art as it relates to the different environments of human existence.

**ENST 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on an environmental investigation of particular interest. Documentation in the form of a final paper must be filed before credit is given. See Environmental Studies Coordinator for further details.

## Earth Science

**h-ESCI 105. Earth Science.** (3). The purpose of this course is to help students gain a basic understanding of some aspects of Planet Earth and its place in the Universe. Various topics, such as the Solar System, our weather, the origin of landscapes, oceans, space travel, air pollution, and continental drift, will be treated. Credit may not be applied toward Earth Science major or minor.

**h-ESCI 111. Earth Science Mini-Course.** (1). A variety of specific Earth Science topics will be scheduled each quarter under this heading, and students will receive credit for as many different ones as they take. Most of the mini-courses will be three weeks long.

**ESCI 424. Gemology.** (3). This course will cover the theory and practice of the scientific testing of gemstones. Emphasis will be on rapid recognition and evaluation of popular

gemstones. Each class will include practical work with students handling and identifying a wide range of gems.

**h-ESCI 484. Earth Sciences Field Experiences.** (Maximum 15). Prerequisite, consent of instructor. In-depth field studies in astronomy, geology, meteorology, and/or oceanography in regions both within and outside the United States. Field work will be preceded by preparatory work on the UNC campus. Specific areas and topics to be investigated will be indicated in the Schedule of Classes each time the course is offered.

**ESCI 499. Seminar in Earth Science.** (2). Prerequisite, consent of instructor. The unifying concepts and principles of the earth sciences and various aspects of teaching earth science in secondary schools will be discussed in seminar format.

## Fine Arts

**d-FA 101. Art Appreciation (Art, The Naked Stranger).** (3). A course designed to further and enhance the lay person's understanding and appreciation of the functional and expressive nature of works of Architecture, Sculpture, Painting and Applied Arts.

**d-FA 103. Watercolor for Non-Art Majors.** (3). Previous drawing experience desirable. Introduction to basic materials and techniques of transparent watercolor, its history and place in the context of art.

Various approaches to developing subjects for painting, including sketching, use of photographic materials, still lifes, color minglings etc. Emphasis on personal growth.

**d-FA 108. Drawing for Non-Art Majors.** (3). Specifically designed for students who have little or no experience in art. Course will consist of studio work, field trips and discussion of works from slides, books and periodicals.

**d-FA 110. Arts, Man and Culture I.** (4). A general survey of western art from antiquity through the early Christian (5th century). Emphasis is placed on major movements, methods of analysis, historical criteria, changes, and development of styles. Take concurrently with FA 121 and FA 122.

**d-FA 111. Arts, Man and Culture II.** (4). A general survey of western art including the arts of the early migratory arts of the 6th century through Renaissance (1600). Emphasis is placed on major movements, methods of analysis, historical criteria, changes, and development of styles. Take concurrently with FA 123 and FA 124.

**d-FA 112. Arts, Man and Culture III.** (4). A study of art which occurred after mannerism, baroque, rococo through present day. Take concurrently with FA 124 and FA 125.

**FA 113. Lettering.** (2). A study of basic lettering forms and their variants, layout and design, manuscript writing, showcards and posters.

**d-FA 114. Basic Crafts Design.** (2). Various approaches and uses of simple fiber techniques. (In the case of a visiting artist, the area of concentration may be different from fibers.)

- d-FA 115. Pottery for Non-Art Majors. (2).** An approach to making objects from clay without the use of elaborate equipment. Also, an overview of the origins of pottery to the present day craftsman's attitude toward clay.
- FA 121. Foundations Lecture I. (2).** Theory and discussion of perceptual skills. Must be taken concurrently with FA 122 and FA 110.
- FA 122. Foundations Studio I. (3).** Practical experience in observation and identification skills; visual cataloging; understanding the impact of the non-visual senses; visual relationships. Must be taken concurrently with FA 121 and FA 110.
- FA 123. Foundations Lecture II. (2).** Theory and discussion of conceptual skills. Must be taken concurrently with FA 123 and FA 111.
- FA 124. Foundations Studio II. (3).** Practical experience in rationale for creativity, generation, exploration, and extension of ideas; discovery and identification of theme. Must be taken concurrently with FA 123 and FA 111.
- FA 125. Foundations Lecture III. (2).** Theory and discussion of communicative and expressive skills. Must be taken concurrently with FA 126 and FA 112.
- FA 126. Foundations Studio III. (3).** Practical experience in beginnings of personal philosophy, quality art, criticism, personal imagery, matching materials to concept, presentation. Must be taken concurrently with FA 125 and FA 112.
- d-FA 159. Printmaking for Non-Art Majors. (3).** Introduction of the technical application and study of the print process: Wood cut print, Lino cut and Mono print.
- FA 202. Figure Drawing. (3).** The principles of drawing applied to the human figure. Study from life emphasizing essential anatomy and aesthetic relationship.
- FA 203. Introduction to Water Color Painting. (3).** Purpose and experience in painting with watercolor.
- d-FA 207. Problems in Design. (3).** Problems associated with form and function in design with emphasis on physical space.
- d-FA 208. Figure Drawing for Non-Art Majors. (3).** Studio experiences in drawing from the live model.
- d-FA 212. Art of the Non-European Worlds. (4).** A general history of non-European art, including the arts of India, China, Japan, Africa, the North American Indian, Oceanic and Pre-Columbian areas. Emphasis is placed on methods of analysis, historical criteria, changes and development of styles.
- FA 215. Crafts: Design on Fabric. (3).** A study involving the processes of surface treatment: batik, block printing, silk screening and tie-dye in a 2D and 3D design application.
- FA 216. Craft Expression in Construction. (3).** An experimental approach to the problems of working with contemporary materials in off-loom fiber techniques.
- FA 217. Introduction to Pottery. (3).** Permission of the instructor. The design and construction of pottery in coil and slab techniques with emphasis on form and texture. General background in clays, glazes, and firing.
- FA 218. Weaving. (3).** An introduction to the basic fundamentals of loom weaving as an art form emphasizing applied design problems.
- FA 220. Introduction to Painting. (3).** Permission of the instructor. A study of the basic principles and techniques of painting.
- FA 224. Elementary Art. (3).** Practical creative experience in a wide variety of media. To be taken concurrently with FA 225. (Art majors and minors see FA 244-245.)
- FA 225. Methods of Teaching Art in the Elementary School. (2).** Includes philosophy, teaching techniques, procedures, materials and evaluation. A brief experience in an elementary classroom provided where possible. To be taken concurrently with FA 224. (Art majors and minors see FA 244-245.)
- FA 227. Ceramic Design. (3).** Prerequisite, FA 217 or permission of the instructor. An exploration of various methods of constructing large handbuilt forms with an emphasis on sculpture considerations.
- FA 229. Art for the Exceptional Child. (3).** Experiences with materials and techniques in the arts are integrated with considerations of the aesthetic therapeutic values of creative activities for the exceptional child.
- FA 258. Introduction to Sculpture. (3).** Permission of the instructor. Basic technology of sculpture, clay and plaster modeling, and simple moldmaking. Elements of three-dimensional design related to sculpture problems.
- FA 259. Printmaking. (3).** Permission of the instructor. Technical instruction in traditional intaglio methods: Drypoint, Etching, Engraving, Bitten lines, Soft ground, Lift ground, Aquatint.
- FA 270. Metals. (3).** An introduction to the basic processes in metal/jewelry fabrication.
- FA 302. Life Drawing. (3).** Prerequisite, FA 202. Study from life emphasizing individual interpretation, pictorial composition, inventive media.
- FA 303. Water Media. (3).** Prerequisite, FA 203. Watercolor painting with special emphasis on composition and design.
- FA 305. Problems in Advanced Design. (3).** Prerequisite, FA 207. Practical application of design theories with emphasis on individual student experiences.
- FA 307. Sculpture: Methods and Materials. (3).** Prerequisite, FA 258. Theoretical and practical experience in traditional and experimental approaches to making sculpture.
- d-FA 308. Workshop in Fine Arts. (3).** Workshops in specialized area of Fine Arts conducted by specialists in the field. The subject to be completed in any one workshop will be determined by subtitle. No subtitle may be repeated for credit.
- FA 309. Intermediate Printmaking. (3).** Prerequisite, FA 259, or permission of the instructor. Creative intaglio methods: etching, drypoint, soft ground, lift ground, stenciling, touche, glue and light sensitive methods.
- FA 310. Advanced Intaglio and Relief Printmaking. (3).** Prerequisite, FA 259. Individual development in creative color printmaking. Color etching, mixed media mono and drypoint.
- FA 311. Lithography. (3).** Prerequisite, FA 259. Problems in Lithography including advanced technical processes and photo-plate combined and color lithography printing processes. Emphasis on developing individual competency, both technically and conceptually, through assigned projects. Drawing as related to graphics will be stressed.
- FA 315. Crafts: Design on Fabric. (3).** Prerequisite, FA 215. A study of various methods and techniques in textile silk screening with applied design problems.
- FA 316. Craft Expression in Construction. (3).** Prerequisite, FA 216. Continued exploration in off-loom fiber techniques.
- FA 317. Pottery. (3).** Prerequisite, FA 217. Introduction to throwing on the potter's wheel. Emphasis will be placed on techniques of centering, opening and raising clay into basic pottery forms.
- FA 318. Weaving. (3).** Prerequisite, FA 218. Investigation and exploration of the various techniques suitable for present-day weaving.
- FA 319. Silk Screen Printing Process. (3).** Prerequisite, FA 259. A study of various methods and techniques in the graphic process of silk screening, with applied problems in all the processes.
- FA 320. Oil Painting Studio. (3).** Prerequisite, FA 220. Advanced study in oil painting to provide the student with more time to develop individual expression and mastery of the medium.
- FA 321. Interpretive Drawing. (3).** Prerequisite, FA 202. Study of nature, still-life, imagination. Emphasis on individual interpretation, pictorial composition, inventive media.
- FA 327. Ceramic Design. (3).** A study involving the application of various ceramic decorative processes to hand built and wheel thrown clay forms.
- FA 331. Sculpture Studio. (3).** Prerequisite, FA 258. Individual application of design and technical skills in making sculpture.
- d-FA 334. Visual Thinking and Visual Images. (3).** Combines some work with art materials with personal interaction, reading, discussion, viewing art examples and forms. Designed to explore concepts of visual thinking and visual communication, including broad applications in careers. Introduction to psychology of art and creativity. Personal growth techniques.
- FA 335. Aesthetic Education: Enhancing Creativity. (3).** A course for pre-service, in-service, and graduate students in education. It is an interdisciplinary approach, through the arts (visual arts, language arts, speech and dramatic arts, music), to involve students in affective learning situations where the intuitive and cognitive dimensions of problem solving are integrated into the development of specific learning activities.
- FA 337. Glaze and Clay Body Formulation.**

- (3). Prerequisite, FA 217 or equivalent. An exploration of ceramic glazes and clay bodies with emphasis on developing original glazes and clay bodies to suit individual modes of ceramic expression.
- FA 340. Craft Studio. (3).** An in-depth workshop in one specific area of craft concentration, developing skills and design conception. Will be listed under separate subheadings each session.
- FA 359. Intaglio and Relief Printmaking. (3).** Prerequisite, FA 259. Problems in intaglio printmaking including technical process, etching and monoprints.
- d-FA 360. Art of the Ancient Near East. (4).** A survey of the arts and history of Egypt and Mesopotamia.
- d-FA 362. Far Eastern Art. (4).** A survey of the arts and culture of India, China, and Japan.
- d-FA 363. Pre-Columbian Art. (4).** A study of the history and arts of meso-America with emphasis on Olmec, Maya, Mixtec, Zapotec, Aztec, Toltec civilizations and related sub-groups.
- d-FA 364. Medieval Art. (4).** A detailed study of the 12th, 13th, and 14th century art as it relates to Medieval philosophy.
- d-FA 365. Classical Art. (4).** This course traces the development of the culture and related arts of the ancient world with emphasis on Aegean, Greek, and Roman civilization.
- d-FA 366. Renaissance Art. (4).** A detailed study of Renaissance Art with emphasis on the humanistic aspects.
- d-FA 367. Baroque Art. (4).** An in-depth study of the Art of the Mannerist and Baroque periods.
- d-FA 368. Primitive Art. (4).** A study of the arts, concepts and cultures of tribal societies; with emphasis on African, Oceanic, and American Indian.
- d-FA 369. American Art. (4).** Introduction to the history and arts of America, from the colonial period to the twentieth century.
- d-FA 380. Nineteenth Century Art. (4).** The development of the art of the western world through the nineteenth century from the revivalist styles to the brink of modern art.
- d-FA 381. Modern Art 1905 - 1945. (4).** An in-depth survey of the major art movements of the first half of the twentieth century from the development of Matisse and Picasso through Surrealism.
- d-FA 382. Modern Art 1945 to Present. (4).** An in-depth survey of the major avant-garde art movements in the United States and Europe since 1945.
- d-FA 383. African Art. (4).** The relationship of art to life in sub-Saharan Africa. A cross-cultural survey of types, styles, history, and values of arts ranging from personal decoration to the state festivals, stressing Ashnati, Ife, Benin, Yoruba, Camaroon.
- FA 390. Contemporary Imagery and Ideas. (3).** A study of current imagery and ideas prevalent in the main stream of contemporary aesthetic practice.
- FA 402. Life Drawing. (3).** Prerequisite, FA 302. Study from life emphasizing individual interpretation, pictorial composition, inventive media.
- FA 403. Water Media. (3).** Prerequisite, FA 303. Individual problems in water mediums with special emphasis on specific techniques, materials, and design objectives suitable for developing personal expression.
- FA 405. Problems in Advanced Design. (3).** Prerequisite, FA 305. Practical application of design theories with emphasis on individual student experiences.
- FA 406. Special problems in Art Education. (3).** Supervised research and reporting of student design and originated problems in art education.
- FA 407. Sculpture: Methods and Materials. (3).** Prerequisites, FA 258, 307. Theoretical and practical experience in traditional and experimental approaches to making sculpture.
- FA 409. Intermediate Printmaking. (3).** Prerequisite, FA 309. Advanced creative intaglio methods; etching, drypoint, sugarlift ground, mixed media with monoprint, photo engraving.
- FA 410. Advanced Intaglio and Relief Printmaking. (3).** Prerequisite, FA 310. Advanced color intaglio and relief printmaking. Woodcut, etching and monoprint mixed media.
- FA 411. Lithography. (3).** Prerequisite: FA 259. Problems in Lithography including advanced technical processes and photoplate combined and color lithography printing processes. Emphasis on developing individual competency, both technically and conceptually, through assigned projects. Drawing as related to graphics will be stressed.
- FA 415. Crafts: Design on Fabric. (3).** Prerequisite, FA 315. A study of various methods and techniques in batik and/or other dye application approaches with applied design problems.
- FA 416. Craft Expression in Construction. (3).** Prerequisite, FA 316. Advanced concentration at the undergraduate level in selected off-loom fiber technique/techniques.
- FA 417. Pottery. (3).** Prerequisite, FA 317. Intermediate throwing on the potter's wheel. The forming of bowls, vases, pitchers, lidded pots and related forms with experience in stacking and firing combustible fuel kilns.
- FA 418. Weaving. (3).** Prerequisite, FA 218. Investigation and exploration of the various techniques suitable for present-day weaving.
- FA 419. Silk Screen Printing Process. (3).** Prerequisite, FA 319. Laboratory problems in practical advertising design with emphasis on mass media with silk screen print.
- FA 420. Oil Painting Studio. (3).** Prerequisite, FA 320. Advanced study in oil painting to provide the student with more time to develop individual expression and mastery of the medium.
- FA 421. Interpretive Drawing. (3).** Prerequisite, FA 321. Study of nature, still-life, imagination. Emphasis on individual interpretation, pictorial composition, inventive media.
- FA 422. Individual Studies, Fine Arts. (1-4).** Individual studies in fine arts.
- FA 425. Figure Painting Studio. (3).** Prerequisites, FA 220, 202. Painting from the human figure.
- FA 427. Ceramic Design. (3).** A study of mold making techniques. Plaster, wood, cardboard and related materials will be used in the forming of clay objects.
- FA 431. Sculpture Studio. (3).** Prerequisites, FA 258, 331. Individual application of design and technical skills in making sculpture.
- FA 433. Mixed Media Painting Studio. (3).** Prerequisite, FA 220. Experimental approaches to problems in painting emphasizing a variety of media and techniques.
- FA 440. Cultural Studies in K-12 Art Curriculum. (3).** To provide intensive instruction in basic research, writing, and oral presentation techniques aimed at the inclusion of cultural studies into the art curriculum; evaluate and improve the ability of the future teacher to talk about art, to know how and where to obtain material for inclusion into any level of curriculum, to know how to provide the best context for art to make it interesting, meaningful, and relevant, to present that material in an effective enthusiastic manner.
- FA 441. Introduction to Art in Education. (2).** A survey of the literature in art education (selected). This includes historical and contemporary literature in art education and related areas; such as, philosophy, psychology, learning theory, aesthetics, and the arts. K-12 content. Must be taken concurrently with FA 442, 443, 444, 445, 446, 447.
- FA 442. Studies in Visual Growth and Development. (2).** An overview of the research and theories of visual growth and development, preschool through adult. Included are cognitive theory, developmental theory, psychoanalytic theory, Gestalt theory, perceptual theory and aesthetic awareness theory. K-12 content. Must be taken concurrently with FA 441, 443, 444, 445, 446, 447.
- FA 443. Art Education Studio and Strategies. (4).** The development of arts learning activities for elementary and secondary school through exposure to materials and processes. Includes creative problem solving, ad hocism, transformation, basic and innovative materials application alternative materials and processes. K-12 content. Must be taken concurrently with FA 441, 442, 444, 445, 446, 447.
- FA 444. Curriculum in the Visual Arts. (3).** Theory, construction and appreciation. Categories of curriculum emphasis: thematic, characteristics of learning behaviors to developing instructional units in visual art. K-12 content. Must be taken concurrently with FA 441, 442, 443, 445, 446, 447.
- FA 445. Evaluation and Classroom Management. (1).** Study of facilities utilization, classroom arrangement, inventory, budgeting and ordering; grading procedures, critiquing, discipline. K-12 content. Must be taken concurrently with FA 441, 442, 443, 444, 446, 447.
- FA 446. Seminar for Visual Arts**

**Education. (2).** Issues in contemporary elementary and secondary art education. K-12 content. Must be taken concurrently with FA 441, 442, 443, 444, 445, 447.

**FA 447. Visual Studies in Education Practicum. (1).** On-site teaching in a specific art area (by age group and subject matter). Must be taken concurrently with FA 441, 442, 443, 444, 445, 446.

**FA 459. Intaglio and Relief Printmaking. (3).** Prerequisite, FA 359. Advanced creative intaglio printmaking including advanced technical process and monoprint mixed media, photo engraving.

## UNC Program in Comparative Arts/Fine Arts

**FA 308. Workshop in Fine Arts — In Florence. (3).** Workshops in specialized area of Fine Arts conducted by specialists in the field. The subject to be completed in any one workshop will be determined by subtitle. No subtitle may be repeated for credit.

**FA 312. Mosaics, Intaglio, and Intarsio — In Florence. (3).** Will meet for six hours a week to study the technical application and historical background of these techniques.

**FA 313. Filmmaking and Photography Techniques — In Florence. (3).** Will meet for six hours a week and given the basic techniques of filmmaking and photographic processes. Stress will be on the observation of those artistic patterns that go beyond normal photography.

**FA 314. Crafts — In Florence. (3).** Designed for advanced students only with techniques of various crafts of the area being introduced.

**FA 320. Oil Painting Studio — In Florence. (3).** Advanced study in oil painting to provide the student with more time to develop individual expression and mastery of the medium.

**FA 331. Sculpture Studio — In Florence. (3).** Individual application of design and technical skill in making sculpture. Emphasis is on significant form and expression.

**FA 340. Craft Studio — In Florence. (3).** An in-depth workshop in one specific craft technique; developing skills and individual expression. The course will be listed under separate sub-heading each session.

**FA 359. Intaglio and Relief Printmaking — In Florence. (3).** Problems in an intaglio printmaking including technical process, etching and monoprints.

**d-FA 365. Classical Art — In Florence. (3).** An in-depth study of classical art.

**d-FA 367. Baroque Arts — In Florence. (3).** An in-depth study of the Art of Mannerism and Baroque styles.

**d-FA 384. Dante, Giotto, and Giovanni Pisano — In Florence. (3).** A study of similarities found in different artistic media, and the search for an environment common to all the artists of the Middle Ages.

**FA 385. Monographs on Living Florentine Artists — In Florence. (3).** Limited to

advanced students; worked on an individual one-to-one basis; each study will reflect the fruits of the collaboration between the artist and the student.

**FA 386. Museum Science and Restoration of Works of Art — In Florence. (3).** A behind-the-scene study of museum, organization, architectonic design, illumination problems, logistics of movement, selection problems, and advantage of the expertise of one of the world's foremost laboratories for restoration of art.

**d-FA 387. Contemporary Art — In Florence. (3).** A look at modern works connecting the past and the present.

**d-FA 388. History of Architecture — In Florence. (4).** Study of Italian architecture from Classical and Etruscan to modern architecture.

**d-FA 389. Renaissance Sculpture — In Florence. (3).** A study of the culture at that particular period of time and how it is manifest through the sculptures studied, conducted in class as well as in related museums. A critical and philosophical analysis is made, connecting the past and the present.

**d-FA 391. Renaissance Painting — In Florence. (3).** A study of the culture at that particular period of time and how it is manifest through the painting studied, conducted in class as well as in related museums, etc. A critical and philosophical analysis is made, connecting the past and the present.

**d-FA 392. Medieval Tuscan Art — In Florence. (3).** A study of the art of the Middle Ages as compared to the writings and philosophies of the time. Classes will often be held in churches and museums.

**FA 393. Comparative Urbanistics — In Florence. (3).** A study of the science of urbanistics as it relates to the different culture patterns; the class is conducted so that urbanistics can be read as an artistic language.

**d-FA 394. Museum and Studio Experiences — In Florence. (3).** An opportunity to absorb unhurriedly and privately the communications offered by the works of museums; in smaller groups, students will be able to learn firsthand various aspects, problems, techniques and philosophies of practicing artisans, artists, and craftsmen and their work through visits to their studios.

**FA 395. Modern Man's Relationship — In Florence. (3).** An investigation of artistic expression and the various forms and changes that these expressions have undergone in relation to our position as modern people.

**FA 396. Old Master's Technique — In Florence. (3).** Extensive study of techniques used in various periods of painting applied to study of the individual artist as selected by students.

**FA 420. Oil Painting Studio — In Florence. (3).** Advanced study in oil painting to provide the student with more time to develop individual expression and mastery of the medium.

**FA 428. Seminar in the Arts — In**

**Florence. (3).** Intercultural team-teaching seminar in which all artistic problems will be analyzed and discussed.

**FA 430. Seminar in Art Education — In Florence. (2).** Research and philosophical issues in contemporary elementary and secondary art education.

**FA 431. Sculpture Studio — In Florence. (3).** Individual application of design and technical skills in making sculpture. Emphasis is on significant form and expression.

**FA 459. Intaglio and Relief Printmaking — In Florence. (3).** Advanced creative intaglio printmaking including advanced technical process and monoprint mixed media.

## Foreign Language

**FL 131. Foreign Language House. (1).** Prerequisite, permission of the department. This course is designed to give students a practical experience in the use of their foreign language. Students speak their language at all times and participate in various activities sponsored by the language house. Opportunities to learn about the culture of the countries, as well as to develop a fluency in the language, are provided. Course may be repeated for a total of 3 hours credit. S-U grading.

**FL 331. Teaching Foreign Language in the Middle School. (2).** Prerequisite, intermediate standing or permission. Students will cooperate in planning, creating and presenting foreign language materials in a clinic capacity at the middle school level. The emphasis will be oral.

**FL 341. Methods of Teaching in the Secondary School. (PTE) (3).** Prerequisite to student teaching. Taken in the department in which student teaching is done. Includes curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of the subject area to the total secondary program. Teaching techniques are a point of emphasis.

**d-FL 410. Linguistics. (3).** A brief survey of the world's chief languages. Their geographical distribution, main cultural features and appearance. In more detailed, classification of the Indo-European languages, with particular stress on historical development, basic grammatical structure, resemblances, differences and relationships of English, French, German and Spanish.

## French

**d-FR 101. Elementary French I. (5).** Summer Quarter: Must enroll for FR 102 and 103. Introduction to idiomatic spoken and written French by means of vocabulary learning and the study of the structure of French. Class activities regarding grammar and cultural readings are limited realistically to spoken and written French. Audio and phonetic laboratory aids will be used to the extent that they may benefit the student's pronunciation and accurate fluency.

- d-FR 102. Elementary French II. (5).** Summer Quarter: Must enroll for FR 101 and 103. Continuation of FR 101.
- d-FR 103. Elementary French III. (5).** Summer Quarter: Must enroll for FR 101 and 102. A continuation of FR 102.
- d-FR 201. Intermediate French I. (4).** Prerequisites, two years of high school French or equivalent. This course aims at developing the student's ability to express himself in correct and idiomatic French. (This course may be taken without having had FR 201.)
- d-FR 202. Intermediate French II. (4).** Prerequisite, two years of high school French or equivalent. This course aims at developing the student's ability to express himself in correct and idiomatic French. (This course may be taken without having had FR 201.)
- d-FR 203. Intermediate French III. (4).** Prerequisite, two years of high school French or equivalent. Reading of one play and several short stories, with exercises and discussions in French based on the reading. (The course may be taken without having FR 201 and 202.)
- d-FR 280. Seminar in French Drama. (3). (Maximum 6).** Prerequisite, three years of high school French or equivalent. Course may be taken twice for credit. To give students an opportunity to study the various dramatic forms found in French literature. Students will stage scenes from the works studied both in class and publicly as an evening performance.
- d-FR 310. Intermediate French Conversation. (3).** Prerequisite, three years of high school French or equivalent. A course designed to increase the ability of each student to use spoken French in everyday situations. A study of some of the principles of French diction will be included. The course will be conducted in French.
- d-FR 311. Intermediate French Composition. (3).** Prerequisite, three years of high school French or equivalent. A course designed to perfect the student's ability to express himself or herself in French, through the use of translation passages and free compositions, and to provide an active review of certain grammatical problems. The class will be conducted in French.
- d-FR 312. Intermediate Review Grammar. (3).** Prerequisite, three years of high school French or equivalent. Students will review principle elements of French grammar within the context of oral and written usage of the language. The classwork includes oral discussion and oral presentations along with some composition writing. This class is considered as preparatory to the conversation and composition courses and will be conducted in French.
- g-FR 318. Literature of the Middle Ages and the Renaissance. (3).** Prerequisite, three years of high school French or equivalent. FR 415 recommended previous to this course. A study of French literature from its beginnings in the Middle Ages through its development during the Renaissance. The selected readings will be examined within their historical and cultural context. The class will be conducted in French.
- g-FR 319. Seventeenth and Eighteenth Century Moralists. (3).** Recommended prerequisite, FR 415. This course treats the predominant literary trends of the seventeenth and eighteenth centuries that were represented by the moralists. The major dramatist and essayists who represent this trend, such as Moliere, Pascal, La Rochefoucauld, La Fontaine, Montesquieu, Diderot and Voltaire will be studied. This course will be conducted in French.
- g-FR 320. Nineteenth Century French Prose. (3).** Prerequisite, three years of high school French or equivalent. The rise of French prose in the form of the novel, the short story and the theatre from post-revolutionary France to the beginning of the twentieth century. The course will be conducted in French.
- g-FR 325. The Romantic Movement. (3).** Prerequisite, three years of high school French or equivalent. This course deals with the French romantic movement from its beginnings in the eighteenth century to its rise and fall in the nineteenth century. The course will be conducted in French.
- g-FR 340. French Civilization I. (3).** Prerequisite, three years of high school French or equivalent. The study of French civilization and culture from prehistoric times through the seventeenth century. The course includes the historical, geographical, economic, political, artistic, and literary development of the country. The class will be conducted in French.
- g-FR 341. French Civilization II. (3).** Prerequisite, three years of high school French or equivalent. The study of French civilization and culture from 1700 to the end of the Third Republic. The course includes the historical, geographical, economic, political, artistic, and literary development of the country. The class will be conducted in French.
- f-FR 342. Contemporary France. (3).** Prerequisite, three years of high school French or equivalent. The study of the customs and institutions of modern France, including the investigation of social customs, the educational political and economic systems, and the activities which make up the life style of the contemporary Frenchman. The course will include the artistic and literary development of twentieth century France. The course will be conducted in French.
- d-FR 400. Problems in Oral French. (3).** Prerequisite, three years of high school French or equivalent. To enable the student to reach a high level of accuracy and fluency in oral French. Time will be spent working on individual problems so that each student will be able to correct and strengthen his or her particular shortcomings. French phonetics will also be studied.
- FR 401. Study Abroad Program: Coursework. (8).** Prerequisite, three years of high school French or equivalent. This course is designed to give students a practical experience in the use of French. Study will include formal instruction in conversation, composition, and culture at the foreign study center. To be taken with FR 402.
- FR 402. Study Abroad Program: Project. (4).** Prerequisite, three years of high school French or equivalent. This course is designed to give students an opportunity to research the contemporary and historical cultural phenomena of France through the completion of an area studies project in the region of the study center. This course is to be taken with FR 401.
- g-FR 415. Explication De Textes. (3).** Prerequisite, three years of high school French or equivalent. The study of the French methods of studying literature called "explication de textes," which includes a discussion of the different literary genres and the analysis of the individual literary selections representing these genres. The class will be conducted in French.
- d-FR 420. Advanced Conversation. (3).** Prerequisite, FR 310 or permission of instructor. A course designed to promote fluency in conversation beyond the level of the everyday situation. Topics of current interest will be discussed and additional vocabulary and idiomatic expressions studied. The course will be conducted in French.
- d-FR 421. Advanced Grammar. (3).** Prerequisite, FR 312 or permission of instructor. A course designed to help the student understand the more difficult grammatical structures of the language and their use in basic sentence patterns. Special emphasis will be placed on structures which present special difficulties in the teaching of the language. The course is conducted in French.
- FR 422. Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education credit.
- g-FR 450. Twentieth Century French Theater. (3).** Prerequisite, three years of high school French or equivalent. The main currents of French theater in the twentieth century; including the Avant-Garde movement. Emphasis will be placed on Cocteau, Giraudoux, Montherlant, Anouilh, Sartre, Camus and Ionesco. The class will be conducted in French.
- g-FR 451. Twentieth Century French Prose. (3).** Prerequisite, three years of high school French or equivalent. The main currents of French prose in the twentieth century. Emphasis will be placed on Gide, Proust, Mauriac, Malraux, St-Exupery, Sartre, Camus, and the "nouveau roman" novelists. The class will be conducted in French.
- g-FR 459. Trends in French Poetry. (3).** Prerequisite, permission of instructor. The study of the major poetic movements from the sixteenth to the twentieth century including the Pleiade, the Romantic movement, symbolism and contemporary poetry. The class is conducted in French.

## Geography

- f-GEOG 100. World Geography. (5).** World

survey of the interrelationships of man and his culture to the climates, animal life, minerals, soils and surface features of the earth.

**f-GEOG 120. Physical Geography I. (3).** The study of the relationship between man and his physical environment, with an emphasis on the climatic and edaphic qualities of the earth.

**f-GEOG 121. Physical Geography II. (3).** The study of the relationship between man and his physical environment, with an emphasis on landforms — their characteristics, distribution, and effects upon human settlement.

**f-GEOG 122. Cultural Geography I. (3).** Cultural Geography directs its attention to the origin, distribution, and influence of those elements of culture which give characteristic expression to an area; literally, man's role of adapting to and modifying his natural environment through his varying cultural means to suit his own needs and desires. "Relating habits to habitats."

**f-GEOG 123. Cultural Geography II. (3).** The study of man's economic basis as found in the development and utilization of those natural resources at his disposal. Emphasis will be given to man's use of commodities derived from the sea and forest, agriculture, mining and manufacturing. A basic approach to studying human response to the provisions of nature as it relates to cultural development.

**GEOG 148. Geography of the United States and Canada. (5).** A study of regions and their interdependence. Land use, social and economic problems emphasized.

**f-GEOG 312. Economic Geography. (5).** Geographic and economic conditions affecting the products, industries, commerce and resources of the world. Special emphasis on the United States.

**f-GEOG 315. Resource Management. (3).** An exploration of the theoretical nature of man-environment systems from the geographical viewpoint, accompanied by an examination of specific resource management and problem-solving practices in current use in our society. Emphasis is on the geographical component of these practices.

**f-GEOG 318. Australia and the Pacific. (2).** A regional consideration of the advantages and limitations of the physical and cultural environment, population distribution, and economic development of Australia, New Zealand, Melanesia, Micronesia, and Polynesia.

**f-GEOG 326. Africa. (5).** Relationships between the physical and cultural patterns. Land use, resource development, social and political problems.

**f-GEOG 336. Geography of Mexico and the Caribbean. (3).** An analysis and comparison of Mestizo-Mexico and the highly varied islands of the Caribbean with their strong European-African heritage. Emphasis is placed on social and economic problems of Mexico as well as her role as a leading Latin American country.

**f-GEOG 337. Geography of Central America. (3).** A study of the physical and

cultural conditions of the Central American countries. Attention will be given to current economic and social problems facing these populations.

**f-GEOG 338. South America. (3).** A study of the countries of the South American continent. Physical features and patterns will be analyzed but the major emphasis in the course will be upon such cultural characteristics as land utilization, agriculture, resource development, settlement and migration patterns and processes of industrialization.

**f-GEOG 342. Geography of the Mediterranean. (2).** A study of the unique physical and cultural characteristics of Spain, southern France, Italy, and Greece with significant reference to Israel, Egypt, and northwest Africa. Special attention will be devoted to an examination of the major economic and political problems identified with this region.

**f-GEOG 343. Western Europe. (3).** A study of the relationships between the physical and cultural environments, including land use, resources, economic and political problems.

**f-GEOG 344. Asia. (3).** The countries of Asia in terms of their physiography, climates, regions, cultural landscapes, social organizations and economic activities.

**GEOG 348. Physical Geography of the United States. (4).** Prerequisites, GEOG 120 and 121, or permission of instructor. The study of the major climatic, edaphic, vegetational, and landform patterns of the United States, with an emphasis on Colorado. Weekend field trip.

**f-GEOG 350. Geography of Colorado. (3).** A study of the geographical and human resources of Colorado. The course is concerned with the physical features, climate, landform regions and natural resources of the state and their utilization and conservation; agricultural, mining, manufacturing, water supply, transportation, commerce and industry; population problems, state government and current problems in the growth and development of Colorado.

**f-GEOG 353. Geography of the Great Plains. (2).** A study of the physical and cultural landscapes of the great plains. Emphasis will be placed on the unifying character of the physical environment and those aspects of culture that have contributed in making this a distinct geographic region.

**f-GEOG 355. Population Geography. (3).** Investigates the distribution of world population through the related topics of migration, settlement, urbanization and utilization of natural resources.

**f-GEOG 356. Agricultural Geography. (2).** An analysis of numerous agricultural systems, including subsistence and commercial, tropical and mid-latitude examples. Students will investigate the relationship of agricultural systems to physical and cultural conditions.

**f-GEOG 357. Transportation Geography. (3).** A study of the mechanism of areal exchange, emphasizing modes and networks of transportation and their effect on the spatial distribution of human activities.

**f-GEOG 360. Political Geography. (3).** The

study of political phenomena, as it relates to a particular geographic setting. Considerable attention will be given to answering the question of "what politico-geographic factors contribute to the strength or weakness of states?" Topics of study will include: concept of territorial expansion, global overpopulation, national resources, territorial sea, and warfare. Adequate time will be devoted to class discussion.

**GEOG 364. Maps and Their Uses. (2).** This course presents the basis for an effective use of maps and globes. It is designed to develop the skill of map reading and map interpretation.

**f-GEOG 365. The Soviet Union. (5).** A regional analysis of the geographic conditions, their historical importance, and their relation to economic, social, and political problems in the Soviet Union and to its position in world affairs.

**f-GEOG 370. Historical Geography of the City. (3).** The origins of cities and the distribution, growth, and structure of pre-industrial and industrial cities.

**f-GEOG 371. Urban Geography of the Contemporary City. (3).** Analysis of land-use patterns, transportation, and functions of North American cities.

**f-GEOG 372. Urban-Social Geography. (4).** Analysis of the social, behavioral, political and demographic factors which influence the spatial arrangements and environmental patterns of the contemporary North American city.

**f-GEOG 392. Field Course in Geography. (3-15). (Undergraduate and Graduate).** Study and application of the techniques used in solving the geographic problems in the field, together with the effective presentation of the results of such studies.

**f-GEOG 402. Cartography. (4).** A fundamental course on the theory and practice of maps and graphic representation. Two one-hour lectures and two credit hours for arranged laboratory work.

**GEOG 422. Individual Studies. (Maximum 4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education credit.

**GEOG 470. Urban and Regional Planning. (3).** Principles and practices employed in urban and regional planning and how they are affected by public policy and private interests. Prerequisite, consent of the instructor or any two of the following:

Historical Geography of the City; Urban Geography of the Contemporary City; Urban-Social Geography; Urban Ethnology; Urban Economics; Urban Politics; Urban Sociology.

**GEOG 490. Problems in Geography. (Maximum 9).** A series (three) of advanced undergraduate research seminars. Each seminar will be conducted by an instructor who specializes in the regional or systematic study upon which the seminar is based (e.g., Latin America, Africa, Urban, Economic).



## Geology

Courses in geology are administered by the Department of Earth Sciences.

**h-GEOL 100. General Geology.** (4). (3 lecture, 2 laboratory). A general survey of geology designed primarily for non-science majors. Topics include origins and classifications of rocks and minerals, origins of landscapes, interior of the earth, earthquakes and volcanoes, mountain building, continental drift, fossils, and earth history. Field trips required. Students cannot receive credit for both GEOL 100 and GEOL 201.

**h-GEOL 201. Physical Geology.** (5). (4 lecture, 3 laboratory). An in-depth introduction to geology designed primarily for science majors. Earth materials and the physical processes operative on and beneath the earth's surface. Laboratory activities include rock and mineral identification and a study of topographic and geologic maps. Field trips required. Students cannot receive credit for both GEOL 100 and GEOL 201.

**h-GEOL 202. Historical Geology.** (5). (4 lecture, 3 laboratory). Prerequisite, GEOL 100 or 201. Geologic history of the earth and techniques and principles geologists use to interpret this history from rocks. Topics include geologic time, history of earth's physical features, origin of atmospheric and hydrosphere, origin and evolution of life on earth, fossils, and local geologic history. Field trips required.

**h-GEOL 290. Colorado Geology.** (3). Various aspects of Colorado geology, including rocks, minerals, landforms, fossils, mining activities, oil and gas, oil shale, geologic history, and environmental aspects, will be explored in an informal atmosphere. A four-day field trip will be taken to investigate geological features in their natural setting. Not for geology majors.

**GEOL 320. Mineralogy.** (5). (3 lecture, 6 laboratory). Prerequisites, GEOL 201, Trigonometry, CHEM 105, consent of instructor. This course includes introductory work in crystallography, descriptive and determinative mineralogy, and the study of mineral occurrences and associations. The laboratory stresses identification of minerals by means of physical and x-ray techniques. One Saturday field trip required.

**h-GEOL 330. Earth Materials.** (4). (2 lecture, 4 laboratory.) Prerequisites, GEOL 100 or 201. A study of crystals, minerals, and igneous, sedimentary and metamorphic rocks; their origins, descriptions and bases for classification.

**GEOL 340. Paleontology.** (5). (3 lecture, 6 laboratory). Prerequisite, GEOL 202 or consent of instructor. A study of fossil animals and plants — their morphologies, classifications, life histories, trends of evolution, ecologies, and their uses as stratigraphic tools.

**GEOL 370. Structural Geology.** (5). (4 lecture, 3 laboratory). Prerequisites, GEOL 201, PHYS 260, Trigonometry, consent of instructor. This course deals with the description and classification of the geologic structures of the Earth's crust, with the

mechanics of rock deformation, and with the theories and ideas concerning the origins of geologic structures. Four Saturday field trips required.

**GEOL 420. Optical Crystallography and Petrography.** (5). (3 lecture, 6 laboratory). Prerequisites, GEOL 320, consent of instructor. In the classroom theories and methods of optical crystallography are investigated, and the optical properties of minerals are discussed. In the laboratory various petrographic techniques are learned including use of the petrographic microscope for identifying mineral grains in immersion media and in rock thin sections.

**GEOL 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**GEOL 425. Economic Geology.** (3). Prerequisite, GEOL 320. In this course the origins, geologic occurrences, uses, and conservation of the Earth's metallic and non-metallic mineral deposits will be investigated.

**GEOL 450. Sedimentology.** (4). (3 lecture, 3 laboratory). Prerequisites, GEOL 202 or consent of instructor. A study of processes of sedimentation, environments of deposition, and genesis, classification, and analysis of sedimentary rocks.

**GEOL 455. Stratigraphy.** (4). (3 lecture, 3 laboratory). Prerequisites, GEOL 202 or consent of instructor. Principles and techniques of analyzing and interpreting sedimentary rock strata to determine the geologic story of the earth. Regional stratigraphy of northeastern Colorado will be investigated.

**GEOL 460. Geomorphology.** (4). (3 lecture, 3 laboratory). Prerequisites, GEOL 100 or 202. Origin and evolution of landforms with emphasis on fluvial processes — hydraulic and dynamic characteristics of streams; morphology of drainage basins; landscape evolution by stream sculpture and deposition; lithologic, climatic, and structural controls.

**GEOL 464. Glacial and Quaternary Geology.** (3). Prerequisite, GEOL 100 or 201. A survey of geologic phenomena which characterized the Quaternary Period with emphasis on the behavior of glacier — the dynamics, growth and recession; associated landforms and sediments, and climatic implications. Two Saturday field trips required.

**GEOL-468. Introduction to Soils.** (4). (3 lecture, 3 laboratory). Prerequisites, GEOL 100 or 202, and CHEM 105 or equivalent. Physical, chemical, and biological properties of soils, soil-forming processes and controls, description and classification of soils, and applications of soils to Quaternary stratigraphy. Emphasis will be placed on field and laboratory experience.

**GEOL 480. Geologic Field Methods.** (5). (3 lecture, 6 laboratory). Prerequisites, GEOL 202, GEOL 370, and consent of instructor. An introduction to the techniques employed by the field geologist to obtain and

record information from rocks in the field. Using standard geologic field equipment each student will conduct investigations and prepare a geologic map of an area of moderately complex structure.

**h-GEOL 490. Rocky Mountain Geology Seminar.** (3). Prerequisite, consent of instructor. Focus of course is three-day field trip to an area within the Rocky Mountains. In class, topics relevant to geology of area visited will be discussed in seminar format. Students will use geologic literature to research specific topics, and will prepare and deliver oral reports on these topics.

**GEOL 495. Marine Geology.** (3). Prerequisite, GEOL 202 or consent of instructor. A study of marine geologic processes and forms, including continental margin and oceanic basic structure and geomorphology, marine sedimentation, nearshore processes and coastal landforms.

## German

**d-GER 101. Elementary German I.** (5). To develop four lingual skills (listening, speaking, reading, writing) with stress on the first two. Emphasis on developing accurate pronunciation and ability to use German actively with minimum translation, using controlled drills, dialogues, and free conversation. Supplementary work in the language laboratory is required. Language structure is covered inductively.

**d-GER 102. Elementary German II.** (5). A continuation of GER 101.

**d-GER 103. Elementary German III.** (5). A continuation of GER 102.

**GER 105. Tirolean Folk Dance.** (1). The course is designed to teach Tirolean Folk Dance in the German language with student participation also in German. The academic goal is the advancement of proficiency in German and to familiarize students with the folk dances so that they will know how to teach the dances if they teach German in public schools. S-U grading.

**d-GER 106. Contemporary German Drama.** (2). (1 lecture, 2 activity). Prerequisite, two years of high school German or equivalent. Study of a representative contemporary German play or several skits. This will be studied and scenes will be performed in public and in class. The course will be conducted in German.

**d-GER 107. German Choral Choir.** (1). The German Choir is open to all students who enjoy singing the literature of that country. This course will concentrate on the development of a basic repertoire of German Volksmusik, Lieder and choral literature from the classics to the modern day composers. The group will be available for performances in local schools and community functions.

**d-GER 201. Intermediate German I.** (4). Prerequisite, two years of high school German or equivalent. A continuation of GER 103. While stress is placed on oral skills, language structure is analyzed in detail. Reading and writing increase to balance proficiency in all four skills. Well-chosen reading materials and intermediate text with

conversational approach use with continued drill in the language laboratory.

**d-GER 202. Intermediate German II. (4).** Prerequisite, GER 201. A continuation of GER 201.

**d-GER 203. Intermediate German III. (4).** Prerequisite, GER 202. A continuation of GER 202.

**g-GER 318. Eighteenth Century German Literature. (3).** Prerequisite, three years of high school German or equivalent. The general trends of German literature in the eighteenth century. Emphasis will be placed on the Halle Poets: Lessing, Wieland, Herder, and Goethe. Readings and lectures in German.

**g-GER 319. Nineteenth Century German Literature. (3).** Prerequisite, three years of high school German or equivalent. The main trends of German literature of the nineteenth century, especially the Romantic Movement. Emphasis will be placed on the later work of Goethe and the writings of Schiller. Readings and lectures in German.

**g-GER 320. Twentieth Century German Literature. (3).** Prerequisite, three years of high school German or equivalent. The most important aspects of twentieth-century German literature; neo-romanticism, symbolism, expressionism, and other movements. Readings and lectures in German.

**g-GER 325. Post War Literature Since 1945. (3).** Prerequisite, three years of high school German or equivalent. The course will deal with the re-emergence of the short story and the "Horspiel," two predominant forms used by German writers since 1945. The course will be conducted in German.

**d-GER 335. Intermediate German Conversation. (4).** Prerequisite, three years of high school German or equivalent. A course designed to increase the ability of each student to use spoken German in practical, everyday situations. The class will be conducted in German.

**d-GER 336. Advanced German Composition. (4).** Prerequisite, three years of high school German or equivalent. The course aims at helping the student to become familiar with a large number of idioms and to acquire flexibility of expression in written composition.

**d-GER 337. Advanced German Grammar. (4).** Prerequisite, three years of high school German or equivalent. The course is intended for students who have mastered the elements of German grammar and have gone through at least one full grammar review. A study of the more complex elements of German syntax and the common difficulties incurred in sentence structure.

**g-GER 343. Faust. (3).** Prerequisite, three years of high school German or equivalent. To enable students to become acquainted with the greatest masterpiece of German literature. The work will be read and analyzed as it reflects Goethe's life and time and the conditions of eighteenth century Germany. While stress will be placed on *Faust*, Part I, Part II will also be discussed. The course will be conducted in German.

**d-GER 345. Phonetics of the German**

**Language. (3).** Prerequisite, four years of high school German or equivalent. An analytical survey of the German language. Regional and historical variations along with the high German sound shift will be examined. The course will also attempt to help students correct and perfect their pronunciation.

**d-GER 400. Problems in Oral German. (3).** Prerequisite, four years of high school German or equivalent. To provide advanced oral training. Stress will be on sharpening the pronunciation, comprehension, and fluency of conversational ability of the student. Individual problems will be discussed and aided by means of drills, tape work in the language laboratory and outside help. Course may be taken twice with departmental consent.

**GER 401. Study Abroad Program: Coursework. (8).** Prerequisite, two years of college German or permission of the department. This course is designed to give students a practical experience in the use of German. Study will include formal instruction in conversation, composition, and culture at the foreign study center. To be taken with GER 402.

**GER 402. Study Abroad Program: Project. (4).** Prerequisite, two years of college German or permission of the department. This course is designed to give students an opportunity to research the contemporary and historical cultural phenomena of Germany through the completion of an area studies project in the region of the study center. To be taken with GER 401.

**g-GER 410. German Civilization. (3).** Prerequisite, three years of high school German or equivalent. The study of German civilization and culture, including the historical, economic, political, and artistic development of the country from prehistoric times to the present. The class will be conducted in German.

**GER 422. Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education Credit.

**g-GER 430. German Poetry. (3).** Prerequisite, four years of high school German or equivalent. A survey of German lyrical poetry from the *Minnesang* to the present. Selections will include a representative sampling from the 17th, 18th, 19th, and 20th century and will be analyzed according to form, style and content.

**g-GER 431. Die Novelle. (3).** Prerequisite, three years of high school German or equivalent. The course will deal with the genre of Novelle from Kleist to those contemporary authors making use of this form. The form Novelle will be considered primarily as an art form. The course will be conducted in German.

**g-GER 440. Medieval Literature. (3).** Prerequisite, three years of high school German or equivalent. The main emphasis will be placed on writings produced during

the humanistic and reformation periods. Consideration will also be given to the folk epic, the courtly epic and the courtly lyric of the twelfth and thirteenth centuries. The course will be conducted in German.

**g-GER 441. Goethe. (3).** Prerequisite, three years of high school German or equivalent. This course is designed as an introduction to the life and work of Germany's greatest classic. Special emphasis is placed on developing understanding of Goethe's *Weltanschauung* and his contributions to *Sturm and Drang*. Classicism and Romanticism. The course will be conducted in German.

## Home Economics

**i-HEC 101. Self Identification. (2).** Designed to assist in developing self awareness through use of critical thought, problem solving, exploration of feelings and expression.

**HEC 108. Investigating the Home Economics Profession. (2).** (1 lecture, 2 laboratory). Exploration of the roles and responsibilities, professional and personal outcomes of careers in home economics.

**i-HEC 111. Management for Effective Living. (3).** Analysis of needs, values, attitudes, goals, standards, resources and decision making basic to managing individual roles.

**HEC 141. Techniques of Food Preparation. (4).** (2 lecture, 4 laboratory). Food selection, preparation, storage, and meal service.

**e-HEC 171. Design in Living. (3).** Introduction to basic design concepts, applying these to a variety of uses. Consideration given to the development of aesthetic preferences.

**HEC 181. Basic Textiles. (5).** (3 lecture, 4 laboratory). Fundamentals of fibers, yarns, fabric construction methods and the selection, use and care of textiles.

**e-HEC 190. Fundamentals of Clothing Construction. (3).** (1 lecture, 4 laboratory). Basic principles of garment construction, fitting and pattern adjustment are presented.

**HEC 193. Creative Clothing Construction. (4).** (2 lecture, 4 laboratory). Prerequisites, HEC 171, 190 or satisfactory performance on challenge exam. Construction of garments of special fiber using methods appropriate to the pattern and fabric. Speed techniques of tailoring included.

**e-HEC 207. Think Metric. (1).** Theory and application of the principles of the metric system.

**HEC 212. Management Dynamics. (3).** Prerequisite, HEC 111. Designed to analyze concepts underlying the management process, and to establish guidelines basic to judicious use of family resources in goal attainment.

**i-HEC 221. Human Relationships. (3).** Focuses attention on the total person, emphasizing influence of attitudes, needs, beliefs, values and goals and how these affect personal and family living.

**HEC 242. Principles of Food Preparation.**

- (4). (2 lecture, 4 laboratory). Prerequisite, HEC 141 or successful completion of challenge exam; HEC 250 or 251. Physical and Chemical changes which occur during processing, storage and preparation of foods.
- HEC 249. Food Module.** (1). Each module will explore a specific food topic or issue and will carry a subtitle. No one subject may be repeated for credit.
- e-HEC 250. Principles of Human Nutrition.** (3). A study of contemporary nutrition issues influencing man's well being.
- HEC 251. Nutrition I.** (3). Prerequisite, CHEM 130. Essential nutrients and their metabolic function in promoting total well being of the individual during different stages of the life cycle.
- HEC 259. Nutrition Module: Medical Terminology.** (1). Study of terminology used in medical sciences.
- e-HEC 308. Workshops in Home Economics.** (1-4). Provide opportunities to investigate various issues in Home Economics and meet specific needs of students. Each workshop will have a subtitle and no subtitle may be repeated for credit.
- HEC 315. Consumer Education.** (3). Exploration of issues relevant to analysis and resolution of consumer problems relating socio-psychological factors to consumer behavior.
- f-HEC 316. Consumer Protection.** (3). Information concerning local, state, and federal organizations and agencies and their functions, including existing laws and pending legislation written for the protection of the consumer.
- HEC 317. Consumer Issues.** (3). Issues of current interest in the consumer area will be explored.
- HEC 318. The Consumer and the Environment.** (3). Current environmental issues focusing on air, water, energy concerns and their effect on consumers.
- i-HEC 321. Role Behavior in the Intimate Environment.** (4). Examination of various factors which underlie individual and situational role expectations and behaviors as well as changing role patterns.
- e-HEC 340. Contemporary Food Preparation.** (4). (2 lecture, 4 laboratory). Non-majors study of food selection and preparation principles in relationship to meal planning.
- HEC 349. Food Module.** (1). Prerequisites vary according to module. The modules will comprise a variety of subjects, methods and techniques related to foods. No one subject may be repeated for credit.
- f-HEC 351. Nutrition for the Older Adult.** (3). Prerequisites, HEC 250 or successful completion of self study program. Nutrition principles applied to changed needs of the mature adult focusing on bio-psycho-social factors.
- HEC 353. Applied Nutrition.** (4). Prerequisites, HEC 251, 259, 359 and ZOO 250. Study of the nutrition intervention for acute and chronic stressors.
- HEC 354. Diet Therapy.** (1). Prerequisites HEC 251, ZOO 250. Taught concurrently with NURS 300, 330. Fundamental principles in modifying a basic diet pattern to meet changing needs through the life continuum. Clinical conferences included.
- HEC 355. Diet Therapy.** (1). Prerequisites, HEC 251, ZOO 250. Taught concurrently with NURS 301, 335. Study of the adaption of normal nutrition to mental or physiological stressors of a chronic nature.
- HEC 356. Diet Therapy.** (1). Prerequisites, HEC 251, ZOO 250. Taught concurrently with NURS 302, 340. Fundamental principles associated with the nutritional interventions due to acute stressors.
- HEC 357. Therapeutic Nutrition.** (3). Prerequisites, HEC 251, ZOO 250. Study of adaptive nutrition patterns for acute and chronic stressors throughout the life cycle.
- HEC 358. Nutrition and Physical Fitness.** (3). Evaluation of the relationship between dietary practices and physical performance.
- HEC 359. Nutrition Module: Interpreting Laboratory Data.** (1). Evaluation of nutritional status based on laboratory data.
- HEC 362. Demonstration Techniques.** (2). (1 lecture, 3 laboratory). Prerequisites for dietetic majors HEC 242; all other majors HEC 193, 242. Theory and practice in conducting educational and commercial demonstrations of equipment and principles used in all areas of home economics.
- HECV 363. Introduction to Curriculum in Home Economics Education.** (3). Purpose, content, and organization of curriculum. Emphasis placed on social, psychological and economical influences on program development.
- HECV 367. Principles and Practices of Evaluation in Vocational Home Economics Education.** (3). Prerequisites, HEC 363. Emphasis on the examination and development of formal and informal evaluation devices for use in evaluating student growth and development in the home economics classroom.
- HEC 369. Laboratory Management and Maintenance.** (1). Prerequisites, HEC 111, 181, 193, 242, and 363. Techniques for management of resources in the educational setting. Organization and management of the department's budgeting and accounting procedures, acquisition of supplies and equipment.
- e-HEC 371. Design for Shelter.** (4). (2 lecture, 4 laboratory). Prerequisite, HEC 171. Basic planning concepts applied to the design of living space appropriate to a variety of situational needs. Content includes construction techniques, systems for temperature control, electrical requirements, financing fundamentals.
- e-HEC 372. Design for Interiors.** (3). Prerequisites, HEC 171, 371. Planning principles related to furnishing shelter applied to a variety of situational needs. Materials, construction techniques, processes and quality features investigated in order to provide criteria for satisfactory decision making.
- HEC 373. Applied Home Furnishings.** (3). (1 lecture, 4 laboratory). Individual and class projects will include drapery, slipcovers and simple upholstery techniques.
- e-HEC 374. Consumer Aspects of Household Equipment.** (4). (2 lecture, 4 laboratory). Principles are studied and techniques developed in selection, methods of operation and care of household equipment.
- g-HEC 381. Leisure Time Activities.** (4). (2 lecture, 4 laboratory). Focus on problems of elderly and how leisure time activities may lead to psychological, sociological and physical benefits, enhance self esteem and promote continued interest in a productive life.
- e-HEC 382. Consumer Textiles.** (3). (2 lecture, 2 laboratory). Selection, care and use of household and clothing textiles.
- HEC 384. Seminar in Textiles and Clothing.** (3). Research, discussion of topics of current interest in the fields of textiles and clothing.
- e-HEC 392. Recreational Sewing.** (3). (2 lecture, 2 laboratory). Construction of camping equipment and sportswear for outdoor activities. Techniques of sewing with leather, stretch fabric, wind and water repellent fabrics, and down filled garments will be included.
- f-HEC 393. Field Experiences in Cultural Awareness.** (1-15). Opportunity to develop appreciation of cultural and historical backgrounds and contributions of various population groups in the USA or foreign countries.
- HEC 395. Fashion Design — Flat Pattern Drafting.** (4). (2 lecture, 4 laboratory). Prerequisite, HEC 193. Introduction to principles of fashion design through the application of flat pattern methods.
- HEC 396. Fashion Design in Draping.** (4). (2 lecture, 4 laboratory). Creative experiences in fashion design through draping fabric on a form.
- HEC 408. Seminar in Home Economics.** (1). Investigation of current career opportunities, preparation for employment; discussion of current issues for professional involvement. Seniors only.
- HEC 409. Home Economics Internship.** (3-18). Departmental approval should be obtained one quarter in advance. Prerequisites, majors only, minimum junior standing, minimum GAP of 2.7, consent of faculty coordinator. Field experiences which integrate academic knowledge into a practical setting for career preparation.
- HEC 417. The Dual Career Woman.** (3). A look at women in the home and labor force, their challenges, problems, and management practices.
- e-HEC 419. Management for Contemporary Living.** (3). (1 lecture, 4 laboratory). Prerequisites, HEC 111 or consent of instructor. Experiences in creative approaches to various lifestyles, such as: low income, affluent, handicapped, two career families and basic self sufficient approach. Simulated living situations in Home Management residence.
- HEC 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. A paper must be filed with the instructor and chairman.
- HECV 432. Teaching Child Development and Family Living in Secondary Schools.**

(3). Particular skills needed in planning and teaching child development and family living in the secondary schools. Special emphasis given to program planning techniques necessary in Child Care Occupations and the organization of a playschool.

**f-HEC 444. Food for a Small Planet.** (3). (2 lecture, 2 laboratory). World food supply, ecological problems and nutritional effects of traditional American diets investigated with emphasis on alternative diets and foods.

**HEC 445. Experimental Food Studies.** (4). (2 lecture, 4 laboratory). Prerequisites, HEC 242, 250 or 251, CHEM 281 or permission of instructor. Research and assessment of chemical and physical changes in food due to various manipulations.

**HEC 446. Food Service Administration.** (3). Prerequisites, HEC 242, 251. Principles of operation of food systems, emphasizing financial and production controls; menu planning and evaluation, recipe standardization and technical operations.

**HEC 447. Quantity Food Purchasing and Preparation.** (4). (1 lecture, 6 laboratory). Prerequisite, HEC 446. Application of the principles of meal planning, food purchasing, food preparation, and food service through laboratory experiences at food service facilities on and off campus.

**HEC 448. Organization and Management of Food Service.** (3). Prerequisite, HEC 447, BUS 180. Principles of organization, personnel management and financial control; layout, selection of design; equipment selection; use of work measurement and data processing.

**HEC 449. Food Module.** (1). Each module will explore a specific food topic or issue and will carry a subtitle. No one subject may be repeated for credit.

**HEC 451. Nutrition II.** (3). (1 lecture, 4 laboratory). Prerequisites, HEC 251, CHEM 281. In-depth study of human and animal nutrition.

**f-HEC 456. Infant and Child Nutrition.** (3). Prerequisite, HEC 250. A study of changing nutritional needs to promote maternal, infant and child health.

**HEC 457. World Food Problems.** (3). Interrelationship of food supply and world conditions, problems of production, marketing, U.S. consumer practices and protection.

**HECV 460. Home Economics Wage Earning.** (3). Prerequisites, HECV 363, EDLS 363, VTE 310, VTE 410. Overview of occupational home economics program at the secondary, post secondary and college levels to prepare a student for the role as teacher coordinator in home economics occupational programs.

**HECV 462. Preparation for Teaching Vocational Home Economics.** (3). Prerequisite, HECV 363. Strategies for successful student teaching experience. Take concurrently with EDLS 363.

**HECV 464. Reading in Vocational Home Economics.** (2). Prerequisites, EDRD 420 or concurrently with HECV 462 and EDLS 363. Preparation of materials based on reading principles for the teaching of reading simultaneously with the teaching of home economics.

**HECV 465. Teaching Improvement Seminar in Vocational Home Economics.**

(2). Discuss problems in student teaching. Taken concurrently with EDFE 444. Register separately thru EDFE.

**HEC 481. Advanced Textiles.** (3). (2 lecture, 2 laboratory). Prerequisite, HEC 181. New and modified fibers. New fabrication methods, textured yarn and modern finishes.

**e-HEC 494. Tailoring.** (4). (2 lecture, 4 laboratory). Prerequisite, HEC 193 or permission of instructor. Develop skill in the construction of tailored garments.

**HEC 497. Evolution of Fashion.** (3). Development of fashion through the ages and its influence on designs of present day clothing.

**e-HEC 499. Consumer and Fashion Market.** (3). Complex relationships among the various aspects of the fashion industry; designing, manufacturing, wholesaling, retailing are considered for their influence on individual and family clothing selection.

## History

**g-HIST 100. The American Past, 1492-1800.** (4). HIST 100 is a team taught chronological survey of American history featuring two lectures and two hours of seminar research weekly. The period covered will begin with the Columbian discovery and end with the inauguration of Thomas Jefferson.

**g-HIST 101. The American Past, 1800-1900.** (4). HIST 101 is a team taught chronological survey of American history featuring two lectures and two hours of seminar research weekly. The period covered will begin with the inauguration of Thomas Jefferson and end with the assassination of William McKinley.

**g-HIST 102. The American Past, 1900-Present.** (4). HIST 102 is a team taught chronological survey of American history featuring two lectures and two hours of seminar research weekly. The period covered will begin with the assassination of William McKinley and end with the departure of Richard Nixon.

**g-HIST 110. African Civilization.** (4). A survey of the development of African civilization from 1500, emphasizing social, political, and cultural change. The course will include lectures, discussions, slide presentations, and films.

**g-HIST 115. Asian Civilization.** (4). A survey of the historical and cultural transformations occurring within the Great Traditions of East and Southeast Asia. Among topics discussed will be the Asian response to the West.

**g-HIST 130. Western Civilization I.** (4). A survey of Western Civilization with a focus on the development of the Near East, the Aegean World, Rome, and her successor kingdoms, through Charlemagne.

**g-HIST 131. Western Civilization II.** (4). A survey of Western Civilization emphasizing the development of the medieval monarchies, the rise of the state, and the assertion of the

Christian Commonwealth from Charlemagne up to 1789.

**g-HIST 132. Western Civilization III.** (4). The interaction of world politics from the French Revolution to the present.

Nationalism, romanticism, and totalitarianism are among topics discussed.

**g-HIST 170. United States History, 1607-1815.** (4). United States history to 1815, European background of American history, the age of discovery and colonization, the imperial rivalries, the revolution and the new nation, nationalism and sectionalism.

**g-HIST 171. United States History, 1816-1899.** (4). The War between the states, reconstruction, the emergence of modern America, the United States as a world power, the new nationalism.

**g-HIST 172. United States History, 1900 to Present.** (4). The new Freedom World War I, prosperity and depression, the New Deal, the long armistice, World War II, post-war problems since 1945.

**g-HIST 175. Themes in American History.** (4). A topical approach to American history concentrating on specific themes which have shaped America's past and continue to influence its destiny. Not open to history majors or minors.

**g-HIST 218. History of Mexico.** (4). An introduction to Mexican history from pre-Columbian times to the present. Emphasis will be on the nineteenth and twentieth centuries stressing events leading to the 1910 Revolution and its aftermath. Social, cultural, and economic changes also will be covered.

**g-HIST 220. Geographic Influences in United States History.** (2). Relationship of Geography to the discovery, exploration, settlement, and development of the United States.

**g-HIST 222. History of the Early West.** (4). The westward movements beginning with the settlement of Jamestown in 1607 and dealing with the development of the colonial west, organization of the Northwest Territory, the land laws, Indian wars, fur trappers' frontier, the Cumberland Road, coming of the steamboat-canal era, and the early settlement of Texas.

**g-HIST 224. History of Colorado.** (3). A study of the growth and development of Colorado: Indian influence; Spanish, French and American explorations; historical development; early settlements; gold and silver rushes, pioneer life; territorial problems; the growth of agriculture, industry; livestock production; economic, social and cultural progress; political progress; governmental organization; problems of recent and present-day Colorado.

**g-HIST 226. The Hispano in the American Southwest.** (4). Examination of the historical heritage of the Hispano in the southwestern states of New Mexico, Arizona, California, and Texas, plus southern Colorado, will be made in this course from the coming of Coronado in 1540 to the present. Hispano movements and contributions during the Spanish, Mexican, territorial, and modern periods will be stressed. Although political and economic developments will be

emphasized, social and cultural movements also will be covered.

**g-HIST 228. History of the Black Man in America I. (4).** An introduction to the Black African heritage. The course will analyze the following: the slave system in the United States; Black resistance to slavery and involvement in the American Revolution; the role of the free Black man prior to the Civil War.

**g-HIST 229. History of the Black Man in America II. (4).** A study of the Black man's role during the Civil War and the significance of the Reconstruction period. Black opposition to the growth of Jim Crow practices in the United States, their relationship to the labor movement, the plight of the Southern tenant farmer, and the philosophies of Black thinkers, particularly Booker T. Washington and W.E.B. DuBois.

**g-HIST 230. History of the Black Man in America III. (4).** A survey of twentieth century developments, including the migration of Blacks to the north, the growth of the Black urban ghetto, the Garvey movement and the Harlem Renaissance, life under the New Deal and during World War II, the "Civil Rights" movement of the late 1950's and early 1960's and the Black Power movement.

**g-HIST 232. The Quest for Security: The United States and its Military from 1770-1970. (3).** The course will survey the development of American military and naval policy from its inception before the American Revolution to the rise of modern military-industrial complex.

**g-HIST 234. Dissent in America: An Historical Survey. (3).** The course will survey the thought and actions of selected Americans who have dissented from the prevailing ideological consensus of their day.

**g-HIST 238. The Second World War. (4).** An introduction to the history of the Second World War. Among topics discussed will be the causes and consequences of the war and the crucial military and diplomatic decisions and events which determined its outcome.

**g-HIST 260. Intellectual and Cultural History of Medieval Europe, 4th - 16th Centuries. (3).** A survey of history from the end of ancient times to the beginnings of Modern Europe. Open to sophomores.

**g-HIST 261. Intellectual and Cultural History of Early Modern Europe, 1600 to 1800. (3).** A survey of intellectual and cultural developments of the period 1600-1800, emphasizing the Age of Science, Age of Reason, and the Enlightenment. Open to Sophomores.

**g-HIST 262. Intellectual and Cultural History of Modern Europe, 1800 to the Present. (3).** A survey of intellectual and cultural developments from the Romantic period to the present. Open to sophomores.

**g-HIST 264. History of Greece. (4).** An advanced course in the history of Ancient Greece placed in the context of the river valley civilization of the Near East. Emphasis is placed on the various aspects of Hellenic and Hellenistic life and culture in the light of recent archaeological and historical discoveries.

**g-HIST 266. History of the Renaissance. (4).** A study of political, social, economic, religious and cultural development of 1300-1500.

**g-HIST 268. Russian History from the Beginning to Alexander I, 860-1801. (4).** A survey of the main political, economic, social and cultural developments from the establishment of Kievan Russia through the rise of Muscovy and the reigns of Peter the Great and Catherine the Great.

**g-HIST 269. Imperial Russia, Alexander I to the Fall of Nicholas II, 1801-1917. (4).** To provide a comprehensive overview of the salient characteristics of Russian civilization from the turn of the nineteenth century to the February Revolution of 1917. Emphasis will be placed on the movement toward more representative government and the effort to overcome economic backwardness.

**g-HIST 270. Communist Russia Under Lenin and Stalin, 1917-1953. (4).** Surveys the political, social, economic, cultural history of the Soviet Union from 1917 to the present. Continuity with pre-Soviet Russia is emphasized as well as change.

**g-HIST 290. American Immigration. (4).** An examination of immigration to the United States emphasizing the nineteenth and twentieth centuries. While focus will be on immigration to the United States, there will be comparative reference to migrations to other countries. Among the major immigrant groups studied will be the Irish, English, Germans, Italians, Scandinavians, Jews, Chinese, and Japanese.

**c-HIST 299. Introduction to Historical Research. (3).** This course introduces the student to the tools and methodology of the professional historian and examines the current function and status of the teacher-historian in our society today.

**g-HIST 300. History of Africa to 1800. (4).** A general history of the African continent from earliest times to the beginning of the 19th century.

**g-HIST 301. History of Africa, 1800-1885. (4).** A survey of 19th century Africa prior to colonial rule emphasizing the spread of Islam, the end of the slave trade, the creation of new empires, and the first modern contact with the Europeans.

**g-HIST 302. History of Africa, 1885 to the Present. (4).** A study of the impact of imperialism and colonialism upon Africa, the growth of nationalism and the independence movements, with emphasis on the development of the African states, their politics, economics, and society.

**g-HIST 307. History of China to 1840. (4).** The history of China to 1840 will be considered from the point of view of political and cultural development.

**g-HIST 308. History of Modern China. (4).** An historical analysis of China in modern times, beginning with the impact of western powers in the mid-nineteenth century to the present day. Emphasis will be on internal changes in political, social, economic and cultural institutions in China.

**g-HIST 309. Modern Southeast Asia. (4).** An historical analysis of those areas of southeast Asia which have been recently

thrust into collusion with the modern world. Included will be a study of Thailand, Burma, Indonesia, Vietnam, and the Philippines.

**g-HIST 310. History of Japan to 1868. (4).** The history of Japan up to 1868 will be considered from a cultural and political aspect. Emphasis also is placed upon social development.

**g-HIST 311. History of Modern Japan. (4).** An historical analysis of Japan in modern times, beginning with the late Tokugawa period (mid-nineteenth century) and continuing up to the present. Emphasis will be on internal changes in political, social, economic and cultural institutions in Japan.

**g-HIST 312. The United States and Asia. (4).** An historical analysis of the American role in Asia, concentrating in particular on the American impulses towards China, Japan, Vietnam and the Philippines, and the American impact on these societies since the 1890's.

**g-HIST 313. History of India and Pakistan. (4).** A brief history of the peoples of the Indian subcontinent from early times to the present. Emphasis will be placed on the rise and decline of various cultures, Indo-Islamic culture, the advent of the English and their contribution to the birth of nationalism and the organization of India and Pakistan as independent states.

**g-HIST 314. History of Latin America: Colonial Period. (4).** A survey of Spanish America and Brazil from their discovery, conquest and colonization through the Bourbon and Braganza reforms.

**g-HIST 315. History of Latin America: National Period. (4).** A survey of the Latin American countries from their wars of independence through the Cuban Revolution.

**g-HIST 320. The Early Colonial Period: 1492-1689. (4).** This course will investigate in depth the background of European colonization, the Age of Discovery and Exploration, the founding of the first British Colonial Empire, and the history of that Empire until 1689.

**g-HIST 321. Eighteenth Century America: 1689-1763. (4).** An investigation in depth of the development of the North American British colonies in the 18th century. Emphasis is placed on the origin of the Empire and on the colonial economy, political structure, and society.

**g-HIST 322. Emergence of the New Nation: 1763-1789. (4).** An examination of the background of the American Revolution, Declaration of Independence, the Articles of Confederation, and the framing of the United States Constitution as well as the changing social, economic, and political patterns discernible in the revolutionary generations.

**g-HIST 323. The Early Republic, 1789-1815. (4).** The study of the establishment of a new federal government, the administration of Washington, Adams, Jefferson and Madison, the emergence of a national economy, the rise of political parties, the growth of American nationalism, and the War of 1812.

**g-HIST 330. History of the Trans-Mississippi West: 1821-1890. (4).** Examination of the Westward movement from



the settlement of Texas to the end of the frontier. Major topics are: frontier monetary problems; relations of Mormons to the westward movement; pre-emption and homestead acts; forty-niners and fifty-niners; transcontinental railroads; and the range-cattle industry.

**g-HIST 332. The Foundations of American Foreign Policy: 1775-1889. (4).** A survey of American diplomatic history from the war for independence to 1889, emphasizing the problems of expansion and relations with major European, Latin American, and Far Eastern countries.

**g-HIST 360. Ancient History. (4).** The life and institutions of the Ancient Near East and Greece, cultural development, living conditions, and recent archaeological discoveries.

**g-HIST 361. Roman History. (4).** An advanced study of Roman Civilization from the founding of the Republic to the decline of the Empire. Roman life, institutions and cultural heritage are emphasized.

**g-HIST 362. History of Medieval Europe. (4).** An examination of the basic political, social, and economic facts and interpretations of medieval Europe from the fall of the Roman Empire to the Renaissance.

**g-HIST 363. History of Medieval Thought. (4).** An advanced study of medieval life and civilization from the beginning of the middle Ages to about 1300. The course will emphasize medieval philosophy, theology, literature, art and culture from Augustine to Dante.

**g-HIST 364. Constitutional History of Medieval England. (4).** The development of English, legal, constitutional and administrative institutions from the Anglo-Saxon period to 1485. Emphasis will be placed on the development of the common law, the system of courts, juries, and representative institutions. The course is especially recommended for pre-law students.

**g-HIST 367. History of the Reformation. (4).** This course in Reformation history will provide the advanced student with the basic political, religious, social and economic facts and interpretations from about 1517 to about 1648.

**g-HIST 368. History of England, 1471-1660. (4).** The course will emphasize the political and constitutional stability reached in England during the two centuries following the Hundred Years' War. Constitutional, social, and economic development will be stressed.

**g-HIST 369. History of England, 1660-1832. (4).** The course will trace the developments in English constitutional, political, economic, and social life from the restoration to the great reform bill. Emphasis will be placed on the growth of aristocratic power and the beginning of the Industrial Revolution.

**g-HIST 370. History of England, 1832 to the Present. (4).** A study of the development of political liberalism in England and of the role which she has played in the modern world. The rise of the British empire will also be studied.

**g-HIST 371. The Old Regime: 1648-1789. (4).** A study of the political, social, economic,

intellectual, and cultural developments, beginning with the Thirty Years' War and ending with the French Revolution.

**g-HIST 372. History of Spain and Portugal, 1469 - Present. (4).** A survey of Spanish and Portuguese history which will treat topics including the Reconquista, marriage of Ferdinand and Isabella, Inquisition, colonization in the New World, decline of the the Hapsburg Monarchy, Bourbon rule, loss of empire, fall of monarchy, failure of democracy, Civil War, twentieth century Fascism.

**g-HIST 374. Russian Intellectual History, 1765-1917. (4).** An inquiry into the main developments of Russian thought, literature, painting, music, and architecture from Catherine the Great to World War I.

**g-HIST 375. The Bolshevik Revolution, 1917-1921. (4).** The political, social, economic, intellectual and international factors in the fall of the Romanov dynasty, the failure of the Provisional Government, the Bolshevik seizure of power, and the Civil War are traced from the February Revolution of 1917 through to Lenin's adoption of the New Economic Policy.

**g-HIST 378. Soviet-Chinese Relations, 1921 - . (4).** Beginning with the founding of the Chinese Communist party in 1921, the course examines Stalin's failure in China in the 1920's, the Korean War, and the Moscow-Peking conflict from the late 1950's to the present precarious relationship.

**g-HIST 380. Europe: 1815-1870. (4).** A study of the period from the Congress of Vienna through the unification of Germany. Includes the history of ideas, development of political history, and socio-economic changes.

**g-HIST 382. Foundations of the 2nd Reich. (4).** A survey of German history stressing the foundations of the second Reich under Bismarck to the outbreak of World War I. Special emphasis will be laid on Bismarck, his diplomacy, Germany's social and economic developments, and the German role in the outbreak of World War I.

**g-HIST 384. Adolf Hitler and the 3rd Reich. (4).** Emphasizing the psycho-historical approach, this course will examine the mind and personality of Adolf Hitler, and the basic features of his Germany within the historical framework of the period, 1930-1945.

**g-HIST 386. Modern Italy. (4).** This course will emphasize the Resorgimento, Italy's role in the New Imperialism, World War I, the rise and development of Mussolini's Italy, Italy's checkered career in World War II, her inclusion in the Common Market, and future trends.

**g-HIST 390. Constitutional History of the United States to 1865. (4).** The study of the origins of the constitution from the colonial background; political philosophy of the eighteenth century; the drafting and ratification of the Constitution; and the subsequent molding of its terms by executive, legislative, and judicial pressure up to 1865.

**g-HIST 391. Constitutional History of the United States since 1865. (4).** The development of Constitutional interpretation

from the post Civil War era. A study of Supreme Court decisions tracing changing interpretation during the eras of Laissez Faire, Populist-Progressivism, the New Deal, through the present.

**g-HIST 392. Great Men in American History. (3).** A biographical approach to American history focusing on the lives and contributions of such great Americans as Franklin, Washington, Hamilton, Jefferson, Marshall, Jackson, Lincoln, Holmes, Theodore Roosevelt, Wilson, and Franklin Roosevelt.

**g-HIST 393. History of American Labor. (4).** A survey of the organized labor movement in the United States from colonial times to the present, emphasizing the post-Civil War.

**g-HIST 418. History of Argentina, Brazil and Chile, 1500 to the Present. (4).** An in-depth study of the ABC countries from the discovery of Brazil through the *justicialismo* of Peron, the *Estado Novo* of Vargas, and the flirtations with socialism in Chile. To be offered every other year.

**g-HIST 419. History of the Andean Republics, 1532 to the Present. (4).** An in-depth study of the Andean Republics from the conquest of the Incas through contemporary movements for social reform. To be offered every other year.

**g-HIST 420. Nationalism and Sectionalism in America, 1815-1848. (4).** A detailed survey of the period 1815-1848 in American history. Major topics examined include post-1815 nationalism, political trends of the Jacksonian Era, the development of sectionalism, religion and reform, expansion and the Mexican War.

**g-HIST 421. The Civil War and Reconstruction. 1848-1877. (4).** A detailed survey of the period 1848-1877 in American History. Major topics examined include political upheavals of the 1850's growth of southern nationalism, Civil War years, and problems of the Reconstruction Era.

**HIST 422. Individual Studies. (Maximum 4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter on a problem. A well-written paper must be filed with the instructor and chairman before credit is given.

**g-HIST 423. The Gilded Age: 1868-1892. (4).** Examination of the political, economic, social, and cultural developments in the United States during the Gilded Age from Grant's inauguration to the defeat of President Harrison in 1892. Industrial expansion and the low tone of political morality will be stressed.

**g-HIST 424. Era of Reform: From Cleveland to Wilson. (4).** A study of the reform movements that were a response to America's great industrial transformation of the late nineteenth century. Agrarian agitation, Populism, and Free Silver, Progressivism, and Wilson's New Freedom will be stressed.

**g-HIST 425. Recent United States History, from 1918 to the Present. (4).** A cultural, political, and economic history of the United States from the "Red Scare" of 1919-1920, the "roaring twenties," and the Great Depression to the present, emphasizing the



New Deal, world war and "police actions," and such aspects of the social rebellion as Black Power and other minority "power" movements.

**g-HIST 426. The Emergence of the United States as a Great World Power, 1889-1945.**

(4). A survey of American diplomatic history from 1889 to 1945, emphasizing the problems of peace and war and the internationalist-isolationist conflict in the first half of the twentieth century.

**g-HIST 427. The Diplomacy of World Power: 1945 to the Present.** (4). An analysis of the theory and practice of American foreign policy since World War II, emphasizing the origins, history, and significance of the Cold War.

**g-HIST 429. American Intellectual History since 1865.** (4). This course deals with the individuals, works and schools of thought in the history of ideas in American culture from the Naturalism of the post-civil War period to the New Conservatism.

**g-HIST 465. French Revolution and Napoleon.** (4). A study of the causes of the Revolution, its classical pattern, the rise of nationalism, and the significance of Napoleon in France and abroad.

**g-HIST 466. History of Modern France: 1815 to the Present.** (4). The course will examine significant political and constitutional issues in French history from the fall of Napoleon I to the present day. It will focus on the Restoration regimes, the Second Empire, and the Third, Fourth, and Fifth Republics.

**g-HIST 470. History of Modern Germany.** (4). A survey of German history from World War I, including analysis of events from the outbreak of World War I to the present, through the reading of original sources and documents.

**g-HIST 472. Europe: 1870-1914.** (4). A study of political, social, economic, intellectual, and diplomatic developments from the Franco-Prussian War to the beginning of World War I.

**g-HIST 474. Europe and the Age of Colonial Expansion, 1870-1970.** (4). The course will survey the development of European colonialism and imperialism from its inception in the late 19th century to the end of the colonial period.

**g-HIST 486. Contemporary European History.** (4). An advanced study of European developments in recent times which will investigate the period from about 1900 to the present. The course will discuss the ideologies of communism, socialism, fascism and democracy in their world setting, and the causes and consequences of two world wars.

**HIST 499. Interdisciplinary Readings in History.** (Maximum 12). A course for history majors and minors dealing with the contributions that the social and behavioral sciences make to the reconstruction of the past.

## Health, Physical Education and Recreation

### General Education Courses

These courses are numbered from 101-191 inclusive with courses numbered from 101-190 counting towards the completion of the electives in the General Education Program. These activity courses are graded on an individualized option basis with the student electing either satisfactory-unsatisfactory or a letter grade for the course on a non-revocable basis. These courses may be repeated for credit upon recommendation of an HPER instructor. When an activity is offered at more than one level of skill it will be noted in the printed class schedule.

- e-HPER 101. Field Sports. (1).
- e-HPER 102. Winter Sports. (1).
- e-HPER 103. Badminton. (1).
- e-HPER 104. Archery. (1).
- e-HPER 105. Self Defense. (1).
- e-HPER 108. Gymnastics. (2).
- e-HPER 109. Physical Fitness and Conditioning. (1).
- e-HPER 110. Orienteering. (1).
- e-HPER 111. Softball. (1).
- e-HPER 112. Tennis. (2).
- e-HPER 113. Soccer. (1).
- e-HPER 114. Wrestling. (1).
- e-HPER 115. Volleyball. (1).
- e-HPER 116. Golf. (2).
- e-HPER 118. Basketball. (1).
- e-HPER 119. Rugby Football. (1).
- e-HPER 120. Bowling. (1).
- e-HPER 122. Fencing. (2).
- e-HPER 125. Swimming. (1).
- e-HPER 126. Skiing. (1).
- e-HPER 128. Roller Skating. (1).
- e-HPER 129. Back Packing and Hiking. (1).
- e-HPER 130. Modern Dance. (1).
- e-HPER 131. Dance Performance. (1). Prerequisite, consent of adviser.
- e-HPER 132. Jazz Dance. (1).
- e-HPER 133. Social Dance. (1).
- e-HPER 134. Folk Dance. (1).
- e-HPER 135. American Square and Couple Dance. (1).
- e-HPER 136. Ballet. (1).
- e-HPER 137. Tap Dance. (1).
- e-HPER 140. Freshman Football. (1).
- e-HPER 141. Varsity Football. (1).
- e-HPER 142. Freshman Basketball. (1).
- e-HPER 143. Varsity Basketball. (1).
- e-HPER 144. Freshman Wrestling. (1).
- e-HPER 145. Varsity Wrestling. (1).
- e-HPER 147. Varsity Gymnastics. (1).
- e-HPER 149. Varsity Swimming. (1).
- e-HPER 150. Freshman Baseball. (1).
- e-HPER 151. Varsity Baseball. (1).
- e-HPER 153. Varsity Track. (1).
- e-HPER 155. Varsity Tennis. (1).
- e-HPER 157. Varsity Golf. (1).
- e-HPER 166. Varsity Volleyball (Women). (1).
- e-HPER 167. Varsity Field Hockey (Women). (1).

- e-HPER 168. Varsity Softball (Women). (1).
- e-HPER 191. Personal and Family Health. (3). Designed to provide very practical and usable information and discussions concerning health problems or health concerns of the college student. Such topics as medical aspects of pollution, drug usage, sexuality, family planning, venereal disease, and consumer health will be discussed as well as other critical health problems confronting the U.S. today.
- HPER 192. Advanced Life Saving and Aquatic Instruction. (3). Prerequisite, Advanced swimming skills and adequate physical fitness. Instruction in Advanced Life Saving techniques and methods of teaching swimming with emphasis on stroke mechanics and skills analysis. Upon successful completion the student will have earned American Red Cross certification in advanced life saving and water safety instruction.

### Special Certification Courses

**Advanced Life Saving and Water Safety Instruction:** HPER 192.

**First Aid:** HPER 262, 263, 264, 269.

**Driver and Traffic Safety Education:**

Teachers assigned to teach the subjects of driver education, traffic safety, and related courses in Colorado must have successfully completed 18 quarter hours of college level courses as follows: Required, HPER 471, Safety Education, 3 hours; HPER 474, Driver and Traffic Safety Education I, 3 hours; and HPER 475, Driver and Traffic Safety Education II, 3 hours, for a total of 9 hours. The remaining 9 hours may be elected from a variety of elective courses designed to improve teaching competency in this area of specialization. All teachers assigned to teach the subject of Motorcycle Safety Education must meet all of the above requirements plus completion of the course Motorcycle Safety Education. Students may secure complete information from the Department of Health and Safety Education.

### Professional Courses for School Majors and Minors

- Courses numbered 200 or higher are intended primarily for the professional preparation of degree candidates completing a major or minor in the school.
- HPER 200. Introduction to Health Education. (3). Designed to orient freshman majors with the breadth, scope, and nature of the professional program in health education.
- HPER 202. Introduction to Physical Education. (2). Designed to orient freshman majors with the breadth, scope and nature of the professional program in physical education.
- HPER 203. Introduction to Recreation. (3). Designed to orient freshman majors with the breadth, scope, and nature of the professional program in recreation.
- GERO 205. Introduction to Gerontology. (4). A survey of the characteristics and special needs of older adults in contemporary society. Designed as an overview of the field

of gerontology with emphasis on problems, services, and the need and opportunity for professional educated workers in the field.

**f-HPER 205. Issues in Health. (3).** A variety of forces which currently affect the well-being of human population groups on a national and international level shall be analyzed.

**h-HPER 220. Anatomical Kinesiology. (3).** (1 laboratory to be arranged). A study of the structural components of human movement with special attention being given to the analysis of movement problems.

**HPER 221. Mechanical Kinesiology. (3).** (1 laboratory to be arranged). Prerequisite, PHYS 160. A study of the mechanical components of human movements with special attention being given to the analysis of movement problems.

**h-HPER 222. Physiological Kinesiology. (3).** (1 laboratory to be arranged). A study of the physiological components of human movement with special attention being given to the analysis of movement problems.

**f-HPER 223. Psychological Kinesiology. (3).** (1 laboratory to be arranged). A study of the neuropsychological components of human movement with special attention being given to the analysis of movement problems.

**HPER 224. Maturational Kinesiology. (3).** (1 laboratory to be arranged). Prerequisites, HPER 222 and 223. A study of the maturational components of human movement with special attention being given to the analysis of movement problems.

**HPER 235. Teaching Experience Seminar. (1).** To provide early teaching experience. To give opportunity for discussion and group reaction of problems. To provide experienced leadership to assist in solving problems of teaching.

**f-HPER 236. Introduction to Health Aspects of Gerontology. (3).** This course is designed to introduce the student to current basic aspects of health factors influencing aging. A brief introduction to current theories and scientific research regarding the aging process will be presented.

**f-HPER 238. Contemporary Issues in Drug Abuse. (3).** This course is designed to provide the student with current information concerning the physiological, psychological, and sociological aspects of drug use, misuse, and abuse. The availability and function of drug abuse programs and agencies dealing with prevention and rehabilitation will also be presented as will current research and effective teaching methods and materials.

**HPER 252. Social Recreation. (2).** Designed to prepare the student for effective planning and leadership in the area of social recreation activities. Special attention is given to programs for church and school groups as well as to activities appropriate for family groups within the homes.

**HPER 253. Camp Counseling. (3).** An introductory course to acquaint the student with methods of leadership in camping activities. Special attention is given to the development and application of outdoor skills to the camping situation.

**HPER 255. Modern Dance Techniques and Composition. (3).** Prerequisites, HPER 256,

295, 297. Basic Techniques, movement analysis and composition for the advanced dance student.

**HPER 256. Improvisation and Composition Forms. (3).** Prerequisites, HPER 295, 297. This course provides instruction in the improvisational approach to creative dance and the sequential and contrapuntal compositional forms. Emphasis is placed on form and structure of composition.

**e-HPER 262. Standard First Aid and Personal Safety. (2).**

**e-HPER 263. Advanced First Aid and Emergency Care. (3).** Prerequisite, HPER 262.

**HPER 264. Instructor's Course in Standard First Aid and Personal Safety. (1).** Prerequisite, HPER 262, 263.

**HPER 265. Recreation Skills in Sports and Games. (3).** An introductory course, designed to acquaint the undergraduate Recreation major with the skills necessary to organize and conduct activities in the area of individual, dual, and team sports and games, with emphasis on the lifetime approach.

**HPER 266. Outdoor Recreation Skills. (2).** This course is designed to acquaint the student with experiences whereby he or she may acquire knowledge and skill in the many outdoor activities.

**HPER 267. Recreation Skills in the Recreation Center, and on the Playground. (3).** An introductory course designed to acquaint the undergraduate Recreation major with the skills necessary to organize and conduct the numerous kinds of activities which are included in the modern center and playground program.

**HPER 268. Analysis and Movements of Flag Football. (1).** Movements, skills, rules, and strategies.

**HPER 269. Instructor's Course in Advanced First Aid and Emergency Care. (1).**

**HPER 270. Analysis and Movements of Weight Training and Conditioning. (1).** Principles, methods, and techniques of weight training for athletics.

**HPER 271. Analysis and Movements of Soccer. (1).** Movement skills, rules and strategies.

**HPER 272. Analysis and Movements of Field Hockey. (1).** Movement skills, rules and strategies.

**HPER 273. Analysis and Movements of Basketball. (2).** Movement skills, rules and strategies.

**HPER 274. Analysis and Movements of Volleyball. (2).** Movement skills, rules and strategies.

**HPER 275. Analysis and Movements of Wrestling. (2).** Movement skills, rules and strategies.

**HPER 276. Analysis and Movements of Football. (2).** Movement skills, rules and strategies.

**HPER 277. Analysis and Movements of Track. (2).** Movement skills, rules and strategies.

**HPER 278. Analysis and Movements of Softball. (2).** Movement skills, rules and strategies.

**HPER 279. Analysis and Movements of Self Defense. (1).** The purpose of this course is to provide students with the necessary skills to protect themselves in all situations.

**HPER 280. Analysis and Movements of Badminton. (1).** Movement skills, rules and strategies.

**HPER 281. Analysis and Movements of Fencing. (1).** Movement skills, rules and strategies.

**HPER 282. Analysis and Movements of Bowling. (1).** Movement skills, rules and strategies.

**HPER 283. Analysis and Movements of Swimming. (2).** Movement skills, rules and strategies.

**HPER 284. Analysis and Movements of Tennis. (2).** Movement skills, rules and strategies.

**HPER 285. Analysis and Movements of Beginning Tumbling and Gymnastics. (2).** Movement skills, rules and strategies.

**HPER 286. Analysis and Movements of Archery. (1).** Movement skills, rules, and strategies.

**HPER 287. Analysis and Movements of Golf. (1).** Movement skills, rules, and strategies.

**HPER 288. Physical Education Activities for the Elementary School. (2).** Designed for, required of, and restricted to majors and minors in elementary education. Content deals with basic principles and activities included in a well-rounded program of physical education for the elementary school.

**HPER 289. Mechanical Analysis and Spotting of Advanced Gymnastics Skills. (2).** Prerequisite HPER 285 or the equivalent. Designed to prepare the student to teach, spot, and analyze more advanced gymnastics skills.

**HPER 290. Analysis and Movements of Folk and Square Dance. (2).** Fundamental and advanced skills of folk and square dance.

**HPER 291. Rhythmic Education in the Elementary School. (2).** Methods and materials of creative dance, singing games and folk dances including the movement exploration approach.

**HPER 292. Analysis and Movements of Baseball. (2).** Movements skills, rules and strategies.

**HPER 293. Analysis and Movements of Modern Dance. (2).** The analysis and techniques of movement in relation to the aspects of time, space, and force.

**HPER 294. Problems in Dance Composition. (2).** Prerequisite, HPER 293. Problems in dance composition include rhythmic analysis and accompaniment for dance.

**HPER 295. Modern Dance Theory and Technique. (2).** The study of the basic principles and theories of dance movement and a basic discussion of the body's structure and movement potential.

**HPER 296. Rhythmic Analysis and Dance Accompaniment. (2).** Prerequisites, HPER 295, 297. A course designed to present the fundamental principles of rhythm and dance accompaniment through practical dance application.

**HPER 297. Dance Composition. (2).** Prerequisite, HPER 295. The study of basic principles of modern dance composition: movement manipulation and phrasing, spatial design; and choreographic form.

**HPER 299. Community Health. (3).** Designed to introduce the student to major health problems and various community health programs, agencies, and services which relate to solutions of community based problems. It is structured to include discussions of methods used to control community health problems in today's society.

**HPER 303. Health Education in the Elementary School. (PTE) (2).** Designed to give the prospective elementary teacher a foundation in school health education, including health services, healthful school living, and health instruction. In addition, opportunity to develop skills in organizing and presenting learning experiences in a comprehensive and sequential health curriculum, including standard and controversial topics, will be provided.

**HPER 326. Teaching of Dance. (PTE) (2).** Prerequisites, HPER 290, 292, 293, 294. Teaching procedures of dance activities for the physical education major student.

**f-HPER 336. Human Sexuality. (3).** This course shall be designed to survey the psychosocial and biophysical dimensions of man's and woman's growth and development toward optimal expression of sexual being.

**f-HPER 337. Socio-Psychological Concepts of Leisure. (3).** It is the purpose of this course to familiarize the student with basic sociological and psychological concepts of leisure.

**HPER 342. Modern Concepts of Health and Disease. (3).** Designed to discuss in-depth the mechanism of disease and its effect on the human body. Discussions will include current theories of and defenses against disease and analysis of the major diseases which affect the various systems of the body.

**HPER 343. Methods and Observation of Health Education. (PTE) (5).** This course is designed for the purpose of demonstrating effective presentation of health information through the utilization of various educational media, qualified resource persons, special exhibits, experiments and presentations, and community resources available beyond the classroom. Observation and direct exposure to first hand learning experiences will be provided whenever possible. Various instructional procedures, techniques, and methods will be utilized.

**HPER 344. Methods and Observation of Teaching Physical Education in the Elementary School. (PTE) (3).** A study of mental, emotional, physical and social needs of children of elementary school age levels, and the planning of a program, selection of materials and methods of teaching physical education at these levels.

**HPER 345. Methods and Observation of Teaching Physical Education in the Secondary School. (PTE) (2).** A study of planning, materials, and methods in physical education for the secondary school based on

mental, physical, and social needs of the student at various age levels.

**HPER 346. Assistant Teaching. (1).** Should be taken concurrently with HPER 235. Designed to afford undergraduate students an opportunity to teach under close supervision with immediate feedback and discussion with the supervising teacher.

**f-HPER 350. Introduction to Environmental Health. (3).** This course is designed for the undergraduate student of all disciplines within the university. An interdisciplinary approach involving the relationships of environmental pollution to the ecosystem in which we live and man's health will be emphasized. The major areas of environmental pollution; i.e., water pollution, air pollution, solid waste, pesticides, radioactive wastes, and population pressures will be analyzed.

**HPER 355. Coaching of Gymnastics. (2).** Prerequisite, HPER 285. Designed to prepare the student in the techniques and strategies of coaching competitive gymnastics.

**HPER 356. Coaching of Field Sports. (2).** Prerequisites, HPER 271, 272. Designed to prepare the student in the techniques and strategies of coaching competitive field sports.

**HPER 357. Coaching of Volleyball. (2).** Prerequisite, HPER 274. Designed to prepare the student in the techniques and strategies of coaching competitive volleyball.

**HPER 358. Coaching of Tennis. (2).** Prerequisite, HPER 284. Designed to prepare the student in the techniques and strategies of coaching competitive tennis.

**HPER 359. Coaching of Swimming. (2).** Prerequisite, HPER 192 or current WSI. Designed to prepare the student in the techniques and strategies of coaching competitive swimming.

**HPER 360. Coaching of Softball. (2).** Prerequisite, HPER 278. Designed to prepare the student in the techniques and strategies of coaching competitive softball.

**HPER 361. Coaching of Football. (2).** Prerequisite, HPER 276. Designed to prepare the student in the techniques and strategies of coaching competitive football.

**HPER 362. Coaching of Basketball. (2).** Prerequisite, HPER 273. Designed to prepare the student in the techniques and strategies of coaching competitive basketball.

**HPER 363. Coaching of Track and Field. (2).** Prerequisite, HPER 277. Designed to prepare the student in the techniques and strategies of coaching competitive track and field events.

**HPER 364. Coaching of Baseball. (2).** Prerequisite, HPER 292. Designed to prepare the student in the techniques and strategies of coaching competitive baseball.

**HPER 365. Coaching of Wrestling. (2).** Prerequisite, HPER 275. Designed to prepare the student in the techniques and strategies of coaching competitive wrestling.

**HPER 366. Sports Officiating. (1).** Course number may be repeated, but sport designation may not. Designed to provide the background and understanding of the rules and techniques of officiating in various sports as indicated in the schedule of

classes. Practical experience provided where possible.

**HPER 367. Adapted Aquatics. (2).** Methods of teaching swimming to students with disabilities including: orthopedic, learning disabilities, mentally retarded, emotionally disturbed, sight and hearing difficulties, etc. Course leads to Red Cross Instructor of Adapted Aquatics.

**HPER 368. Programs in Recreation. (4).** Prerequisites, HPER 200, 252, 265, 266, 267. Designed to prepare the student for effective planning of varied types of recreation programs. Special attention is given to programs for public playgrounds, community centers, and such special groups as the aging, teenagers, young adults, and the handicapped.

**HPER 369. Therapeutic Recreation. (3).** Adaptation of recreation activities to meet the varying needs of handicapped individuals in hospitals, schools, homes, recreation and rehabilitation centers. Reports, discussions, observations, and visitations.

**GERO 370. Reality Orientation and Remotivation Techniques. (3).** A course designed to prepare the gerontology major in techniques of reality orientation to be used when dealing with moderate to severe degrees of confusion and memory loss in elderly persons. Techniques and methods using discussion groups to encourage moderately confused elderly patients in remotivation will be included.

**f-GERO 375. Social Problems of Aging. (3).** An overview of the most pressing problems from a sociological and psychological perspective confronting older persons in American society.

**HPER 380. Prevention and Care of Sports Injuries. (2).** Prerequisites, HPER 220, 221. Intensive course in care and treatment of athletic injuries with time devoted to each specific injury. The etiology, pathology, sign and symptoms, treatment, and adapted activities will be given for the major injuries.

**HPER 381. Practical Experiences in Care of Athletic Injuries. (1).** (May be repeated for total of 6 hours credit). Prerequisite, HPER 380. Practical application and experience in the prevention, management, and rehabilitation of injuries occurring in the school athletic program.

**HPER 422. Individual Studies. (Maximum 4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**HPER 426. Tests and Measurements in Physical Education. (PTE) (3).** Designed to give the student a foundation in techniques of evaluation, including elementary statistical procedures, the preparation and administration of skill and written tests, and the use of other evaluative materials in the field.

**HPER 432. Adapted Physical Education. (PTE) (3).** Prerequisites, HPER 220, 221. Developmental, remedial, and corrective programs in physical education. Emphasis is given to adaptations which are designed to

meet the needs of individuals requiring special attention above and beyond the regular physical education program.

**HPER 436. Sociological Interpretations in Physical Education and Sport. (PTE) (3).** The purpose of this course is to examine basic sociological concepts and issues, group dynamics theories and attitudes and value formation as they apply to sport and physical education.

**HPER 438. Physical Education for the Mentally Impaired. (3).** This course is designed to provide students with the skills required to develop, implement, and evaluate physical education programs for the mentally retarded, emotionally disturbed, and learning disabled. Course content will emphasize program development according to federal regulations.

**HPER 439. Physical Education for the Physically Handicapped. (3).** This course is designed to provide students with the skills required to develop and implement a physical education program for the physically handicapped. Course content will address student placement in the least restrictive alternative.

**HPER 440. Perceptual — Motor Learning Theories. (3).** Designed to help the student understand the background of the perceptual-motor-movement and plan a program of perceptual-motor activities.

**HPER 441. Administration of Intramural Sports and Student Recreation Programs. (2). (Laboratory required).** The administrative problems confronted by the Intramural Director: Organization, supervision, scheduling, facility management, financing, equipment, and evaluation.

**HPER 444. Recreation and the Voluntary Agencies. (3).** This course is designed to provide students with an orientation to the various voluntary agencies that operate unique programs of recreation in the community. Special attention will be given to organization, employment practices, staff, supervision, and financing.

**HPER 450. Administration of Physical Education. (PTE) (3).** A study of administrative problems in physical education for men and women dealing with budget and finance, legal aspects, purchase and care of equipment and supplies, programs, public relations, intramural activities, and class organization.

**HPER 451. Administration of Community, Park and Recreation. (5).** Prerequisite, HPER 368. The course is concerned with the organization and administration of the community recreation program. Eleven essential areas of this subject are studied: fact-finding, survey, legal aspects, municipal organization, department organization, financing, records and reports, publicity, public relations, leadership, and program.

**HPER 452. Internship in Recreation. (18).** Prerequisites, HPER 368, 369, 451, 472. A course designed primarily to help students make the transition from the classroom to the practical situation. Opportunity is provided for students to assume the normal responsibilities involved in the conduct of various kinds of recreation activities. One

quarter of full-time activity is required.

**HPER 453. Advanced Internship in Recreation. (18).** Prerequisite, HPER 452. Open only by permission of department chairperson. Opportunity provided for students to assume the normal responsibilities in the conduct of various kinds of recreation activities. One quarter of fulltime activity is required.

**GERO 453. Internship in Gerontology. (18).** Prerequisites, GERO 205, PSY 433, SOC 341, HPER 369, HPER 495. A course designed primarily to help a senior student majoring in Gerontology make the transition from the classroom to the practical situation. One quarter of full-time placement is required.

**GERO 454. Advanced Internship in Gerontology. (18).** Prerequisite, GERO 453. Open only by permission of department chairperson. Opportunity provided for students to assume the normal responsibilities in the conduct of various kinds of gerontological services. One quarter of fulltime activity is required.

**HPER 454. Internship in Health. (9-18).** This course is designed to give the health major (non-teaching) the opportunity to work with official and/or voluntary health agencies. The experience will provide specific assignments and responsibilities for the intern under the guidance and supervision of the cooperating agency and the staff in the Department of Health and Safety Education. At the conclusion of the internship experience, a written evaluation will be submitted to the department for purposes of evaluation and recording.

**HPER 456. Workshop in Modern Dance. (3).** Prerequisites, HPER 255, 256, 295, 297. Problems connected with the staging of dance performances.

**g-HPER 457. Dance History and Philosophy. (4).** History and development of dance as it is culturally determined and the philosophy influencing dance.

**HPER 459. Dance Production in High School and College. (2).** Prerequisites, HPER 295, 297, 456. A practical application and principles which serves the presentation of dance. The course deals with a choreographic problem the invention, manipulation, direction and production involving theatre application of set, and costume and light design.

**HPER 460. Outdoor Recreation. (4).** Emphasis will be placed on initiating and developing outdoor recreation programs through multi-disciplinary (team approach), involving state and national professional education associations, governments, organizations, and private agencies.

**HPER 470. Administration of Athletics. (3).** The administrative problems confronted by the coach; management of athletic events, schedules, budgets, finances, athletic facilities and equipment, awards, public relations, and insurance.

**HPER 471. Safety Education. (3).** A comprehensive course for preparing teachers and school administrators to assume responsibility for safety education and accident prevention programming in school

and public service.

**HPER 472. Recreation Leadership. (4).** Reading, reports and projects covering the philosophy, methods, and materials for the recreation leader.

**HPER 474. Driver and Traffic Safety Education I. (3).** Fundamentals, principles, practices and content of high school driver education and safety programs. Primary emphasis is placed on teaching the classroom phase of driver and traffic safety education.

**HPER 475. Driver and Traffic Safety Education II. (3).** Study of problems related to administration, instruction, evaluation and research in driver and traffic safety education programs. This course will also include directed laboratory experiences in teaching off-street driving through the use of simulation and multi-vehicle driving range and on-street driving through the use of dual control automobiles.

**HPER 480. Adult Fitness Principles. (3).** A course designed to familiarize the student with the special exercise needs of the adult including the use of exercises as a preventive measure in the degeneration of aging.

**GERO 490. Administration of Programs for Older Adults. (3).** This course is designed to give the student a broad exposure into the various facets of administration of programs for older adults.

**HPER 495. Senior Seminar. (2-4).** Research, observation, participation, presentation and discussion of current events by students aimed at developing a personal and professional philosophy for their chosen professions.

## Humanities (Administered by English Department)

**g-HUM 111. The Classical Ages: Greece and Rome. (4).** Selected studies in Western culture from its beginnings to the decline of Rome.

**g-HUM 112. The Middle Ages and the Renaissance. (4).** Selected studies in Western culture from the decline of Rome to the seventeenth century.

**g-HUM 113. The Age of Reason to the Age of Romanticism: 17th Through 19th Century. (4).** Selected studies in Western culture from the seventeenth through the nineteenth century.

**g-HUM 114. The Twentieth Century. (4).** Selected studies of Western culture during the twentieth century.

**g-HUM 115. The Literature and Arts of the Orient. (4).** An introduction to the literature, arts, and thought of the Orient.

**g-HUM 120. Literature and Film. (4).** A comparative study of literary and film-making techniques, the course focuses attention on significant works appearing in both media and considers the problems of translating stories from one media to another, the effects of mutual influence, and the dimensions of perception which each affords.

**g-HUM 140. Mythology and the Arts. (4).** A study of Greek and world myths as important sources of inspiration and allusion in literature, music, and the pictorial and sculptured arts. A comparison of Greek myths with those of other cultures to show what is common to all mythologies will be made.

**g-HUM 210. Themes or Problems in the Humanities. (Maximum 12).** An interdisciplinary study of one of the recurring themes in the development of civilization or of a great philosophical, esthetic, social or political problem as reflected in the arts, music, literature, philosophy.

**g-HUM 230. The Divided Self. (4).** Since simple self is also compound self, and often complex, this course studies perspectives in the divided self from Plato and Augustine to Dostoevsky and Rollo May.

**g-HUM 235. Castle and Cathedral: Aspects of Medieval Life. (4).** An introduction to secular and religious art, architecture, and general life style of the Middle Ages, with some reference to their many contributions to modern culture.

**g-HUM 240. Cultural and Historical Origins of Myth. (4).** Primary attention is given to theories explaining the origins of myths. Students will investigate the value and validity of these theories through specifically selected primary sources. The first quarter focuses on language, culture and historical phenomena.

**g-HUM 241. Psychological Origins of Myth. (4).** Primary attention is given to psychological explanations for the origins of myths. Students will apply these theories to specially selected primary sources. These studies will also point to biological or organic theories of origin. Primary sources will include painting and sculpture as well as literature.

**g-HUM 250. The Wisdom of India and China. (4).** Selected readings in the literature and some of the other arts of India and China. Emphasis will be on the concept of man as it is reflected in the art and literature of India and China.

**g-HUM 252. Japanese Literature and Art. (4).** An introduction to Japanese poetry, tales, novels, painting, and other arts, as well as their aesthetic and philosophic backgrounds.

**g-HUM 260. Three Sons of Florence. (4).** A study of the Italian Renaissance during the fifteenth and sixteenth centuries, as centered in three important sons of Florence — namely, Lorenzo Medici (1449-1492), Machiavelli (1469-1527), and Michelangelo (1475-1564).

**g-HUM 320. The Art of the Film. (4).** An introduction to the major creative filmmakers — Griffith, Welles, Bergman, Antonioni, etc. — and to their characteristic technical and thematic concerns.

**g-HUM 330. Born in the Grave. (4).** The West has declined and the American Dream is dead. So we are told. Yet is it possible, even though we may live among the ruins, to be born in the grave? Without denying death, this course challenges participants with the possibility of reconstruction.

**g-HUM 331. Images of Women in Literature. (4).** Open to men and women. Investigation of stereotypes, dreams, roles, and goals of women manifested in creative works by and about women. Poetry, fiction, drama, and happenings of various countries, time-periods, and techniques will be analyzed and compared; secondary examples will be chosen from essays, art, and the popular arts.

**g-HUM 360. Creators of the Italian Renaissance. (4).** A study of major figures in the arts and letters of the Italian Renaissance, their lives, works and the world they lived in. The choice of persons to be studied will depend upon the instructor but may include Giotto, Petrarch, Brunelleschi, Botticelli, Leonardo da Vinci, Boccaccio, Lorenzo de Medici, Castiglione, Michelangelo, or others.

**g-HUM 377. Origins of the Gospels I. (3).** An introduction to the four Gospels of the Bible, in particular an investigation into the sources and texts which make up the present Gospel narratives of the New Testament.

**g-HUM 378. Origins of the Gospels II. (3).** Prerequisite, HUM 377. Investigation into the reason for more than one Gospel and peculiarities of each Gospel and the similarities they share.

**g-HUM 410. Advanced Course in the Humanities. (Maximum 12).** A study of one or more great literary or artistic works in relation to history, philosophy, and other arts.

## Humanities: UNC Program in Florence

**g-HUM 310. Themes, Topics, or Problems in the Humanities: Florence. (Maximum 12).** An interdisciplinary study of literature, art, philosophy, and music which reflect a recurring theme or topic or problem in the development of civilization, especially that of Italy and its influence on other countries.

**g-HUM 311. Studies in World Literature: Florence. (Maximum 12).** A study of a particular theme, form, or problem as reflected in Italian and other world literature.

**g-HUM 312. Comparative Studies in the Humanities: Florence. (Maximum 12).** A comparative study in the art, music, philosophy and literature of Italy and those of other countries.

**g-HUM 314. The Italian Humanists: Florence. (4).** A study of the rise of humanism in Florence in the fifteenth century. The major contributors to this movement and their ideals.

**g-HUM 318. Studies in Poetry: Florence. (4).** Studies of the writing and traditional poetic forms and free verse related to the visual imagery of poetry.

## Industrial Arts and Technology

**IAT 100. Introduction to Industrial Arts and Technology. (1).** Orientation course describing issues and opportunities in industrial arts and technology.

**e-IAT 118. General Plastics (Synthetic Materials). (3). (2 lecture, 3 laboratory).** Introduction to the basic materials and processes in the plastics industry. Includes reinforcing (fiberglass), lamination, expandable materials, casting, assembling and finishing.

**e-IAT 141. Graphic Arts Fundamentals. (3). (2 lecture, 3 laboratory).** Basic typesetting, block printing, silk screen printing.

**e-IAT 150. Wood Processing. (3). (2 lecture, 3 laboratory).** Introduction to basic skills and knowledge of woodworking. Includes use of hand and power tools.

**e-IAT 160. General Drafting. (3). (2 lecture, 3 laboratory).** Exploratory drafting techniques, procedures, reading, sketching and mechanical drawings.

**e-IAT 161. Principles of Drafting. (3). (2 lecture, 3 laboratory).** Lettering or orthographic projections, sections, auxiliaries and dimensioning.

**e-IAT 170. General Metals. (3). (2 lecture, 3 laboratory).** Introduction to materials and processes of metals industry with emphasis on foundry, sheet metal, bench metal, heat treatment of metals and industrial production methods.

**e-IAT 180. General Electricity. (3). (2 lecture, 3 laboratory).** Basic principles and applications of electricity/electronics. Emphasis on laboratory equipment, soldering, component symbols and terminology, electron theory, magnetism, methods of producing electricity, resistance, current voltage and Ohm's Law in series, parallel and series-parallel circuits.

**e-IAT 190. Introduction to Power. (3). (2 lecture, 3 laboratory).** Energy sources and machines which convert energy into useful work. Emphasis on broad overview of entire field of power and its importance to our world.

**e-IAT 210. General Bookbinding. (3). (2 lecture, 3 laboratory).** Basic skills in hand bookbinding for elementary, middle and junior high school programs.

**e-IAT 214. Understanding Home Maintenance Activities. (3). (2 lecture, 3 laboratory).** Provide students with experiences in variety of maintenance, repair and construction activities that are necessary and commonly performed in and about the house.

**e-IAT 215. Industrial Crafts. (3). (2 lecture, 3 laboratory).** Design, construction and demonstration experiences in crafts, materials and areas as they apply to industrial arts shops, general shops, club activities and recreational craft programs.

**e-IAT 216. Leathercraft. (3). (2 lecture, 3 laboratory).** Basic skills in leathercraft, including designing, tooling, carving and constructing leather projects for industrial arts programs, club activities and recreational programs.

**e-IAT 219. Plastics. (3). (2 lecture, 3 laboratory).** Design, skills and techniques in use of industrial plastics. Includes thermoforming, molding, mold jigs, form making and machining.

**c-IAT 222. Writing and Research in**

**Industrial Arts and Technology.** (3). Practice in basic descriptive technical writing, technical education writing and basic related research.

**IAT 223. Industrial Mathematics.** (2). Provides introduction to mathematics as applied to industrial arts and technology, specifically: manufacturing, construction, power and energy, graphics and communications. Related topics include: metric system, mini-computer operation and systems analysis as applied to materials selection.

**e-IAT 241. Graphic Arts.** (3). (2 lecture, 3 laboratory). Basic duplicating, intaglio, stencil, planographic and photographic reproduction processes.

**e-IAT 250. Machine Woodworking.** (3). (2 lecture, 3 laboratory). Prerequisite, IAT 150. Emphasis on use of woodworking machines and basic furniture construction.

**e-IAT 251. Woodturning.** (2). (1 lecture, 3 laboratory). Basic skills and techniques in spindle and faceplate and woodturning.

**e-IAT 256. Upholstery.** (3). (2 lecture, 3 laboratory). Techniques and processes in the various types of upholstery for all grade levels.

**IAT 259. Industrial Arts Activities for the Exceptional Child.** (3). (2 lecture, 3 laboratory). Designed to acquaint elementary teachers with industrial arts activities for the classroom.

**e-IAT 261. Pictorial and Working Drawings.** (3). (2 lecture, 3 laboratory). Pictorial and advanced orthographic projection.

**e-IAT 272. Gas and Electric Welding.** (3). (2 lecture, 3 laboratory.) Basics in welding and welding technology with exposure to various welding techniques, positions and materials. Major emphasis on skill development.

**e-IAT 274. Machine Tool Operation.** (2). (1 lecture, 3 laboratory). Basics in the operation of machine tools, including lathes, drill presses, milling machines and surface grinders. Precision measurement and production techniques are emphasized.

**IAT 281. Electro-Mechanical Equipment and Measuring Instruments.** (3). (2 lecture, 3 laboratory). Prerequisite, IAT 180. Introduction to alternating current and applications of electromagnetic principles. Emphasis on AC-DC motors and generators, alternators, meter movements, operation/calibration of oscilloscopes, inductance, capacitance, resonance, wiring and illumination and basic semi-conductor theory.

**e-IAT 290. Bicycle Maintenance.** (2). (1 lecture, 3 laboratory). Acquaint students with general repair and maintenance of bicycles, foreign and domestic. Purchasing, lubrication, tire care, brakes and transmissions. S-U final mark.

**e-IAT 291. Internal Combustion and Reciprocating Engines.** (3). (2 lecture, 3 laboratory). Two-cycle and four-cycle internal combustion, reciprocating engines. Emphasis on principles of operation and calibration of various systems of the engine.

**e-IAT 299. Understanding the Automobile,**

**a Course for Women.** (3). (2 lecture, 3 laboratory). Introduction to mechanical systems of the automobile. Emphasis on explanation of operational problems and basic maintenance exercises. All presentations and exercises organized for those having little or no technical knowledge of the automobile.

**IAT 308. Workshop.** (1-6). Concerned with instructional problems of participants; however, problems attacked would vary according to experts conducting workshop. Each workshop will have a subtitle and no subtitle may be repeated for credit. Not open to graduate students.

**e-IAT 315. General Crafts.** (3). (2 lecture, 3 laboratory). Techniques, construction and demonstration in the crafts areas with simple tools and inexpensive materials with laboratory experiences.

**IAT 317. Industrial Plastics.** (3). (2 lectures, 3 laboratory). Development of skills and knowledge in use of thermosetting and thermoplastic materials with emphasis on industrial applications including the designing and construction of molds and forms.

**IAT 320. Course Organization.** (3). Organizational techniques used to develop or revise course materials.

**IAT 325. Equipment Maintenance in Industrial Arts and Technology.** (3). (2 lecture, 3 laboratory). Techniques of maintenance and repair of tools and machines used in industrial arts and technology laboratories. Management and selection of supplies used in various materials areas are covered.

**IAT 329. Industrial Internship.** (Maximum 15). Prerequisite, adviser's recommendation and department permission. Provides industrial arts and technology majors an opportunity to improve their technical and professional skills and knowledge in a specific occupational field related to their major area of study. Each field experience is carefully planned by the student and adviser to meet the needs of the student. A complete report of experiences is required. Not open to graduate students. S-U final mark.

**IAT 330. Methods of Teaching Industrial Arts in Secondary Schools.** (PTE) (3). Includes curriculum, classroom organization, testing, evaluation, procedures, materials and the relationship of the area to the secondary program.

**IAT 335. History and Philosophy of Industrial Education.** (3). Origin and development with philosophical thought of selected leaders.

**IAT 336. Principles of General Shop Organization.** (3). (2 lecture, 3 laboratory). Introduction to concepts of organization and administration together with brief history, philosophy and development of the general shop. Emphasis on objectives, program planning, equipment selection and methods of teaching. Areas included are: bookbinding, leather and plastics crafts.

**IAT 340. Graphic Arts Design and Layout.** (3). (2 lecture, 3 laboratory). Typographic design — its origin, development and applications.

**e-IAT 342. Basic Photography.** (3). (2 lecture, 3 laboratory). Fundamentals of black and white photography. Tools, materials, processing, printing and finishing techniques.

**IAT 345. Publication Production.** (5). (3 lecture, 6 laboratory). Printing as related to publishing. Practical application in layout, design, photography and production.

**IAT 353. Furniture and Cabinet Making.** (3). (2 lecture, 3 laboratory). Prerequisite, IAT 250. Design and construction of period and modern furniture.

**e-IAT 354. Woodfinishing.** (2). (1 lecture, 3 laboratory). Techniques and processes in woodfinishing. Experience with traditional and new materials.

**IAT 357. Construction Technology.** (3). (2 lecture, 3 laboratory). To give students experience with tools and practices associated with various trades of the construction industry.

**IAT 359. Construction Activities in the Elementary Classroom.** (3). (2 lecture, 3 laboratory). Designed to acquaint people with background and methods for teaching industrial arts activities at the elementary school level. Emphasis on integrating construction activities with the class level curriculum.

**IAT 362. Working Drawings.** (3). (2 lecture, 3 laboratory). Detail, assembly, piping, structural, welding and limit dimensioning and tolerances.

**IAT 363. Graphic Solutions.** (2). (1 lecture, 3 laboratory). Developments, intersections and elementary descriptive geometry.

**e-IAT 371. Metal Arts.** (3). (2 lecture, 3 laboratory). Tooling, etching, forming and spinning.

**IAT 372. Advanced Welding.** (3). (2 lecture, 3 laboratory). Advanced Welding. (3). (2 lecture, 3 laboratory). Advanced skills in welding developed by exercises in AC-DC arc welding and oxy-acetylene welding of various metals. Experiences in TIG and MIG welding of both ferrous and non-ferrous metals are provided. Consideration given to principles of teaching, curriculum, supplies and equipment for teaching welding at the secondary and post-secondary levels.

**e-IAT 373. Jewelry Design and Construction.** (3). (2 lecture, 3 laboratory). Processes and techniques in jewelry and lapidary.

**IAT 374. Machine Tool Technology.** (3). (2 lecture, 3 laboratory). Provides advanced experiences in the operation of machine tools with emphasis on machine tool curriculum development and utilization at the secondary and post-secondary levels. Units include: tool and die making, precision jigs and fixtures, selection, testing and utilization of materials and heat treatment.

**IAT 377. Manufacturing Technology.** (3). (2 lecture, 3 laboratory). Concepts and techniques associated with manufacturing.

**e-IAT 390. Solar Energy.** (3). (2 lecture, 3 laboratory). Solar energy systems. Emphasis on solar energy system component design and construction. Thorough study of underlying principles of solar energy



collection and utilization.

**IAT 391. External Combustion Engines and Nuclear Power.** (3). (2 lecture, 3 laboratory). Steam engines and generating plants. Includes principles of operation, design, construction of various steam devices. Emphasis on nuclear energy and its application to steam generation by nuclear reactors.

**IAT 392. Jet, Turbine and Rocket Engine Principles.** (2). (1 lecture, 3 laboratory). Various continuous combustion engines. Includes gas turbines, jets and rocket engines. Emphasis on principles of operation, design, construction and application.

**IAT 393. Automotive Electrical Systems.** (3). (2 lecture, 3 laboratory). Prerequisite IAT 180 or consent of instructor. Automotive electrical systems from basic electricity to electronic ignition and voltage regulation. Balance of theory and practical laboratory exercises.

**IAT 396. Automotive Engine Overhaul and Repair.** (3). (2 lecture, 3 laboratory). Prerequisite, consent of instructor. Disassembly, analysis, reassembly and calibration of internal combustion reciprocating engines. Careful, accurate standards in all procedures common to engine overhaul and repair. Required project, overhaul and calibration of an automotive engine.

**IAT 418. Plastics Technology.** (3). (2 lecture, 3 laboratory). Industrial processes in the plastics industry with emphasis on molding, casting, thermoforming processes, and fabrication.

**IAT 422. Individual Studies in Industrial Arts and Technology.** (Maximum 4). Qualified undergraduate students must outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not open to graduate students. Not for general education credit.

**IAT 433. Industrial Materials.** (3). Origin of materials used in industrial arts and technology classes and processes involved in the manufacture of each material. Ways of presenting the related information and consumer knowledge of each material are considered.

**IAT 434. Industrial Occupations.** (3). Industrial occupations as related to vocational, technical and industrial arts education. Includes types of occupations, entrance requirements, sources of training and other related information which would be of benefit to the industrial education teacher.

**IAT 440. Organization of the Graphic Arts Laboratory.** (3). (2 lecture, 3 laboratory). Planning techniques, including objectives, educational specifications, equipment, management and content.

**e-IAT 442. Black and White Photography.** (3). (2 lecture, 3 laboratory). Experimental, interpretive and communicative photography. Advanced camera and printing techniques.

**IAT 443. Fundamentals of Photo Offset Lithography.** (3). (2 lecture, 3 laboratory). Copy preparation, camera work, platemaking

and offset press operation.

**IAT 444. Problems of Design in the Graphic Arts.** (3). (2 lecture, 3 laboratory). Selection and development of individual projects for the classroom which emphasize various design principles.

**e-IAT 445. Color Photography — Transparencies.** (3). (2 lecture, 3 laboratory). Exposing, processing and finishing color reversal films and materials for effective visual presentations.

**e-IAT 446. Color Photography — The Print.** (3). (2 lecture, 3 laboratory). Current methods and techniques of color printing from negatives and transparencies.

**e-IAT 447. Photographic Illustration.** (3). (2 lecture, 3 laboratory). Still life photography in black and white and color. Studio techniques for architectural, industrial-technical and commercial applications.

**e-IAT 448. Portrait Photography.** (3). (2 lecture, 3 laboratory). Posing, lighting, printing and finishing portraits in black and white and color.

**IAT 452. Problems in Woodworking.** (3). (2 lecture, 3 laboratory). Problems the specialized teacher in woodworking in secondary schools must meet.

**e-IAT 455. General Woods.** (3). (Summers). (2 lecture, 3 laboratory). Acquaint students with the tools, materials and processes of woodwork. Non-majors only.

**e-IAT 461. Architectural Drawing.** (3). (2 lecture, 3 laboratory). Planning, drawing and specifications of homes.

**IAT 462. Problems in Drafting and Planning.** (3). (2 lecture, 3 laboratory). Content from selected areas in terms of individual needs.

**IAT 463. Machine Drawing.** (3). (2 lecture, 3 laboratory). Limit and tolerance dimensioning, screwthreads, cams and gears.

**IAT 480. Electronic Circuit Applications.** (Maximum 9). (For 3 credit hours — 2 lecture, 3 laboratory). Electronic hardware and component applications to common circuits found in electronic equipment. Emphasis on control circuits, digital computer logic theory, solid state devices, printed circuits, power supplies, amplifiers, oscillators, transmitters, receivers and fundamentals of TV. Assignments established on individual needs and interests. Amateur radio and various FCC licenses can be earned in this course. May be repeated for credit.

**e-IAT 485. Digital and Microprocessor Basics.** (Maximum 9). (For 3 credit hours — 2 lecture, 3 laboratory). Emphasis on digital IC's, counters, peripherals, interfacing, storage and retrieval, registers, binary codes and systems and D-A or A-D converters. May be repeated for credit.

**IAT 494. Transmission of Power.** (3). (2 lecture, 3 laboratory). Various methods of converting power to useful work. Mechanical, hydraulic and pneumatic transmission. Lecture and laboratories on mechanical drives, hydraulic and pneumatic circuits, pumps, valves an support equipment.

## The Instructor/Course Unit

**f-ICU 102. Seminar on Human Values.** (3). **Stinson.** This course is designed to help individuals identify and critique their own values and to help them learn to cope with the value commitments and expressions of others. S-U final mark.

**d-ICU 108. Impact of Computers on Society.** (3). **McNerney.** The study of computers and their influence upon society will be the emphasis of this course. The issues of automation and employment, privacy, individuality, and abuse of power will be stressed. The influence of the computer upon education, science, art and music, business, and law enforcement will also be studied.

**h-ICU 109. Reaching Beyond the Rational.** (3). **Fields.** Discusses a present mood of skepticism about the quantifying, objective methods of science; the rise to a state of acceptance of the scientific method; and concepts which lie between scientific and irrational. It will be shown that the concepts of rationality are a function of our ability to understand the universe.

**e-ICU 112. Folk Furniture and Musical Instruments.** (3). **Cordiner.** A creative approach to the design and building of useful objects, utensils or musical instruments based on the apprehension of personal, cultural, social or other needs.

**e-ICU 113. Chinese Sumi-e Lettering.** (3). **Shin.** A study of basic Chinese Sumi-e Lettering. Provides a general understanding of the Chinese cultural experience. Handling and care of brushes, preparing the ink and paper. Holding the brush and brush practice with Chinese Lettering.

**h-ICU 114. Science and the Ascent of Man.** (3). **Fadner and/or Hamerly.** A non-mathematical study of human history as seen from the scientist's viewpoint, following the recent television series and book by J. Bronowski.

**f-ICU 202. Technology: Its Impact on Society.** (3). **Jelden.** This course will deal with the impacts of industry and technology on our modern society. Emphasis placed on invention, power and energy, transportation and communication, new materials, agriculture and construction, and socio-economic impacts; implications and impacts on the natural, physical psychic, and social environment. Technology will be viewed as an intellectual discipline.

**h-ICU 205. Human Sexuality.** (3). **Malumphy.** A study of the physiological, psychological, and sociological aspects of human sexuality. Special emphasis will be given to the role of the parents in developing normal and satisfying responses to sexuality.

**e-ICU 206. Contemporary Solutions to Automotive Environmental Pollution and Energy Problems.** (3). **Roy.** A course with emphasis on providing information and developing basic skills which all persons may use to lower emissions from their automobiles and increase engine efficiency. A comprehensive review of private and governmental organizations involved in solving or regulating pollution caused by the automobile.

- e-ICU 207. Leisure and the Outdoors. (4).** Cyphers. A course designed to provide direct experience participation in outdoor pursuits related to the natural environment. Group living experiences in a field campus setting and in an outdoor living situation will be offered. Emphasis will also be given to career opportunities in outdoor related fields.
- g-ICU 208. Liberation: Myth to Ms. (5).** Willcoxon. Interdisciplinary approaches will be used to ascertain how myth has affected the identity, roles and attitudes of the "male world" and of women in relationship to themselves and society. Projects will range from traditional research papers to critical and investigative analyses of current efforts toward perpetuating myth or developing "Ms."
- f-ICU 210. Death and Dying. (3).** Smart. Examining current American's view of death and dying from various perspectives of psychology, religion, medicine, and sociology, an attempt will be made to help students explore attitudes toward death, including their own. Also the course will deal with grief and mourning and reactions to dying persons to imminent death.
- g-ICU 211. Utopias, Dystopias in Literature. (4).** Huff. An historical and critical view of fictional societies through selected readings of utopian and anti-utopian literature.
- d-ICU 213. Theatre: A Place to be Somebody — Else. (3).** Norton. A course designed to aid the student in defining Theatre through the use of his or her own inner resources, experience and dramatic instinct.
- g-ICU 217. Music in American History and Culture. (3).** Lutz. The purpose of this course is to examine select areas of American music in a historical and cultural framework. Material to be discussed includes musical traditions of various ethnic groups, music composed as a result of certain events or for particular purposes, and the use of specifically American elements in classical music.
- g-ICU 219. Asian Studies: The Great Traditions of South Asia. (3).** Edgerton. An interdisciplinary introduction to the culture of India and South Asia with special attention to the historical development, socio-economic patterns, political traditions, religious, philosophical, literary and artistic accomplishments of the area.
- g-ICU 222. Introduction of Folklore. (4).** Stallings. A introduction to some of the basic genres of folklore, with an examination of the relationship between folklore and the arts and of that between folklore and society.
- g-ICU 223. An American Identity. (4).** Rea. This class will attempt to grapple with that nagging question of the American character, and will demand that the student attempt to determine to what extent he or she is the product of various cultural forces.
- e-ICU 226. General Kinesiology: A Study in Human Movement. (3).** Barham, Sage. An introduction to the scientific analysis of motor performance. Special emphasis is given to the mechanical, physiological and psychological components of performance.
- These components will be studied in both the classroom and laboratory settings.
- e-ICU 231. Women in Sport. (2).** Bowers. A course designed for students to study the potential benefits and contributions derived from the participation of women in sport.
- g-ICU 233. Asian Studies — Modern China. (4).** Santos. An interdisciplinary introduction to modern Chinese culture through the study of Chinese Literature in translation, 1917-1952. Utilizing literary texts as a base, special attention will be given to the historical development, socio-economic patterns, and religious, political, and philosophical traditions of the Chinese.
- e-ICU 302. Contemporary Issues in Drug Abuse. (3).** Harrison. This is a course designed to provide the student with current information concerning the physiological, psychological and sociological aspects of drug use, misuse and abuse. The availability and functionality of drug abuse programs and agencies dealing with prevention and rehabilitation will also be presented as will current research.
- g-ICU 304. The American Nightmare: Protest Against the Dream. (4).** Willcoxon. The components of the American Dream will be discussed, with students then determining what areas of protests against the Dream and what areas of protest against the lack of realizations of the Dream should be analyzed.
- g-ICU 305. POP! Went the Dream. (4).** Bowles. An attempt to determine the nature of popular culture and the extent to which its development is related to the American Dream. Such typical manifestations as art, motion pictures, radio, television, music reading matter, and sports will be examined with each student determining his or her own area of interest.
- g-ICU 307. Casinos, Gambling and Game Simulation. (3).** Heiny. Study of alternative decisions and their probabilities, odds and payoffs in gambling games. Lotteries, numbers, racetracks, and athletic betting will be covered. The premiums, payoffs, and odds in insurance investing will be investigated. Simulation of games on the computer will be used for instruction. No math or computer prerequisite. S-U final mark.
- g-ICU 309. Ethical Values and Children's Literature. (3).** Hodapp. This course will delve into the underlying and explicit moral values found in children's literature. The literature will encompass folk tales to modern children's literature. The course will culminate in the creative effort of the student in creating a children's story.
- i-ICU 310. Effective Parenting. (3).** Wawatzky. A study of parenting techniques based upon the Transactional Analysis model. Includes a comparative study of theories regarding the emotional needs of children through growth and development, and information about effective parenting messages and techniques as well as parent messages and behaviors that are disruptive or destructive.
- g-ICU 317. Latin American Magical Realism in Short Story and Novel. (3).** Hoffman. The course is an introduction to the best of the recent Latin American novelists and short story writers. Authors to be studied are Jorge Lues Borges, Julio Cortazar, Carlos Fuentes, Juan Rufo and Gabriel Garcia Marquez.
- e-ICU 319. Sexism in Management: Changing Roles for Men and Women. (3).** Holmbee, Saam. Ideas, theories, and models from various disciplines will be applied to management problems created by recent legislation concerning sex discrimination. Students will be given opportunities to investigate their leadership styles, their behavioral roles in small groups, their reactions under stress and competition, their unique problems, their bargaining behavior, and their relationships and expectations of the sexes under these conditions.
- g-ICU 320. The Question of Love. (3).** Malnati. A study of the diverse expressions and imitations of love in the lyrics of Dante, Petrarca and Boccaccio as they relate to their own 20th century question of love.
- g-ICU 322. The Lore and Logic of Chess. (4).** Anders. This course will explore the philosophical concepts which underlie the evolution of chess; introduces the mechanisms by which computers make chess move decisions; develop judgment, logic and imagination in electing from an infinite number of chess moves. S-U final mark.
- f-ICU 324. Politics, Technology, and Political Science. (3).** Mazurana, Watson. A revolution in the science and technology of knowledge and communication involving computers and electronic media has substantially altered the environment of contemporary politics, public administration, and political science. The purpose of this course is to explore the interconnections between practical politics, the academic discipline of political science, and these revolutionary changes in the contemporary era.
- g-ICU 326. The Court of Louis XIV. (3).** Brown. An examination of the art, music and literature of the court of Louis XIV, and the social and moral values which they reflect. Ideas to be discussed include role-playing, the trend toward the ceremonial, class distinction and ethics as seen through authors such as Racine, Moliere and Pascal.
- h-ICU 329. Philosophical Concepts of Science. (3).** Fadner. A non-mathematical study of philosophical problems in science as viewed by scientists, including topics such as social influences in the rise of science, casualty, determinism, inter-dependence of natural objects, correspondence principles, conservation principles, particle-wave duality, measurement, the validation of theories, free will.
- f-ICU 332. Who Rules America? (4).** Perchlik. An analysis of the nature of power and of the means of attaining it in contemporary society. Particular attention will be paid to the theoretical and real conflict between participatory democracy and elitist and special interest government. Recent sociological, economic, and political

developments will be discussed.

**f-ICU 334. Seminar on Awakening Creativity. (3). Heckman.** A course designed to awaken and activate the creative powers which are present in every individual. The focus will be on the creative potential which involves all common areas of living, such as study, leisure, relationships, work and personal growth. Participation in class and contributions of thoughts and ideas required for successful completion. S-U grading.

**e-ICU 337. Job Readiness Skills. (3). Scharf.** To provide the disabled and able-bodied an opportunity to interact concerning the world of employment, as they mutually discover the equalizing factors which determine job seeking success. It will be a learning experience for each group.

**f-ICU 341. Student Power. (4). Trahan.** An historical and sociological examination of student awareness of their current and potential role in institutional and community discussion making. Students will be required to become familiar with literature on student activities and directly observe and analyze local and community discussion making processes.

**e-ICU 342. Ethno-Gormandistics. (3). Grable.** A study of various cultures — their histories, customs, and cuisine. Typical foods of each culture studied will be prepared and sampled by the class as an aid to understanding and appreciating the people.

**e-ICU 343. Current Issues in American Law. (3). Seymour.** This course is intended to provide a foundation for understanding and coping with our legal procedure, tort and criminal law, taxes, consumer and protection, environmental protection, employment law, antitrust law, and family law (marriage, women's rights, children, and divorce).

**d-ICU 344. Women in Music. (2). Rhoads.** The course will explore the lives, achievements and problems of past and present female musicians. Through the use of recordings, interviews, reports and extensive classroom discussion of articles, interdisciplinary approaches will be employed to study the problems and accomplishments of women in music and to relate them to those in other creative and artistic areas.

**e-ICU 345. Juries, Justice, and Jurisprudence. (3). Crawford.** This class is a lecture-discussion course designed to investigate American trial advocacy, criminal justice, and the role of the American courtroom lawyer.

**f-ICU 346. Dictators, Violence and Repression in Latin America. (3). Higgins, Hoffman.** Dictatorial regimes come and go in Latin America, and the coup d'etat and the military junta are common phenomena. Violence, repression and dictatorships are common themes in much of the contemporary literature and art. The course will deal with the social, economical and historical reasons for dictatorships and with the literary and artistic expressions of the dictator and violence theme.

**f-ICU 347. Contemporary Dissident Movements in U.S.S.R. (3). Owechko.** The course is designed to investigate the causes

(reasons), goals and possible effects of different kinds of dissident movements in today's U.S.S.R. and to analyze some literary, publicistic, artistic works and religious activities which became a target of the Soviet government's persecution of authors and their followers.

**g-ICU 349. Herman Hesse. The Chaos and Restlessness of an Era and a Man in Turmoil. (3). Lange.** An analysis and discussion of representative works of Hesse in English translation with respect to his treatment of searching youth for self-identity and meaning in life.

**e-ICU 350. Beginning Sailing. (2). Arnold.** Beginning sailing is designed to help students learn how to sail and relate sailing to personal fulfillment. The course deals with racing and cruising sailing vocabulary, safety, regulations, sailing opportunities and situations in sailing.

**f-ICU 400. Sociology of Sport in American Society. (3). Sage.** The main objective of this course is to utilize basic sociological concepts and theories for an analysis of sport in American society.

**h-ICU 402. Science and Christianity. (3). Peeples, Viens.** A practical and non-denominational examination into the roles of the natural sciences and the Christian religion in the life of today. Emphasis is placed upon such topics as the origin of life, origin of man, purpose of being, man and his environment, family relations and future of society.

## Interdisciplinary Studies

**ID 101. University Orientation. (1).** This is a five week course designed to familiarize students with the major offices and their functions at UNC; to provide students with the opportunity to explore feelings relating to school, friends, and family; to help ease the transition into college. Course requirements will be completed through projects and presentations. Required for CHE participants. S-U grade.

**g-ID 102. Writing Lab. (3).** This course centers on the fundamentals of the writing process and is concerned chiefly with clear sentence structure, paragraph development, organization of thoughts around a central idea, and basic writing forms — reaction, evaluation, argumentation, description, and essay testing.

**g-ID 103. Introduction to Reading. (3).** This course will focus primarily on developmental reading skills. Areas covered are textbook study techniques, lecture note-taking, exam preparation, comprehension improvement, critical reading, and library use.

**g-ID 104. Individualized Reading. (3).** This course is designed for students who need additional development and reinforcement of their reading skills. At the outset, each student's instructional reading level and strengths are assessed, and a program is then assigned to meet his particular needs. One-to-one instruction predominates. Consent of instructor.

**g-ID 106. Individualized Writing. (2).**

Although objectives in the areas of thought development, clear sentence structure, and paragraph organization are fundamental, the focus is on individual progress. A large portion of class time is spent on individual writing instruction as the class moves through a developmental sequence. Consent of instructor.

**g-ID 107. Technical Writing. (2).** This class focuses on a variety of specific writing tasks required of the university student. Discussion and practice include the summary, the personal reaction, the abstract, the critique, the discussion, and the annotative bibliography as well as other writing forms pertinent to class members' current writing demands. Prerequisite: ID 102 and ENG 101.

**g-ID 148. Introductory Seminar in Women's Studies: Women in Crisis. (3).** An introductory course designed primarily for students minoring in Women's Studies. Through individual projects and group processes, the student will explore herself/himself in relation to woman's world. Special emphasis will be placed on attitude formation, gender role-learning, self-images, needs, values, fears, and aspirations.

**g-ID 176. The Ideas of America. (5).** The American Studies approach will be used to present a survey analysis of how the development of art, architecture, music, literature, and thought influenced and reflected the American experience and used to trace the significance of our past experience to present concerns.

**g-ID 337. History and Art of Africa. (4).** A social and cultural history of Africa over the last three hundred years, with particular emphasis on artistic developments. The areas of concentration will include Nigeria, Angola, Ghana, Ivory Coast, Liberia, and Zaire. The course will include lectures, discussions, slide presentations and films. Team-taught with Fine Arts Department.

**ID 350. Race, Poverty, and Change in Urban America. (3).** This course is to be presented by the departments of Anthropology, Economics, Geography, Political Science, and Sociology introducing concepts relative to urban spatial structure, its uses, economics, dynamics, and political organization, and the sociological and biological concepts of race.

**ID 375. Human Relations. (4).** This course is designed to contribute to the student's awareness of social and race relations. Emphasis is given to social positions, values, issues, and aspirations. An interdisciplinary approach will be used.

**g-ID 404. Leadership Skill Development. (2).** Permission of the instructor. The course is designed for students who are engaged in leadership positions on campus. The student participates in a seminar exploring concepts and dynamics of leadership. Includes readings and individual project activities pertaining to the student's leadership position. S-U final mark. 8 hours maximum.

**ID 423. Microteaching. (2).** The course endeavors to have teachers improve in their teaching competence by presenting micro teaching episodes, video and/or audio taping

them, evaluating the tape, and humanistic questioning and discussion techniques will be stressed.

**ID 424. Orientation to Educational Accountability.** (3). Educational accountability and procedures essential to its implementation. Covers terminology, historical development, professional and lay involvement, implications for state departments and means of planning for accountable programs. Emphasis on performance contracting, educational vouchers and program evaluation. Offered by Department of Industrial Arts and Technology.

**ID 425. Professional Teacher Competencies.** (3). Ten basic functions of classroom teacher and specific tasks which must be performed within each. Organization of class material is such that competencies are on facilitating instruction, managing the learning environment, improving individual competencies, designing programs, designing instruction, providing professional service, evaluation programs, nurturing humaneness and utilizing research. Offered by Department of Industrial Arts and Technology.

**ID 426. Orientation to Computer Assisted/Managed Instruction.** (3). Orientation in utilizing computer for both instructional tool and management tool. Emphasis on systems terminology, basic problem language for classroom teachers and steps of procedures for converting traditional teacher-lecture materials to computer managed instruction. Opportunities to experience interactive and non-interactive instruction program also provided. Discussion will provide information on commercial CAI/CMI systems available to public school personnel. Offered by Department of Industrial Arts and Technology.

**g-ID 438. American Politics: History and Theory.** (3). Analysis of significant texts in political philosophy by Americans and of the historical circumstances in which those texts were written; close attention will be given to the political philosophies of Madison, Jefferson, Hamilton, Calhoun, Thoreau, Bellamy, Dewey, and Lippmann.

**g-ID 448. Women's Studies: Senior-Seminar.** (3). Designed primarily for students minoring or taking a core-course program in Women's Studies, the senior seminar focuses upon materials students learned in disciplinary areas, using these ideas and techniques to develop interdisciplinary methodologies an concepts for understanding sexism and feminist approaches to combat it.

**ID 470. Theory and Research in the Social Sciences.** (4). A course designed to provide social science teaching majors with an Introduction to theory and research in the social sciences. Special emphasis will be on the logic of social scientific theory and research and its applicability for the secondary teacher.

## Individualized Education

**IE 201. Individual Tutorial.** (Maximum 15). Study with a faculty tutor on individualized projects which may involve library, laboratory, or independent field work. The nature and duration of each project will be determined by consultation between student and tutor. One to fifteen hours of ungraded credit.

**IE 401. Individual Tutorial.** (Maximum 15). Study with a faculty tutor on individualized projects which may involve library, laboratory, or independent field work. The nature and duration of each project will be determined by consultation between student and tutor. One to fifteen hours of ungraded credit.

## Individual Studies

**IS 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairperson of the department.

## Italian

**d-ITAL 101. Elementary Italian I.** (5). Introduction to idiomatic spoken and written Italian by means of vocabulary learning and the study of the structure of Italian. Class activities regarding grammar and cultural readings are limited realistically to spoken and written Italian. Audio and phonetic laboratory aids will be used to the extent that they may benefit the student's pronunciation and accurate fluency.

**d-ITAL 102. Elementary Italian II.** (5). A continuation of ITAL 101.

**d-ITAL 103. Elementary Italian III.** (5). A continuation of ITAL 102.

## Journalism

All journalism courses ending in the ten numbers as designated in the categories below belong to that journalism area of study:

- 1- 9 General courses and Internships
- 10-19 Writing and Reporting
- 20-29 Individual Study and Research
- 30-39 Teaching
- 40-49 Broadcast
- 50-59 Editing and Layout
- 60-69 Community Journalism and Management
- 70-79 Photography and Graphics
- 80-89 Advertising and Public Relations
- 90-99 Press Criticism, History, Law

**d-JOUR 100. Introduction to Journalism.** (2). Description and analysis of the news and information media in the United States from the point of view of the consumer and the prospective journalist. Recommended for freshmen and sophomores.

**d-JOUR 110. Newswriting.** (4). Prerequisite, functional skill in typewriting and successful performance on departmental test

of proficiency in English grammar, spelling, and word use. Designed to sharpen judgment and skill in selecting, reporting and writing news for print and broadcast with emphasis on newspaper newswriting.

**JOUR 115. Advanced Newswriting.** (4). Prerequisite, JOUR 110. Covering assignments outside the classroom, with emphasis on the reporting and writing of public affairs.

**JOUR 210. Feature Writing for News Media.** (3). Prerequisites, JOUR 110, 115. Analyzing, researching, and writing the longer feature with emphasis on current subjects usable in the local press.

**JOUR 250. News Editing.** (3). Prerequisite, JOUR 110. Principles and practice in editing copy and pictures, writing headlines; use of editorial judgment.

**JOUR 255. Publications Layout.** (3). Copy and picture layout for the printed media.

**JOUR 284. Techniques of Advertising.** (3). A copywriter's approach to the study of advertising. Emphasis is on creating copy both for print and broadcast advertising, and the layout and illustration of advertisements.

**JOUR 301. Journalism Internship.** (2). Practical experience in at least two of the following areas (prerequisites noted in parenthesis): advertising (JOUR 284); newspaper (JOUR 110, 115, 250); news service (JOUR 110, 115, 210); sports writing (JOUR 110, 115, 210); broadcast (JOUR 110, 340, COMM 340 or 342); publications (JOUR 250, 255); photography (JOUR 370); adviser aide (teaching)(JOUR 330, 435).

**JOUR 310. Analytical Reporting.** (4). Prerequisites, JOUR 110, 115. Preparing interpretive articles, investigative stories, editorials, columns, critical reviews (drama, films, books, music, recordings, art, radio and television).

**JOUR 330. Teaching Secondary School Journalism.** (PTE) (3). Methods of teaching, use of teaching materials, and use of communications theory applied to journalism teaching.

**JOUR 340. Broadcast Newswriting.** (3). Prerequisite, JOUR 110. To acquaint the student with the principles, techniques and forms for broadcast writing.

**JOUR 360. Community Newspaper.** (3). Prerequisites, JOUR 110, 115, 250. A realistic look at the problems and prospects of weeklies and small dailies, and the environments that shape them. Study will include cases, practical experience, and meetings with community journalists.

**JOUR 370. Photojournalism.** (3). (Laboratory arranged). Prerequisites, JOUR 110 and IA 342. How to report news with a camera, design picture pages, write and illustrate photo features and essays, and write outlines. Students must provide their own adjustable-lens camera.

**JOUR 380. Public Relations.** (3). A survey of the theories, concepts, and procedures fundamental to the understanding and practice of public relations. Application to business, government and other organizations is discussed.

**JOUR 384. Direct Mail Advertising.** (1). The technique and procedure of creating the

mailing piece as well as securing of a productive mailing list.

**JOUR 385. Media Planning. (1).** Methods and procedures used in planning the media mix to be used in an advertising campaign. Emphasis given to use of advertising in newspapers, magazines, radio, and television.

**JOUR 386. Advertising Regulation. (1).** Study of controls on advertising by use of professional codes, postal laws, and federal and state regulatory agencies.

**d-JOUR 397. Master Journalists and Their Times. (3).** American journalism history concentrating on great American journalists, emphasizing their writings, standards of journalism, and their contributions to journalism and to society.

**d-JOUR 399. Press Criticism and Current Affairs. (3).** How to follow and understand today's news in today's world with some attention to past events that contribute to current trends. How to analyze and judge how well the mass media report and interpret news. How to evaluate the influence of press councils, journalism reviews, ombudsmen and other ways to improve the media.

**JOUR 401. Journalism Intern. (15).** Prerequisites, junior or senior status and permission of journalism adviser. Journalism majors only. One quarter of full-time work off-campus in news, public relations, advertising and other journalistically related organizations.

**JOUR 408. Workshop. (1-4).** Special workshops or short courses in various content areas of journalism and journalism education will be offered during the summers and other quarters as the need and opportunity arises. Course may be graded S or U.

**JOUR 422. Journalism Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not open to graduate students. Not for General education credit.

**JOUR 430. Scholastic Publications. (PTE) (3).** Analysis of purpose and problems of school newspapers and yearbooks; techniques in advising newspapers, yearbooks, and magazines.

**JOUR 435. Teaching by Newspaper and Broadcast. (PTE) (2).** Use of newspaper-in-the-classroom program for teachers of varied study areas, and use of radio and television to supplement classroom instruction.

**JOUR 460. Newspaper Management. (3).** Prerequisites, JOUR 110, 115, 250, 284. Production, circulation and advertising management; bookkeeping and supply ordering; buying; ownership regulation for the smaller daily and the weekly. Attention is given to production and trends in publishing technology.

**d-JOUR 492 Ethics and Libel. (3).** Prerequisite, junior or senior status. Study of current ethical and legal problems of the printed and broadcast media; designed for the prospective newsman, publisher-manager, school administrator, and journalism teacher.

**d-JOUR 496. Profiles of 20th Century Journalists. (3).** Intensive examination of the lives and careers of ten or fewer distinguished journalists of the twentieth century as revealed by their biographies or autobiographies, including those of Edward R. Murrow, Dorothy Thompson, Theodore H. White, and Heywood Brown.

## Mexican American Studies

**g-MAS 101. Introduction to Mexican American Studies. (4).** A general course designed to provide an understanding of Mexican American Studies. This course provides a background for more effective understanding of the other courses in the MAS department. This course also analyzes the relative position of the Mexican American community in the general Anglo American society.

**e-MAS 260. Mexican American Dance Production in the Bilingual Bicultural School. (2).** (1 lecture, 1 laboratory). History of the origin and development of Spanish, Indian, Mexican and Mexican American dance in a bilingual bicultural school program. Dealt with will be the choreographic, set and costume, problems involved in the direction and production of a cultural Mexican American school program.

**g-MAS 270. History of Mexico I. (3).** This course will cover the significant aspects of Mexican history and civilization from 1500 to 1810. Emphasis will be on the conquest of the Mexican nation by the Spaniards, the growth of New Spain, significant events of the colonial period and the reemergence of the Mexican Nation, which led to independence.

**g-MAS 280. History of Mexico II. (3).** A study of historical events from 1810 to 1920. Emphasis will be on the growth of the Mexican Republic; its relations with the United States. The loss of lands to the United States, the Mexican War and American capitalism in Mexico.

**f-MAS 302. Social Stratification in the Mexican American Community. (3).** Designed to help the student understand the social, economic, political and religious differences in the Mexican American community, this course will investigate the socialization process within the Chicano community. Special emphasis will be given to the study of contrasting differences and similarities between the Chicano, Hispano, Spanish American and the Mexican American.

**i-MAS 304. Bicultural Systems. (3).** This course studies the dominant cultures in the American Southwest, the Spanish-Mexican Culture and the Anglo-American Culture. This is designed to help the student understand the problems facing culturally different people. The effects of cross cultural conflict on family values and individual behavior patterns.

**MAS 305. Chicano Psychology. (4).** Designed as a systematic exploration of the

behavior of Chicanos within the current setting of the large Anglo society, this course will address such issues as value judgments, motivation, power, self-control, bilingualism, identity and psychological testing. Insights from Chicano studies are synthesized into an understanding of the subordinated condition of Chicanos.

**g-MAS 306. History of the Chicano in the Southwest. (3).** This course studies the predecessor of the present-day Chicano. The heritage of the Spaniard, the Indian and the Mestizo are examined. Special emphasis on the contributions made by these people in the development of the Southwest.

**g-MAS 307. La Chicana. (4).** An in-depth study of the problems facing La Chicana with changing life-styles and situations (domestic survival, family structure, public roles, institutions, etc.) in Western society.

**MAS 401. Spanish for Bilingual Education I. (5).** Prerequisites, two years of college Spanish or the equivalent and placement test scores at 3rd level proficiency. Designed to develop the Spanish Language skills of Bilingual Education majors in the area of Language Arts. The progressive development of speaking, reading and writing skills requires that the classes be taken in sequence. Students must pass the Bilingual Education Spanish proficiency exam after completion of MAS 403 in order to receive Bilingual education certification.

**MAS 402. Spanish for Bilingual Education II. (5).** Prerequisite, MAS 401. This course is designed to teach Bilingual Education majors the vocabulary necessary for teaching science and math in the elementary school. The progressive development of speaking, reading and writing skills requires that classes be taken in sequence. Students must pass the Bilingual Education Spanish proficiency exam after completion of MAS 403 in order to receive Bilingual Education certification.

**MAS 403. Spanish for Bilingual Education III. (5).** Prerequisites, MAS 401, 402. Course is designed to teach Bilingual Education majors the vocabulary necessary for social studies, geography, and general culture. Particular focus will be placed on Southwest culture. The progressive development of speaking, reading, and writing skills requires that classes be taken in sequence. Students must pass the Bilingual Education Spanish proficiency exam after completion of MAS 403 in order to receive Bilingual Education certification.

**MAS 409. Survey of Contemporary Chicano Literature. (3).** A survey of present-day literature that deals with social protest. Other literature that has contributed to the rich literary heritage of the present-day Chicanos will also be studied. This course may be substituted for SPAN 409.

**g-MAS 412. Mexican American Art. (3).** A course whose purpose is to familiarize the student with the great Mexican artists and their artistic creations. This course will also explore the rich artistic heritage that has been passed on to the present-day Mexican American.

**g-MAS 414. Mexican American**



**Philosophical Thought. (3).** A study of major philosophical views on problems and of ethics affecting the contemporary Mexican American thought.

**MAS 422. Individual Studies. (Maximum 4).** MAS 422 is the equivalent of IS 422. Catalog regulations governing the purpose, method and reporting of IS 422 also apply for students enrolled for MAS 422. Students enroll for a minimum of 1 hour of independent studies under the supervision of a faculty adviser. It is recommended that a student not enroll for more than three hours of MAS 422 per quarter.

**d-MAS 425. Linguistics Applied to Chicano Spanish. (3).** A linguistic analysis of the Spanish spoken in the Southwest emphasizing similarities and differences with universal Spanish. This course may be substituted for SPAN 425.

**g-MAS 430. Survey of Mexican Literature. (3).** This course will study the great Mexican authors and poets, such as Sor Juana Inez, Jose Joaquin de Lizardi, Manuel Almirano and others that have influenced contemporary literature. This course may be substituted for SPAN 430.

**MAS 451. Senior Project or Thesis. (1-3 hours, maximum 5 hours).** The course carries one to three hours of credit each quarter. During the senior year the student will gain assistance with his project or thesis from a professor assigned to him by the department. The professor advises the student concerning his subject or project for study. The student will hand in an acceptable written report at least three weeks before the student is to be graduated.

**MAS 474. Teaching in a Second Language in the Elementary Bilingual and Bicultural School. (PTE) (3).** This course is designed to prepare the elementary bilingual and bicultural teacher to teach Spanish as a second language or English as a second language. Special consideration is given to methods of instruction, selection of materials and student evaluation. May also be taken as EDEL 474.

**MAS 481. History and Philosophy of Bilingual Education. (PTE) (3).** An introductory course into the history of bilingual education. A consideration of the major educational points of view considering the monolingual and bicultural approach to education. May also be taken as EDEL 471.

## Mathematics

**a-MATH 101. Fundamental Mathematical Skills. (3).** This course consists of topics from arithmetic and algebra: operations with real numbers, linear equations and inequalities, operations on polynomials, factoring, solution of two simultaneous equations (linear); word problems, proportions, graphing linear equations and inequalities and use of formulas to find perimeter, area and volume. S-U grading.

**h-MATH 110. Mathematics and the Liberal Arts. (3).** The purpose of this course is to display several topics from mathematics. These topics are presented in an intuitive

manner and in such a way as to help those students who feel they need to know more about mathematics. This course is not open to mathematics majors or minor.

**h-MATH 115. Essentials of Mathematics I. (3).** Prerequisite, one year of high school algebra. The purpose of this course is to present the essential concepts of algebra to students of business, economics, sociology, education and others. Topics include graphing, equations, matrices, logarithms, simple trigonometry, and analytic geometry. The course is not open to mathematics majors or minors.

**h-MATH 116. Essentials of Mathematics II. (3).** Prerequisite, MATH 115, or a recent background in high school algebra. The course continues with further topics in algebra, trigonometry and analytic geometry but especially considers concepts of calculus from an intuitive point of view. The course is not open to mathematics majors or minors.

**h-MATH 117. Elements of Mathematics. (3).** For the student without an extensive background in high school mathematics. Topics covered: signed numbers, fractions, integers, exponents, factoring polynomials, polynomial arithmetic, linear equations, ratios and percentages.

**a-MATH 123. Intermediate Algebra. (5).** Prerequisite, one year of high school algebra and one year of high school geometry. This is a course in algebra covering the elementary concepts of algebra through quadratic equations. Emphasis is placed on the function concept. Systems of linear equations are considered.

**h-MATH 124. College Algebra. (5).** Prerequisite, MATH 123 or a full year of modern, second-year high school algebra. This course is basically a treatment of quadratic, exponential, and logarithmic functions. The systems of integers, rational numbers, real numbers, and complex numbers are included. Some topics from matrices and the theory of equations are included.

**h-MATH 125. Plane Trigonometry. (5).** Prerequisite, MATH 124. This is a course in modern plane trigonometry which emphasizes the circular functions and their applications. The inverse trigonometric functions and trigonometric identities are emphasized. Complex numbers are covered through DeMoivre's Theorem.

**h-MATH 127. Elementary Functions. (5).** For the student who has had a good background in high school mathematics, (three years or more) but who needs to review the development of those skills which are required in the calculus. Topics covered include polynomial functions, exponential and logarithmic functions, trigonometric functions, vectors, analytic geometry, and polar coordinates.

**h-MATH 130. Analytic Geometry. (4).** Prerequisite, high school mathematics through trigonometry. This is a standard course in analytic geometry covering the following topics: Cartesian coordinates, distances, parallels, perpendiculars, locus of an equation, line forms including normal form, conic section including general quadratic

forms in two variables, polar coordinates, and selected topics in solid analytic geometry.

**h-MATH 131. Calculus I. (5).** Prerequisite, MATH 130. The first course in a three-course sequence in beginning calculus. Elementary phases of both differential and integral calculus, along with various applications of these subjects are considered.

**h-MATH 132. Calculus II. (5).** Prerequisite, MATH 131. A continuation of MATH 131.

**MATH 133. Calculus III. (4).** Prerequisite, MATH 132. A continuation of MATH 132.

**h-MATH 151. Introduction to Statistical Analysis. (4).** Prerequisite, MATH 123 or consent of instructor. This is a service course in statistical inference and the techniques used in organizing data. Topics include frequency distributions, histograms, measures of central tendency, measures of dispersion, probability, distributions, point estimation, interval estimation and testing hypotheses.

**f-MATH 180. Computers and Their Impact Upon Society. (3).** The study of computers and their influences upon society will be the emphasis of this course. In addition to the issues concerning the impact of the computer upon society, the BASIC language, flowcharting, and simple computer design will be studied. Opportunity for "hands-on" computer experience will be provided.

**a-MATH 191. Basic Mathematics I. (3).** The first of a three-course sequence which is particularly pertinent for the prospective teacher of arithmetic, presenting arithmetic and algebra from a modern approach. Topics include the natural numbers, integers, rational numbers, real numbers, relations, functions, and equations. Emphasis is placed on understanding mathematical structures.

**a-MATH 192. Basic Mathematics II. (3).** Prerequisite, MATH 191. A continuation of MATH 191.

**h-MATH 193. Informal Geometry. (3).** The emphasis is upon informal Euclidean geometry which is suitable for the K-8 curriculum. Laboratory techniques are employed where applicable.

**MATH 202. Theory of Sets. (3).** Prerequisites, MATH 193, or MATH 131, or consent of instructor. An introduction to the theory of sets from an axiomatic point of view. Topics included are properties of sets, relations, functions, finite and infinite sets, cardinal and ordinal numbers.

**MATH 203. Basic Mathematical Logic. (3).** Prerequisite, MATH 193 or MATH 131, or consent of instructor. A course designed to introduce the student to those tools and techniques of logic as applied to mathematics. Introduces terminology and basic forms of logic along with concepts of truth value. Statement calculus and treatment of proof are discussed. The restricted predicate calculus is analyzed and applications to mathematics are discussed.

**MATH 234. Calculus with Analytic Geometry IV. (4).** Prerequisite, MATH 133. A continuation of MATH 133.

**MATH 250. Elementary Probability Theory. (4).** Prerequisite, MATH 131. Discrete and continuous probability, conditional probability, Bayes theorem; one-dimensional random



variables and the expected values of random variables; Bernoulli, binomial, Poisson, geometric, hypergeometric and multinomial probability laws; probability distributions of uniform, normal, exponential, Gamma and Chi-squared type random variables.

**MATH 251. Elementary Statistics Theory.**

(4). Prerequisite, MATH 250. A continuation of MATH 250 in which statistical topics will be covered, assuming the probability background. Specific topics will be: jointly distributed random variables, Central Limit Theorem, sampling distributions, maximum likelihood estimation, properties of estimation, confidence intervals, and tests of hypothesis.

**h-MATH 280. Beginning Computer Programming in Basic.** (3). (2 lecture, 2 laboratory). This is an elementary computer programming course designed to familiarize the non-math major with the fundamentals of flowcharting and with the writing of computer programs in the BASIC language. The programs which are written will involve nontechnical applications of computer programming and be of general nature.

**h-MATH 305. Mathematics of Finance.** (5). Prerequisite, MATH 123. This course offers the student an opportunity to apply his elementary mathematics of arithmetic and algebra to problems of business. Such topics as simple and compound interest, annuities, installment buying, and life insurance are considered.

**MATH 321. Elementary Linear Algebra.**

(4). Prerequisite, MATH 131. This course provides an introduction to the topics of linear algebra including vector spaces, basis, determinants, linear transformations, matrices, eigenvalues and eigenvectors. Applications will also be included.

**MATH 322. Introduction to Abstract Algebra.**

(4). Prerequisite, MATH 321. This course provides an introduction to the topics and concepts of abstract algebra including rings, integral domains, integers, fields, groups and polynomial rings.

**MATH 325. Elementary Matrix Algebra.**

(4). Prerequisite, MATH 321. This course presents an introduction to vector spaces and matrix theory including row operations, determinants, independence and linear transformations.

**MATH 327. Elementary Functions from an Advanced Viewpoint.** (4). Prerequisite, MATH 133. A course in analysis for prospective high school teachers. Topics will include the standard analysis concepts but organized in such a way as to give emphasis to a careful treatment of the elementary functions.

**MATH 335. Differential Equations I.**

(4). Prerequisite, MATH 133. A study of the theory and solution of differential equations. Ordinary differential equations are treated along with numerous applications.

**MATH 336. Differential Equations II.**

(4). Prerequisite, MATH 335. A continuation of MATH 335. Topics to be covered include series solutions of differential equations, systems of equations, partial differential equations, Fourier series and boundary value problems.

**MATH 341. Introduction to Modern**

**Geometry I.** (3). Prerequisite, high school geometry. The first of three courses designed to give the student a broad background in geometry. This course will build upon the student's high school background in the areas of Euclidean constructions, expanding to Mascheroni and inversive techniques, and proof of some classical as well as modern Euclidean theorems.

**MATH 342. Introduction to Modern**

**Geometry II.** (3). Prerequisite, high school geometry and Math 130. The main emphasis will be placed on the study of Euclidean geometry concepts of congruence and similarity through the use of transformation geometry. In this study, the analytic approach to the transformational geometry through the use of the Cartesian coordinate system will be covered.

**MATH 343. Introduction to Modern**

**Geometry III.** (3). Prerequisite, MATH 341 or MATH 342. In this course, the main emphasis will be placed on the study of the structure of geometric ideas. Types of geometry to be studied will be finite geometries, projective geometry, affine geometry and non-euclidean geometries.

**h-MATH 380. Computer Programming.**

(4). (3 lecture, 3 laboratory). Prerequisite, MATH 124. This course in computer programming is designed for mathematics and science students in the arts and sciences. Programs will be written in the FORTRAN IV and BASIC and run on the IBM 360 and the Hewlett-Packard 2007A system. Programs are chosen for their applicability to the secondary classroom.

**h-MATH 381. Problem Solving with**

**Calculating Devices.** (2). Prerequisite, MATH 124. The emphasis in this course is on problem solving with hand-held and desk calculators, both programmable and nonprogrammable. An overview of computing and algorithmic processes is also included.

**h-MATH 395. Activities in Elementary**

**Mathematics.** (2). Prerequisites, MATH 191, 192. Students explore topics in elementary mathematics in an informal laboratory/discussion environment and develop a packet of materials and equipment suitable for later use in the elementary school, middle school, or early junior high school. S-U final mark.

**h-MATH 402. Foundations of Arithmetic.**

(3). Designed to provide opportunity for elementary and junior high teachers and supervisors to acquire the understandings of arithmetic essential for effective teaching. Areas to be covered include the structure of our number system, operations in it, and special numbers.

**MATH 403. Structure of Numbers.**

(3). Prerequisite, MATH 132. A rigorous development of the real and complex numbers. Beginning with Peano's axioms for natural numbers, the integers are developed by extension. The rational and real number systems are then obtained as successive extensions. Complex numbers are structured from pairs of real numbers. The nature of isomorphism is stressed.

**MATH 409. Foundations of Mathematics.**

(3). Prerequisite, Senior status, mathematics major or minor. An introductory treatment of the foundations of mathematics and of the concepts that are basic to mathematical knowledge. Topics will include formal axiomatics, sets, logic and philosophy.

**MATH 411. Topics in Mathematics.**

(1-3). (Maximum 12). Prerequisite, approval of instructor. Topics from mathematics not available through existing courses and which reflect the specific interest of available instructors or the specific needs of students. Topics from geometry, analysis, algebra, statistics, numerical analysis, topology, number theory or other areas may form the focus of an offering of this course.

**MATH 422. Individual Studies.**

(Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**MATH 432. Basic Analysis I.**

(4). Prerequisite, MATH 133. The first course of a sequence of three courses which will extend the student of calculus and analysis into the mathematical rigor and logic of analysis. This course will cover the following topics: real numbers developed through the Dedekind cut definition, some introductory topological topics, limits, continuity, differentiability, and Riemann integral.

**MATH 433. Basic Analysis II.**

(4). Prerequisite, MATH 432. A second course in a sequence of three courses. The topics to be covered in this course will be as follows: sequences and series, functions of several real variables and integrals of functions of several variables.

**MATH 434. Basic Analysis III.**

(4). Prerequisite, MATH 433. The third course in a sequence of three courses. From the background built up on the first two courses, this course will consider certain special topics of application. Some of the topics to be considered will be chosen from the following: implicit functions; applications to geometry; the gamma and beta functions; line, surface, and space integrals; vector notation; Bessel functions; elliptic integrals.

**MATH 464. Introduction to the History of**

**Mathematics.** (3). Prerequisite, MATH 133. A survey of the history of mathematics from antiquity to the present with emphasis upon both the development of mathematics concepts and the people involved in this development.

**MATH 481. Computer Mathematics I.**

(4). (3 lecture, 3 laboratory). Prerequisites, MATH 133, MATH 380 or permission of instructor. A continuation of MATH 380. This course consists of advanced FORTRAN and advanced BASIC as they apply to elementary mathematics. The student will program for the IBM 360 and Hewlett-Packard 2007A.

**MATH 482. Computer Mathematics II.**

(4). (3 lecture, 3 laboratory). Prerequisites, MATH 133, MATH 380 (MATH 481 is recommended as a prerequisite). This course deals with two new languages, ALGOL and PL (1) each basic to the field of computer

science. Mathematical applications of these languages will include elementary numerical analysis.

**MATH 483. Computer Mathematics III.** (4). (3 lecture, 3 laboratory). Prerequisites, MATH 133, 380. This course will explore the assembly languages of the Hewlett-Packard 2007A mini-computer system and the IBM 360. Unique mathematical applications of assembly languages will be stressed.

**MATH 491. Theory of Equations.** (4). A study of properties of polynomials and methods of finding roots of polynomial equations.

## Mathematics Education

**MED 341. Methods of Teaching Mathematics.** (3). For prospective teachers of middle school, junior and senior high school mathematics students. Opportunity provided for gaining skill in constructing teaching strategies, understanding curriculum problems, and applying basic theories in teaching and learning mathematics. (Prior early field experiences desirable. Must enroll in EDLS 363 simultaneously. Cannot count toward mathematics major or minor.)

**MED 370. Mathematical Instruments and Surveying.** (4). Prerequisite, MATH 125. A course designed to show the teacher of mathematics some of the techniques and instruments used in many of the practical problems of measurement. Instruments studied are the slide rule, the sextant, and various instruments used in land surveying.

**MED 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**MED 471. Instructional Materials in Secondary School Mathematics.** (3). (2 lecture, 3 laboratory). Prerequisite, MATH 131. This course introduces the student into the rich area of possible sources of instructional materials which can be used for instructional purposes in the secondary school. Areas studied will include aesthetic values of mathematics, instructional models, historical materials, classroom equipment, recreational materials, and calculating devices.

## Meteorology

Courses in meteorology are administered by the Department of Earth Sciences.

**h-MET 110. Climate and Man.** (3). A general education course designed to explore the interrelationships between man and climate. The influence of climate on historical events as well as modern activities. Man's impact on climate. Climatic fluctuation.

**h-MET 200. General Meteorology.** (4). (3 lecture, 2 laboratory). The basic course in meteorology, required for most subsequent courses. Considers the atmosphere, its

composition and thermal structure; pressure, temperature, humidity, wind, precipitation and their measurement; clouds and weather associated with air masses and fronts; simple map analysis.

**h-MET 301. Elements of Meteorology.** (4). (3 lecture, 2 laboratory). Prerequisite, MET 200. An in-depth consideration of the weather elements of pressure, temperature, humidity, radiation and the earth's heat budget, precipitation processes, atmospheric stability concepts, adiabatic diagrams; development of clouds and their modification, severe storms; interpretation of weather charts.

**MET 302. Dynamic Meteorology.** (4). (3 lecture, 2 laboratory). Prerequisite, MET 301. A continuation of principles developed in MET 301. Atmospheric motion, the general and secondary circulations, jet streams, Rossby waves, vorticity, air masses, cyclogenesis, frontogenesis, tropical weather systems.

**h-MET 315. Meteorological Instruments, Observations and Codes.** (3). (2 lecture, 2 laboratory). Prerequisites, MET 200 or 301. Design of meteorological instruments and their operation, weather observations and codes, data transmission, and plotting of weather data on charts.

**h-MET 320. Climatology.** (3). The physical basis of climate will be considered briefly. Main consideration will be given to climatic classification, the regional distribution of climates around the world, with specific attention on the climates of Colorado, and to the relationships of climate to agriculture, housing, water resources, transportation, and other human activities.

**MET 330. Physical Meteorology.** (3). Prerequisites, MET 200 and 301 or MET 500. Radiation processes in the atmosphere, meteorological optics, elementary radar concepts. Growth of cloud and precipitation particles; weather modification. Atmospheric electricity.

**MET 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**MET 440. Synoptic Meteorology.** (4). (2 lecture, 4 laboratory). Prerequisite, MET 302 or MET 500. In depth treatment of fundamental topics such as air masses, fronts and their movement, long- and short-waves in the upper atmosphere, and the development of mesoscale storm systems. Elementary analysis and forecasting exercises in the laboratory will apply these topics to current weather situations, utilizing maps of the National Weather Service.

**MET 450. Severe Weather Phenomena.** (3). Prerequisite, MET 301 or MET 500. A study of the development and structure of thunderstorms, squall lines, tornadoes, and hurricanes.

## Medical Technology

This major is administered by the Department of Chemistry.

These courses are open only to majors in Medical Technology.

**MTEC 410. Clinical Chemistry.** (5). This course covers the basic principles of clinical chemistry and of the methods utilized. Major topics include instrumentation, quality control, automation, blood gases and electrolyte interpretation, liver function, enzymology, renal function, endocrine function and tests utilizing isotopes. Interpretation of normal and abnormal test results is included.

**MTEC 411. Chemistry Laboratory I.** (3). This course is an introduction to a clinical chemistry laboratory, covering both the theoretical and technical aspects of semi-automated and manual chemistry procedures, quality control requirements, and test data flow. Topics include carbohydrate metabolism, kidney and liver function, electrolytes, and toxicology. Students, under supervision, utilize patient specimens.

**MTEC 412. Chemistry Laboratory II.** (2). This is a continuation of Chemistry Laboratory I where proficiency is gained in advanced studies of enzymology, liver function, iron and protein metabolism, and lipid dyscrasias.

**MTEC 413. Special Chemistry Laboratory.** (2). This is an introduction to sequential multiple analysis and to various electrophoretic and other specialized procedures.

**MTEC 430. Immunohematology.** (2). This lecture course discusses the basic principles of the methods utilized in the blood bank as well as the entire subject of the use of blood transfusions and component therapy in medicine. Some subjects included are the basic theory of blood factors, cross matching methods, isoantibodies, transfusion reactions, donor processing and transfusion therapy.

**MTEC 431. Immunohematology Laboratory.** (4). This course covers the principles and procedures of Blood Banking. Included are the selection and drawing of blood donor processing, pre-testing and crossmatching recipients' blood for transfusions, storage of blood and its components, and the preparation of blood and blood components for transfusions. Patient specimens are utilized under supervision.

**MTEC 440. Medical Microbiology.** (4). This lecture course discusses the laboratory aspects of identifying human pathogenic bacteria and fungi as well as the role viruses, rickettsia, bacteria and fungi play in causing diseases. Some of the subjects discussed include antibiotic therapy, antibiotic susceptibility testing and quality control in microbiology.

**MTEC 441. Medical Microbiology Laboratory I.** (3). This course involves the study of clinically significant bacteria. Included are collection of specimens, initial inoculation procedures, organism isolation and identification, staining methods, biochemical and serological testing methods,

susceptibility testing and quality control. Patient specimens are utilized under supervision and test results are evaluated in relation to the disease process.

**MTEC 442. Medical Microbiology**

**Laboratory II. (3).** This course involves laboratory study of the less frequently isolated clinically significant bacteria plus studies of parasites and fungi that cause disease in humans.

**MTEC 460. Urinalysis and Clinical**

**Microscopy. (2).** This lecture course includes the basic principles of the various tests performed on urine specimens and the significance of these tests in clinical medicine. The principles and interpretation of tests done on gastric secretions are also discussed.

**MTEC 461. Urinalysis and Coagulation**

**Laboratory. (2).** This course covers routine urinalysis, gastric analysis, pregnancy tests and basic coagulation procedures. Students, under supervision, perform tests on patient specimens. Emphasis is placed on proficiency and accuracy of test performance, understanding test principles and the clinical significance of test results.

**MTEC 470. Medical Parasitology. (1).** This lecture course discusses the methods utilized in studying and identifying parasites in humans. The life cycle of parasites and the diseases caused by these parasites are also discussed.

**MTEC 480. Serology. (2).** This lecture course includes a basic introduction to immunology and to serologic techniques as well as specific discussions of many serologic tests such as those for syphilis, rheumatoid arthritis, infectious mononucleosis, streptococcal infections, immunoglobulin abnormalities and hypersensitivity diseases.

**MTEC 481. Serology Laboratory. (1).** This course includes the theory and techniques associated with performance of serologic and immunologic procedures. Procedures on patient specimens, under supervision, are performed; such as those for syphilis, rheumatoid arthritis, infectious mononucleosis, streptococcal infections, immunoglobulins and anti-nuclear antibodies.

**MTEC 490. Hematology. (3).** This course includes basic principles of the methods utilized in hematology as well as discussions of the blood dyscrasias and other hematologic abnormalities. Subjects included are anemias, leukemias and changes in hematologic tests associated with multiple other diseases. The coagulation system and application of coagulation tests in patient problems are discussed.

**MTEC 491. Hematology Laboratory I. (3).** This course includes the theory and technique of drawing blood specimens for complete blood count analysis utilizing manual and automated procedures. Platelet counts, reticulocyte counts and sedimentation rates are included as well as organization of work flow, quality control and evaluation of test results as related to patient problems.

**MTEC 492. Hematology Laboratory II. (3).** This is a continuation of Hematology

Laboratory I giving the student a chance to gain proficiency in techniques and procedures learned in Hematology I. Diagnosis of blood dyscrasias and other hematologic abnormalities from blood smears is also included.

## Music

**MUS 100. Recitals, Concerts and Productions. (no credit).** All undergraduate students enrolling in the School of Music as majors are required to attend major recitals and concerts on a regular basis as part of their course program. For specific requirements, see the School of Music *Applied Music and Performance Handbook*.

**d-MUS 101. Sight-Singing and Theory I.**

**(4).** Sight-reading of standard music materials, pitch and rhythmic dictation, symbols of music notation, staff, clefs, scale construction in major and minor keys and intervals. Class meets for four days plus a fifth day of keyboard lab. This course is not intended for beginners in music. The student must have had prior musical training to take this class.

**d-MUS 102. Sight-Singing and Theory II.**

**(4).** Prerequisite, MUS 101. Continuation of sight-reading, ear training, and dictation; elementary theory to include study of intervals and inversions, triads and inversions, construction of principal and secondary chords, melody writing, and elementary form study. Class meets for four days plus a fifth day of keyboard lab.

**d-MUS 103. Sight-Singing and Theory III.**

**(4).** Prerequisite, MUS 102. Continuation of sight-reading, ear training and dictation; chords of seventh and ninth cadences, analysis and ear training of standard harmonic materials. Class meets for four days plus fifth day of keyboard lab.

**d-MUS 140. Introduction to Music. (2).**

A non-technical course aiming to increase the enjoyment and appreciation of music by the listener with little or no previous background. This course will be devoted largely to listening and discussion of the assigned listening.

**d-MUS 141. Music Literature and Styles I.**

**(2).** Topics for this quarter include: the raw materials of music and how they are used for stylistic analysis, classicism and romanticism, folk music and Gregorian chant and their influence on other styles of music.

**d-MUS 142. Music Literature and Styles II.**

**(2).** This quarter is concerned with the general characteristics of stylistic periods from the Renaissance to the present. The composers and literature of the Baroque and Classical periods will also be considered.

**d-MUS 143. Music Literature and Styles III.**

**(2).** This quarter is devoted to the composers and literature of the nineteenth and twentieth centuries.

**MUS 150. Beginning Jazz Improvisation.**

**(3).** Prerequisite, MUS 101, 102. This course will teach the student basic skills necessary to create and perform jazz solos involving rather simple chord progressions, harmonic structures and rhythmic frameworks. Also

covered will be effective techniques and materials used in teaching these skills to secondary level students.

**MUS 151. Jazz Theory. (2).** Prerequisite, MUS 160. (Music Majors), or permission of instructor. This course covers chords, chord symbols and scales as they relate to chords. Included will be major, minor and dorian tonality and scales which can be used with each. Also covered will be chord progressions, and chord substitutions. The student will gain a basic jazz piano technique from this class.

**c-MUS 152. Writing and Scholarship in the Performing and Visual Arts. (3).** A study of the basics of communication and scholarship necessary to students of Music, Fine Arts and Theatre, with emphasis on problems of style, organization, logical thinking and sources which are unique to these areas.

**d-MUS 160. Beginning Class Piano I. (1).** This is a course designed to fit the needs of the music major or non-major who does not have a background in piano. This includes reading skills, technique, and style necessary to the playing of simple accompaniments, community songs and other piano music.

**d-MUS 161. Beginning Class Piano II. (1).**

This is a course designed to fit the needs of the music major or non-major who does not have a background in piano. This includes reading skills, technique, and style necessary to the playing of simple accompaniments, community songs and other piano music.

**d-MUS 162. Beginning Class Piano III. (1).**

This is a course designed to fit the needs of the music major or non-major who does not have a background in piano. This includes reading skills, technique, style necessary to the playing of simple accompaniments, community songs and other piano music.

**MUS 163. Beginning String Instruction I.**

**(1).** A study, through performance, of the problems of string playing and the available literature for teaching in heterogeneous and homogeneous groups so that the student will be able, upon graduation, to establish string classes with full knowledge of the problem of string playing and their solution.

**MUS 164. Beginning String Instruction II.**

**(1).** A study, through performance, of the problems of string playing and the available literature for teaching classes in heterogeneous and homogeneous groups so that the student will be able, upon graduation, to establish string classes with full knowledge of the problems of string playing and their solution.

**MUS 165. Beginning String Instruction III.**

**(1).** A study, through performance, of the problems of string playing and the available literature for teaching classes in heterogeneous and homogeneous groups so that the student will be able, upon graduation, to establish string classes with full knowledge of the problems of string playing.

**MUS 201. Advanced Sight-Singing and**

**Theory I. (3).** Prerequisite, MUS 103. A continuation of MUS 103. Written work will include cadences, inversions, diatonic modulations and all non-harmonic tones. Keyboard labs, harmonic dictation, and written theory will be correlated. Class meets

three days a week plus one-half hour keyboard lab.

**MUS 202. Advanced Sight-Singing and Theory II. (3).** Prerequisite, MUS 201. A continuation of MUS 201 but primary emphasis in the work in seventh chords, altered chords, and chromatic modulation. Class meets three days a week plus one-half hour keyboard lab.

**MUS 203. Advanced Sight-Singing and Theory III. (3).** Prerequisite, MUS 202. A continuation of MUS 202 but primary emphasis in the written work will be placed on studies of 20th century techniques, with student compositions performed and evaluated in class. Class meets three days a week plus one-half hour keyboard lab.

**d-MUS 204. Music Fundamentals. (2).** An introduction to music fundamentals for non-music majors with little or no musical background. Basic skills in music will be developed through group singing, rhythmic experience, musical listening, rudimentary piano techniques and other instrumental skills. Class may be challenged.

**MUS 205. Experiencing Music for Elementary Teachers. (1).** Prerequisite, MUS 101 or MUS 204. Development of song repertoire and performance confidence through singing, conducting small ensembles and playing autoharp, recorder, bells, and rhythm instruments. Required for elementary education majors who must take MUS 204, 205, and 206 in sequence. Offered each quarter.

**MUS 206. Music Methods and Materials for Elementary Teachers. (2).** Prerequisites, MUS 101 or 204 and 205. A comprehensive course for the elementary classroom teacher covering the teaching of musical concepts through singing, rhythm activities, listening and playing instruments, including the integration of handicapped children in the music class. Required for elementary education majors. Elementary education majors must arrange to take MUS 204, 205 and 206 in sequence. Offered each quarter.

**MUS 210. Introduction to Music Education. (2).** Prerequisite, MUS 103. An introduction course for prospective teachers of music covering the history and present status of music, the qualifications of the music teacher, and a consideration of beginning instructional problems. For music majors only. Two hours per week of observation and aiding required.

**d-MUS 221. Jazz Sextet. (1).** Prerequisite, audition. The sextet is limited in enrollment to one trumpet, one tenor saxophone, one trombone, piano, bass and drums. The sextet will perform on campus. Open to any UNC student.

**d-MUS 224. Vocal Jazz Ensemble. (1).** Prerequisite, audition. The ensemble is limited in enrollment to 20 voices: 4 sopranos, 4 altos, 4 tenors, 4 baritones, 4 basses, plus rhythm section and horns. Singing standard jazz literature, scat singing and dealing with contemporary jazz notation will be the focus of this ensemble. The ensemble will perform on and off campus. Open to any UNC student.

**d-MUS 226. Antiphonal Brass Choir. (1).** An ensemble of brass instrumentalists, working to improve their musicianship by continually stressing the fundamentals of good performance practice. A great deal of Renaissance antiphonal brass literature is employed.

**d-MUS 230. String Ensemble. (1).**

**d-MUS 231. Brass Ensemble. (1).**

**d-MUS 232. Woodwind Ensemble. (1).**

**d-MUS 233. Percussion Ensemble. (1).**

**d-MUS 234. Piano Ensemble. (1).**

**d-MUS 235. Classical and/or Jazz Guitar Ensemble. (1).** Prerequisite, audition. This ensemble is designed to provide guitarists with an opportunity to perform in an ensemble in which melodic playing is stressed. In addition, the ensemble will deal with reading and notation problems, and the interpretation of all styles of music. Course open to any UNC student.

**d-MUS 236. Dixieland Jazz Band. (1).** Prerequisite, audition. This band is limited in enrollment to 1 clarinet, 1 trumpet, 1 trombone, 1 tenor sax, piano, bass, tuba and drums. This organization will perform both Chicago and New Orleans style dixieland music. Open to any UNC student.

**d-MUS 237. Jazz Octet. (1).** Prerequisite, audition. The Jazz Octet is limited in enrollment to 1 trumpet, 1 trombone, 1 tenor sax, piano, guitar, bass, drums, and percussionist. The Jazz Octet will perform on campus. Open to any UNC student.

**d-MUS 238. Old Times Jazz Band. (1).** Prerequisite, audition. This band is limited in enrollment to 3 saxophones, 3 trumpets, 1 trombone, piano, bass, guitar, and drums. An additional vocalist may be added. This organization will perform music written in the 1920's to today. Open to any UNC student.

**d-MUS 239. Jazz Nonette. (1).** Prerequisite, audition. The Jazz Nonette is limited in enrollment to 1 trumpet, 1 alto sax, 1 trombone, 1 tenor sax, 1 bari sax, piano, guitar/vibes, bass, drums and percussionist. The Jazz Nonette will perform on campus. Open to any UNC student.

**d-MUS 240. Jazz Septet. (1).** Prerequisite, audition. The Jazz Septet is limited in enrollment to 1 alto sax, 1 tenor sax, piano, bass, drums and percussionist. An additional guitar may be added. The Jazz Septet will perform on campus. Open to any UNC student.

**d-MUS 241. Jazz Bebop Quintet. (1).** Prerequisite, audition. This quintet is limited in enrollment to 2 solo instruments, piano, bass, and drums. An additional guitar and/or percussion may be added. The quintet will perform on and off campus. Open to any UNC student.

**d-MUS 242. Jazz Quintet. (1).** Prerequisite, audition. The Jazz Quintet is limited in enrollment to two solo instruments, piano, bass and drums. An additional guitar and/or percussionist may be added. The Jazz quintet will perform on campus. Open to any UNC student.

**d-MUS 243. History of Music I. (3).** The historical change in music from earliest times to the end of the sixteenth century with emphasis on the changes in style.

**d-MUS 244. History of Music II. (3).** Prerequisite, MUS 243. A study of historical changes which took place in music in the Baroque period (1600-1750) and the Classic period (1750-1800) with emphasis on changes caused by the new monodic style found in opera, and the beginning of instrumental music.

**d-MUS 245. History of Music III. (3).** Prerequisite, MUS 244. A study of the musical changes caused by the Romantic, Post-Romantic and Impressionistic periods from 1800 to 1920.

**d-MUS 246. Music in American History and Culture. (3).** The purpose of this course is to examine select areas of American music in a historical and cultural framework.

Material to be discussed includes musical traditions of various ethnic groups, music composed as a result of certain events or for particular purposes, and the use of specifically American elements in classical music.

**MUS 250. Intermediate Jazz Improvisation. (3).** Prerequisite, MUS 101, 102, 103. Beginning Jazz Improvisation or demonstrated equal knowledge and proficiency. This course will further develop the student's ability to create and perform jazz solos involving more complex chord progressions and more complex rhythmic and formal frameworks. Also covered will be effective techniques and materials used in teaching these skills to secondary level students.

**d-MUS 260. Intermediate Class Piano I. (1).** This is a course in functional piano designed to fit the needs of the music major or non-major who has a slight background in piano. In this course is included the teaching of reading skills, techniques, and style necessary to the playing of simple accompaniments, community songs and other piano music.

**d-MUS 261. Intermediate Class Piano II. (1).** This is a course in functional piano designed to fit the needs of the music major or non-major who has a slight background in piano. In this course is included the teaching of reading skills, techniques, and style necessary to the playing of simple accompaniments, community songs and other piano music.

**d-MUS 262. Intermediate Class Piano III. (1).** This is a course in functional piano designed to fit the needs of the music major or non-major who has a slight background in piano. In this course is included the teaching of reading skills, techniques, and style necessary to the playing of simple accompaniments, community songs and other piano music.

**d-MUS 268. Festival Orchestra. (1-6).** Prerequisite, audition. The Festival Orchestra is selected from among the finest collegiate players in the country. The group is the nucleus of the summer music festival presenting five concerts and accompanying the opera.

**d-MUS 269. Individual Performance in Voice for Those with Non-Voice Emphasis. (2).** Instruction will concentrate on the fundamental principles of voice production

such as proper breathing for singing, diction, resonance, etc. Development of rhythmic and melodic accuracy will receive primary consideration. Work on the fundamentals of good singing will be carried through the entire program.

**d-MUS 270. Individual Performance in Voice. (2-4).**

**d-MUS 271. Individual Performance in Piano. (2-4).**

**d-MUS 272. Individual Performance in Organ. (2-4).**

**d-MUS 273. Individual Performance in Strings. (2-4).**

**d-MUS 274. Individual Performance in Woodwinds. (2-4).**

**d-MUS 275. Individual Performance in Brass. (2-4).**

**d-MUS 276. Individual Performance in Percussion. (2-4).**

**d-MUS 277. Individual Instruction in Composition. (2-4).**

**d-MUS 278. Individual Instruction in Harp. (2-4).**

**d-MUS 279. Individual Performance in Guitar. (2-4).**

**d-MUS 280. Mixed Concert Choir. (1).** Membership is limited to approximately 60 singers and open to all students on an audition basis. This organization performs a wide range of choral literature from the classics to the music of contemporary composers. The organization is recognized widely for its excellence as a choral performing group and is in demand throughout the region for concert appearances. Quarterly concerts are given on campus in addition to one yearly tour.

**d-MUS 281. University Chorus. (1).** Membership to the group of some 70 singers is open to all university students on an audition basis. The chorus performs concerts of its own on campus as well as joining with the Concert Choir in large works for chorus and orchestra.

**d-MUS 282. University Singers. (1).** Prerequisite, membership in Concert Choir or by special permission. A select group of approximately 35 voices open by audition only. Repertoire is extremely varied ranging from motets of the Renaissance to Contemporary songs to the Bach b-minor Mass.

**d-MUS 283. Women's Concert Choir. (1).** The women's choir is open to all women students who enjoy singing the literature for women's voices. This group performs for many local community and university events. Elementary education majors are especially urged to apply for membership.

**d-MUS 284. Varsity Men's Glee Club. (1).** Membership is open to the entire male student body. A love of singing is the main requirement for registration. No formal audition is necessary. The Varsity Men's Glee Club affords an opportunity for men from all schools and departments to participate in the great tradition of men's ensemble singing while performing a wide-range of literature before university and community audiences.

**d-MUS 285. Opera Workshop. (1-3).** Workshop offering practical experience in

production of a musico-dramatic show.

Techniques of acting, singing, directing, and other facets necessary for preparation of a show for public performance will be offered.

**d-MUS 286. Chorus and Orchestra Workshop. (1).** Conducted by authorities nationally known in their fields of specialization. The purpose of the workshop is to provide information about current important ideas in each field of knowledge.

**d-MUS 287. Symphonic Band. (1).** This ensemble pursues the highest levels of musicianship and performance. Presenting five concerts each summer, the total group energy is directed towards artistic interpretations of the finest compositions for winds and percussion.

**d-MUS 288. Opera Orchestra. (1).** This group rehearses as a pit orchestra for performances of opera and musical comedy.

**d-MUS 289. Laboratory Orchestra. (1).** A laboratory course to provide practice orchestra experience in stringed instruments. Orchestra materials and the use of them for continued development of string students will be discussed and demonstrated.

**d-MUS 290. Wind Ensemble. (1).** Prerequisite, audition. An assemblage of the most outstanding wind and percussion performers on campus. The total group energy is directed towards artistic interpretations of the finest compositions. Experiences range from small ensemble performances of a Mozart Serenade to the use of the full ensemble for a performance of the Symphony for Band by Hindemith.

**d-MUS 291. Concert Band. (1).** Prerequisite, audition. Although a large number of music majors participate in the group, membership also consists of talented students from other areas. This ensemble pursues the highest levels of musicianship. Concerts of outstanding literature are performed each quarter on campus. The band has numerous opportunities to experience the finest in aesthetic achievement.

**d-MUS 292. Marching Band. (1).** Open to all students regardless of major field who have had high school band experience. A study and practice of the fundamentals of drill and presentation of marching maneuvers and pageants at athletic events. Required during Fall Quarter for all wind and percussion students on campus in the instrumental music education program who plan to teach in the secondary school and wish certification.

**d-MUS 293. University Band. (1).** This group offers the non-music major an opportunity to enjoy creating music with limited performance demands. The goal is maximum enjoyment with a minimum time commitment. Auditions are not required for members of this group and instruments are available. Members achieve musical results with challenging literature while taking a brief break from the routine of their major disciplines.

**d-MUS 294. Jazz Ensemble. (1).** The instrumentation in a Jazz Ensemble is designed for brass, woodwind and rhythm players. This unit is concerned with jazz

idiom music: show music, dance music, and concert jazz. The goal of this type of ensemble is to give the student a thorough training in preparation for teaching at both the secondary and college levels. Members of the Jazz Ensemble who are music majors must be enrolled in a major ensemble.

**d-MUS 295. University Brass Choir. (1).** A select performing ensemble of 21 brass and percussion students. Concentration is upon familiarization of literature for the brass instrumental media, as well as upon development of musical sensitivity, phrasing, style and intonation. This organization presents many concerts during the year, and takes an annual tour.

**d-MUS 296. University Symphony Orchestra. (1).** The University Symphony Orchestra is open to all students by audition. The organization performs and reads the standard repertoire of the modern symphony orchestra. Quarterly concerts are given on campus in addition to one tour taken yearly. The orchestra also participates in a Spring Quarter chorus and orchestra event.

**d-MUS 297. Chamber Orchestra. (1).** A select group of approximately 20 string students chosen by audition from the membership of the Symphony Orchestra. The Orchestra performs and reads literature from the Baroque to the present-day, specializing in material specifically designed for chamber orchestra.

**MUS 301. Counterpoint. (3).** Prerequisite, MUS 203. A study of the five species of counterpoint through four parts (or voices); the invention, canon, and fugue; a seminar on the construction and form as applied to contrapuntal technique.

**MUS 302. Homophonic Forms. (3).** Prerequisite, MUS 203. The purpose of this course is to acquaint the student with the structure of homophonic forms, beginning with the motif and continuing to the analysis of the sonata, rondo, and variation forms.

**MUS 303. Instrumentation. (3).** Prerequisite, MUS 203. A course planned to develop knowledge and skill in arranging and orchestrating for various combinations of instruments from a few instruments to a full symphony orchestra.

**MUS 310. Teaching Elementary General Music. (PTE) (3).** Comprehensive study of the role of music with today's children (K-6) including the integration of handicapped children in the music class.

**MUS 311. Teaching Middle-Junior High School General Music. (PTE) (3).** A study of philosophies, methods and materials relevant to teaching music in the middle-junior high school.

**MUS 312. Teaching Elementary Instrumental Music. (PTE) (2).** This course will include the testing and advising of the beginning instrumental student; stress will be given to philosophy of instrumental teaching, promotion organization, teaching techniques of classes and analysis of beginning and intermediate instrumental methods.

**MUS 313. Teaching Secondary Instrumental Music. (PTE) (2).** This course is designed to investigate many of the problems that future instrumental music



teachers will encounter in the profession.

Much activity in the course will be centered on developing some of the teaching competencies that will be needed.

**MUS 314. Guitar in the Classroom. (1).** Prerequisite, music majors only. An introduction to playing guitar as an instrument to acquaint children with their singing heritage in U.S. Folk Music.

**MUS 315. Music and Recreation. (2).** The following aspects of recreational music will be stressed: singing and leading of community songs; formation, training, and operation of community performance groups; learning to play some of the simple social instruments and becoming proficient in helping others listen to music intelligently. For non-music majors.

**MUS 316. Teaching Music Listening. (3).** Music majors prerequisites, MUS 210 and 310. Non-music major prerequisites, MUS 206 and 310. Exploring teaching methodology and materials within structured school music listening programs.

**MUS 317. Children's Song Literature. (3).** Music major prerequisite, MUS 310. Non-music major prerequisite, MUS 204, 205, and 206. A course designed to acquaint the teacher with the song literature available for children. For elementary classroom teachers, music teachers, and supervisors.

**MUS 318. Music in Early Childhood. (3).** Prerequisite, MUS 203 or MUS 206. Broad range of innovative teaching ideas explored which nurture musicality in children.

**MUS 320. Instrumental Techniques and Conducting I. (1).** Prerequisites, MUS 101, 102, 103. The technique, practice and principles of instrumental conducting. The development of effective hand and baton technique. Drill and examples of the various meter patterns, tempo, style, dynamics, musical terms, study and preparation of the musical score. Extensive experience in interpretation of materials using the laboratory band and orchestra.

**MUS 321. Instrumental Techniques and Conducting II. (1).** Prerequisite, MUS 320. The techniques and practice of instrumental conducting. The development of hand and baton technique. Meter patterns, tempo, style, dynamics, musical terms, study and preparation of the musical score. Extensive experience in interpretation of materials using the laboratory band and orchestra.

**MUS 322. Instrumental Techniques and Conducting III. (1).** Prerequisite, MUS 321. The techniques and practice of instrumental conducting. The development of hand and baton techniques. Meter patterns, tempo, style, dynamics, musical terms, study and preparation of the musical score. Extensive experience in interpretation of materials using the laboratory band and orchestra.

**MUS 323. Choral Techniques and Conducting I. (1).** Prerequisites, MUS 101, 102, 103, 141, 142, 143. This course is designed to develop a basic conducting technique for the choral musicians. Meter patterns, preparatory beats, cueing and releases are studied and applied. Ideas relative to tone production diction, blend, balance and intonation are discussed.

Musical scores are prepared and conducted.

**MUS 324. Choral Techniques and Conducting II. (1).** Prerequisite, MUS 323. This is a continuation of the work begun in 323. Stress is placed on the mastery of some of the larger, more complex scores. Irregular beat patterns, up-beat pickups and other advanced technical problems are studied and methods for solving them developed.

**MUS 325. Choral Conducting and Literature for the High School. (1).** Prerequisite, MUS 324. A study, performance, and conducting of choral literature from all periods of composition conducive for use in varying junior and senior high school vocal situations. Each student will be required to develop an extensive list of choral literature.

**d-MUS 340. Survey of History and Literature of Jazz. (3).** A survey of the history and literature of jazz music from its beginnings to the present. This course is open to all students.

**d-MUS 341. Music and the Related Arts. (2).** An interpretative examination of music, visual art, theatre and dance. Emphasis will be placed upon illuminating human values through art.

**d-MUS 344. Women in Music. (2).** The course will explore the lives, achievements and problems of past and present female musicians. Through the use of recordings, interviews, reports and extensive classroom discussion of articles, interdisciplinary approaches will be employed to study the problems and accomplishments of women in music and to relate them to those in other creative and artistic areas.

**d-MUS 345. Music of Asia and the Pacific. (3).** A survey of selected music cultures such as those of China, Japan, Indonesia, India, Iran and others. Musical instruments, theoretical systems, performance practice, the role of music in society, and the relationship of music to the other arts will be covered.

**d-MUS 346. Traditional Music of Africa and America. (3).** A survey of Africa, North American Indian, and Eskimo music. Musical instruments, performance practices, the role of music in society, and the relationship of music to the other arts will be covered.

**d-MUS 347. European Folk Music. (3).** A survey of selected European Folk music cultures such as those of England, Norway, Greece, France, Latvia and others. Style, structure, origin, mode of transmission, and function of the music will be covered.

**MUS 350. Traditions in Piano Literature: General Performance Practice. (2).** Prerequisite, limited to piano majors or to others with approval of instructor. A course investigating stylistic trends and interpretation of the piano literature from the Baroque period to the present. Course may be repeated for credit.

**MUS 359. Woodwind Class. (1).** This course is required of all music majors with vocal, piano, and general emphasis (B.M.E.). The fundamentals of woodwind instruments and training literature for woodwinds will be covered.

**MUS 360. Voice Class. (1).** Beginning instruction in singing. The course is designed primarily for the student who is not a voice major in a music curriculum. Study will involve the elements of a basic technique for singing and beginning solo repertoire.

**MUS 361. Flute and Saxophone Class. (1).** To develop a teaching knowledge of flute and saxophone, their individual problems, their functions and their possibilities. To acquaint the prospective teacher with the pedagogic and concert literature, to develop an understanding of the problems of tone production and to acquire sufficient skill to demonstrate the instruments.

**MUS 362. Clarinet Class. (1).** To develop a teaching knowledge of the members of the clarinet family, their specific problems, their functions and their possibilities. To acquaint the prospective teacher with the pedagogic and concert literature and develop sufficient skill to demonstrate the instruments.

**MUS 363. Double Reed Class. (1).** To develop a teaching knowledge of the oboe and bassoon, their individual problems, their functions, and their possibilities. To acquaint the prospective teacher with the pedagogic and concert literature, to develop an understanding of the reed and to acquire sufficient skill to demonstrate these instruments.

**MUS 364. Trumpet and Horn Class. (1).** A concentrated course in trumpet and French horn to develop a teaching knowledge of the instruments and to develop enough playing skill to demonstrate good tone, technique, and breath control.

**MUS 365. Low Brass Class. (1).** To develop a teaching knowledge of trombone, baritone, and tuba. To acquire sufficient skill for purposes of demonstration.

**MUS 366. Percussion Class. (1).** To develop a teaching knowledge of percussion instruments, their possibilities, their functions, their difficulties and how to best overcome them. To acquire sufficient skill for purposes of demonstration.

**MUS 367. Brass and Percussion Class. (1).** This course is required of all music majors with vocal, piano, and general music emphasis (B.M.E.). The fundamentals of brass and percussion instruments and brass and percussion training will be covered.

**MUS 368. String Class. (1).** To develop a teaching knowledge of the characteristics of the strings, their resources, their difficulties and how best to overcome them. To study the basic principles of string performance and to acquire some technical facility by daily practice.

**MUS 400. Pedagogy of Music Theory. (3).** Prerequisites, MUS 203, 301, 302, 303. This course is designed to familiarize potential theory teachers with methods and materials available for the teaching of theory courses on all levels, and to provide them with practical experience in theory teaching under the guidance of qualified instructors. (Observation and practice teaching will be required in this course and will be arranged at the convenience of the teacher and student.)

**d-MUS 401. Improvisation. (2).**



Improvisation is one of the most natural forms of musical expression. The course starts with simple vocal and rhythmical improvisations and proceeds to group improvisation, using prepared charts which indicate mood, tempo, form, and the structural role, leading or accompanying, of each instrument.

**MUS 402. Church Music. (2).** This course gives a brief survey of music in the history of the Christian church. The philosophy of church music and its real function in worship is studied. The administration of the total music program in the church is outlined. Suitable materials for all occasions are evaluated and classified.

**d-MUS 403. Acoustics of Music. (3).** A study of the physical properties of sound and musical instruments: frequency, amplitude, waveforms, wave motion, resonance, the harmonic series, tuning and temperament, as compared with the psycho-acoustical properties; timbre, pitch, loudness, masking. Emphasis is placed on practical applications in music.

**MUS 405. Sixteenth-Century Counterpoint. (3).** Prerequisite, MUS 301. This course is a study of the style of sixteenth-century polyphonic music. Emphasis will be placed on actual music of the period rather than arbitrary theoretical concepts. Composers to be included in the study are Palestrina, Lassus, Des Pres, Victoria, Morales and others.

**MUS 406. Jazz Arranging I. (1).** Prerequisite, MUS 203 or instructor consent. An introduction to the Art of Calligraphy for the first several class meetings, followed by an introduction to the basics of arranging for small jazz ensembles.

**MUS 407. Jazz Arranging II. (1).** Prerequisite, MUS 406 or instructor consent. Continuation of Jazz Arranging I with some emphasis on small jazz ensemble arranging followed by an introduction to large jazz ensemble and vocal jazz ensemble arranging.

**MUS 408. Introduction to String Pedagogy. (2).** This course is designed to introduce future string teachers to the pedagogical writings of master violinists and cellists. Students should have enough technique on an instrument to try out the concepts presented in the various sources.

**MUS 410. Introduction to Vocal Pedagogy. (2).** The study of the problems related to establishing basic techniques for singing.

**MUS 411. Vocal Repertoire. (2).** Prerequisite, MUS 410. A survey of literature as related to the various stages of vocal development.

**MUS 412. Instrument Repair and Care. (1).** Study of the care and repair of band and orchestral instruments. Practical experience in instrument repairs which requires a minimum amount of equipment, skill and time.

**MUS 413. Philosophical and Psychological Foundations in Music Education. (3).** An introduction to important philosophical and psychological thought which has influenced music education.

**MUS 414. Music for Students with Special Needs. (3).** Prerequisite, MUS 206 (non-

music majors); MUS 310 (music majors). A course designed to help with the process of integrating students with special needs into the elementary and secondary school music programs.

**MUS 415. Piano Literature I. (2).** Prerequisite, piano performance level II or above. Keyboard music from the earliest beginnings through the English Virginalists and other national schools (French, Italian, and German) up to and including Couperin, Rameau Scarlatti, and Handel. Offered every fourth year in the Fall quarter.

**MUS 416. Piano Literature II. (2).** Prerequisite, piano performance level II or above. This portion of the series will be concerned with the keyboard works of Bach, and Bach's sons, Haydn and Mozart. Special attention will be given to the piano concertos of Mozart. Offered every fourth year in the Winter quarter.

**MUS 417. Piano Literature III. (2).** Prerequisite, piano performance level II or above. This section will deal with the pianoworks of Beethoven and Schubert. Beethoven's Sonatas will be thoroughly reviewed and their relation to Schubert's work in that form will be explored. Offered every fourth year in the the Spring quarter.

**MUS 418. Piano Literature IV. (2).** Prerequisite, piano performance level II or above. The beginnings of Romanticism as evidenced in the work of Weber will be studied. Special consideration will be given to the work of the leading composers of the German Romantic School: Mendelssohn, Schumann, and Brahms. Offered every fourth year in the Fall quarter.

**MUS 419. Piano Literature V. (2).** Prerequisite, piano performance level II or above. The contribution of Chopin and Liszt will be studied in detail. The significance of Debussy, as representative of the Impressionistic School will be considered. Offered every fourth year in the Winter quarter.

**MUS 420. Piano Literature VI. (2).** Prerequisite, piano performance level II or above. This course will be devoted to the literature of the modern period. The work of Ravel, Bartok, Stravinsky, Schoenberg, and Prokofieff will be examined. Recent trends will be discussed. Offered every fourth year in the Spring quarter.

**d-MUS 421. Jazz Sextet. (1).** Prerequisite, audition. The Jazz Sextet is limited in enrollment to 1 trumpet, 1 tenor saxophone, 1 trombone, piano, bass and drums. The Jazz Sextet will perform on campus. Open to any UNC student.

**MUS 422. Individual Studies in Music. (1-4).** Qualified undergraduate students will outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**MUS 423. Practicum in Band Conducting and Performance. (3).** A laboratory course in advanced band conducting and performance. Supervised conducting experience under actual conditions is provided. Marching and football band

performance will also be covered.

**d-MUS 424. Vocal Jazz Ensemble. (1).** Prerequisite, audition. The ensemble is limited in enrollment to 20 voices: 4 sopranos, 4 altos, 4 tenors, 4 baritones, 4 basses, plus rhythm section and horns. Singing standard jazz literature, scat singing and dealing with contemporary jazz notation will be the focus of this ensemble. The ensemble will perform on and off campus. Open to any UNC student.

**MUS 425. Practicum in Orchestral Conducting and Performance. (3).** A workshop course in advanced orchestral conducting and performance. Provides opportunity for supervised conducting, analysis of orchestral material, problems of organization, a study of the literature of orchestral conducting and practice.

**d-MUS 426. Antiphonal Brass Choir. (1).** An ensemble of brass instrumentalists, working to improve their musicianship by continually stressing the fundamentals of good performance practice. A great deal of Renaissance antiphona brass literature is employed.

**MUS 427. Orchestral Excerpts (Strings). (1).** Intensive study of passages which usually trouble string players along with a general survey of the literature. Separate classes in violin, viola, cello and bass will be offered, depending on the need.

**MUS 428. Orchestral Excerpts Class (Brass). (1).** Prerequisite, available upon recommendation of the student's applied teacher only. Depending on the need, separate excerpt classes in trumpet, horn and low brass will be offered. Course may be repeated for credit.

**MUS 429. Orchestral Excerpts Class (Woodwind). (1).** Prerequisite, available upon recommendation of the student's applied teacher only. Depending on the need, separate excerpt classes in bassoon, clarinet, flute, and oboe will be offered. Course may be repeated for credit.

**d-MUS 430. String Ensemble. (1).**

**d-MUS 431. Brass Ensemble. (1).**

**d-MUS 432. Woodwind Ensemble. (1).**

**d-MUS 433. Percussion Ensemble. (1).**

**d-MUS 434. Piano Ensemble. (1).**

**d-MUS 435. Classical and/or Jazz Guitar Ensemble. (1).** Prerequisite, audition. This ensemble is designed to provide guitarists with an opportunity to perform in an ensemble in which melodic playing is stressed. In addition, the ensemble will deal with reading and notation problems, and the interpretation of all styles of music. Course open to any UNC student.

**d-MUS 436. Dixieland Jazz Band. (1).** Prerequisite, audition. This band is limited in enrollment to 1 clarinet, 1 trumpet, 1 trombone, 1 tenor sax, piano, bass, tuba and drums. This organization will perform both Chicago and New Orleans style dixieland music. Open to any UNC student.

**d-MUS 437. Jazz Octet. (1).** Prerequisite, audition. The Jazz Octet is limited in enrollment to 1 trumpet, 1 trombone, 1 tenor sax, piano, guitar, bass, drums, and percussionist. The Jazz Octet will perform on campus. Open to any UNC student.

**d-MUS 438. Old Times Jazz Band. (1).** Prerequisite, audition. This band is limited in enrollment to 3 saxophones, 3 trumpets, 1 trombone, piano, bass, guitar and drums. An additional vocalist may be added. This organization will perform music written in the 1920's to today. Open to any UNC student.

**d-MUS 439. Jazz Nonette. (1).** Prerequisite, audition. The Jazz Nonette is limited in enrollment to 1 trumpet, 1 alto sax, 1 trombone, 1 tenor sax, 1 bari sax, piano, guitar/vibes, bass, drums and percussionist. The Jazz Nonette will perform on campus. Open to any UNC student.

**d-MUS 440. Jazz Septet. (1).** Prerequisite, audition. The Jazz Septet is limited in enrollment to 1 alto sax, 1 tenor sax, piano, bass, drums and percussionist. An additional guitar may be added. The Jazz Septet will perform on campus. Open to any UNC student.

**d-MUS 441. Jazz Bebop Quintet. (1).** Prerequisite, audition. This quintet is limited in enrollment to 2 solo instruments, piano, bass, and drums. An additional guitar and/or percussion may be added. The quintet will perform on and off campus. Open to any UNC student.

**d-MUS 442. Jazz Quintet. (1).** Prerequisite, audition. The Jazz Quintet is limited in enrollment to two solo instruments, piano, bass and drums. An additional guitar and/or percussionist may be added. The Jazz Quintet will perform on campus. Open to any UNC student.

**MUS 443. Instrumental Literature. (3).** This course explores the instrumental literature of public school bands and orchestras. Some discussion will be directed toward programming practices.

**MUS 444. Marching Band Techniques. (2).** A course to provide materials and suggestions to band directors and prospective band directors. To assist with the planning of individual football shows and pageantry.

**MUS 445. Vocal Repertoire: German Art Song. (2).** A course in performance of nineteenth and twentieth century German Art Song, with particular emphasis upon style and diction.

**MUS 446. Vocal Repertoire: French Art Song. (2).** A course in performance of nineteenth and twentieth century French Art Song, with particular emphasis upon style and diction.

**MUS 447. Vocal Repertoire: Italian Song. (2).** A course in performance of songs and airs before the nineteenth century, with particular emphasis upon style and diction.

**MUS 448. Collegium Musicum. (1).** This performing group is concerned with little performed music of all types. The goal of the organization is to give the student experience in preparing and performing early music, music for unusual media and experimental music of all types. Admission with the approval of the instructor.

**d-MUS 449. History of Musical Instruments. (3).** A study of the development of musical instruments from the distant past to the present. Specific notice will be made of their growth into families of

instruments and their usage in musical practice.

**MUS 450. Dalcroze-Eurhythmics in the General Music Classroom. (1).** This course is designed to help develop the musical sensitivity of children through movement and rhythms based on the Dalcroze-Eurhythmics concepts.

**MUS 451. Kodaly—His Impact on American Music Education. (1).** A workshop approach on the music teaching of the Hungarian composer-music educator and ways of adapting those methods to the classrooms of the United States.

**MUS 452. Orff Schulwerk in American Schools. (1).** The study of Orff approaches to music teaching; its philosophy, methodology, and adaptation into the music curriculum.

**MUS 453. Creativity in Music Education. (1).** Through a workshop approach, students will explore topics such as: defining and evaluating music creativity, and developing creative music experiences for school children.

**MUS 457. Public Relations in School Music. (1).** Prerequisite, MUS 210. A consideration of how to work effectively with faculty, staff, parents, merchants, news media, fellow professionals, and general public.

**MUS 458. Public School Music Management. (1).** Prerequisite, MUS 210. The course will present the problems of management in grades K-12. It will include areas of scheduling, financing, programming, certification, school law, insurance, purchasing, festivals, professional responsibility, and other concerns relative to the course title.

**MUS 460. Principles of Violin and Viola Teaching. (2).** This is a laboratory course which includes observation and participation and instruction in group and individual violin and viola.

**MUS 461. Principles of Piano Teaching I. (2).** Prerequisite, piano performance Level II or above. A laboratory course including observation and participation in group and individual piano instruction. The beginning pianist and individual differences. Readiness and normal progress defined. Musicianship and music reading approach through piano study. Basic keyboard techniques. Criteria for selecting teaching materials.

**MUS 462. Principles of Piano Teaching II. (2).** Prerequisite, MUS 461. Studio procedures. Demonstrations of specific musical and technical problems and their possible solutions. Guided teaching. Keyboard experience in the school music program. Individual differences in sight-reading ability, musicianship, and literature and materials.

**MUS 463. Principles of Piano Teaching III. (2).** Prerequisite, MUS 462. Studio management. Piano teaching as a profession. Class members will assume responsibility for teaching one or more pupils at beginning and intermediate levels with clinical study of problems involved. Adjudication. Public performance. Recital planning. Basic teaching repertory and

representative styles.

**MUS 465. Individual Coaching in Musical Theatre Repertory I. (2).** Prerequisite, a minimum of six hours of MUS 269 and/or 469. The first of a sequence of three advanced laboratory courses in the style and technic of performing vocal musical theatre repertory. This course focuses on the application of fundamental vocal technics to musical theatre performance and the development of believability and integration in character and action.

**MUS 466. Individual Coaching in Musical Theatre Repertory II. (2).** The second of a sequence of three advanced laboratory courses in the style and technic of performing vocal musical theatre repertory. This course continues the application of fundamental vocal technic to more vocally demanding roles with emphasis on development of characterizations for stereotypes and age.

**MUS 467. Individual Coaching in Musical Theatre Repertory III. (2).** Prerequisite, a minimum of six hours of MUS 269 and/or 469 and MUS 466. Third of a sequence of three advanced laboratory courses in the style and technic of performing vocal musical theatre repertory. Students are coached in specific lead and supporting roles, dialects and advanced repertoire.

**d-MUS 468. Festival Orchestra. (1-6).** Prerequisite, audition. The Festival Orchestra is selected from among the finest collegiate players in the country. The group is the nucleus of the summer music festival presenting five concerts and accompanying the opera.

**d-MUS 469. Individual Performance in Voice for Those with Non-Voice Emphasis. (2).** Instruction will concentrate on the fundamental principles of voice production, such as proper breathing for singing, diction, resonance, etc. Development of rhythmic and melodic accuracy will receive primary consideration. Work on the fundamentals of good singing will be carried through the entire program.

**d-MUS 470. Individual Performance in Voice. (2-4).**

**d-MUS 471. Individual Performance in Piano. (2-4).**

**d-MUS 472. Individual Performance in Organ. (2-4).**

**d-MUS 473. Individual Performance in Strings. (2-4).**

**d-MUS 474. Individual Performance in Woodwinds. (2-4).**

**d-MUS 475. Individual Performance in Brass. (2-4).**

**d-MUS 476. Individual Performance in Percussion. (2-4).**

**d-MUS 477. Individual Instruction in Composition. (2-4).**

**d-MUS 478. Individual Performance in Harp. (2-4).**

**d-MUS 479. Individual Performance in Guitar. (2-4).**

**d-MUS 480. Mixed Concert Choir. (1).** Membership is limited to approximately 60 singers and open to all students on an audition basis. This organization performs a wide range of choral literature from the

classics to the music of contemporary composers. The organization is recognized widely for its excellence as a choral performing group and is in demand throughout the region for concert appearances. Quarterly concerts are given on campus in addition to one yearly tour.

**d-MUS 481. University Chorus. (1).** Membership to the group of some 70 singers is open to all university students on an audition basis. The chorus performs concerts of its own on campus as well as joining with the concert Choir in large works of chorus and orchestra.

**d-MUS 482. University Singers. (1).** Prerequisite, membership in Concert Choir or by special permission. A select group of approximately 25 voices open by audition only. Repertoire is extremely varied, ranging from motets of the Renaissance to Contemporary songs to the Bach b-minor Mass.

**d-MUS 483. Women's Concert Choir. (1).** The women's choir is open to all women students who enjoy singing the literature for women's voices. This group performs for many local community and university events. Elementary education majors are especially urged to apply for membership.

**d-MUS 484. Varsity Men's Glee Club. (1).** Membership is open to the entire male student body. A love of singing is the main requirement for registration. No formal audition is necessary. The Varsity Men's Glee Club affords an opportunity for men from all schools and departments to participate in the great tradition of men's ensemble singing while performing a wide range of literature before university and community audiences.

**d-MUS 485. Opera Workshop. (1-3).** Workshop offering practical experience in production of a musico-dramatic show. Techniques of acting, singing, direction, and other facets necessary for preparation of a show for public performance will be offered.

**d-MUS 486. Chorus and Orchestra Workshop. (1).** Conducted by authorities nationally known in their fields of specialization. The purpose of the workshop is to provide information about current important ideas in each field of knowledge.

**d-MUS 487. Symphonic Band. (1).** This ensemble pursues the highest levels of musicianship and performance. Presenting five concerts each summer, the total group energy is directed towards artistic interpretations of the finest compositions for winds and percussion.

**d-MUS 488. Opera Orchestra. (1).** This group rehearses as a pit orchestra for performances of opera and musical comedy.

**d-MUS 489. Laboratory Orchestra. (1).** A laboratory course to provide practice orchestra experience on stringed instruments. Orchestral materials and the use of them for continued development of string students will be discussed and demonstrated.

**d-MUS 490. Wind Ensemble. (1).** Prerequisite, audition. An assemblage of the most outstanding wind and percussion performers on campus. The total group

energy is directed towards artistic interpretations of the finest compositions. Experiences range from small ensemble performances of a Mozart Serenade to the use of the full ensemble for a performance of the Symphony for Band by Hindemith.

**d-MUS 491. Concert Band. (1).** Prerequisite, audition. Although a large number of music majors participate in the group, membership also consists of talented students from other areas. This ensemble pursues the highest levels of musicianship. Concerts of outstanding literature are performed each quarter on campus. The band has numerous opportunities to experience the finest in aesthetic achievement.

**MUS 492. Marching Band. (1).** Open to all students regardless of major field who have had high school band experience. A study and practice of the fundamentals of drill and presentation of marching maneuvers and pageants at athletic events. Required during Fall Quarter for all wind and percussion students on campus in the instrumental music education program who plan to teach in the secondary schools and wish certification.

**d-MUS 493. University Band. (1).** This group offers the non-music major an opportunity to enjoy creating music with limited performance demands. The goal is maximum enjoyment with a minimum time commitment. Auditions are not required for members of this group and instruments are available. Members achieve musical results with challenging literature while taking a brief break from the routine of their major disciplines.

**d-MUS 494. Jazz Ensemble. (1).** The instrumentation in a Jazz Ensemble is designed for brass, woodwind and rhythm players. This unit is concerned with jazz idiom music: show music, dance music, and concert jazz. The goal of this type of ensemble is to give the student a thorough training in preparation for teaching at both the secondary and college levels. Members of the Jazz Ensemble who are music majors must be enrolled in a major ensemble.

**d-MUS 495. University Brass Choir. (1).** A select performing ensemble of 21 brass and percussion students. Concentration upon familiarization of literature for the brass instrumental media, as well as upon development of musical sensitivity, phrasing, style and intonation. This organization presents many concerts during the year, and takes an annual tour.

**d-MUS 496. University Symphony Orchestra. (1).** The University Symphony Orchestra is open to all students by audition. The organization performs and reads the standard repertoire of the modern symphony orchestra. Quarterly concerts are given on campus in addition to one tour taken yearly. The orchestra also participates in Spring Quarter chorus and orchestra event.

**d-MUS 497. Chamber Orchestra. (1).** A select group of approximately 20 string students chosen by audition from the membership of the Symphony Orchestra. The Orchestra performs and reads literature

from the Baroque to the present-day, specializing in material specifically designed for chamber orchestra.

## Nursing

**NURS 204. A Conceptual Foundation of Nursing Practice: Nursing Process/Adaptation Nursing. (4).** An introduction to Nursing Process as the basis for professional nursing practice using Roy's model of adaptation nursing. Common positive behavioral responses throughout the life span will be explored.

**NURS 208. A Conceptual Foundation of Nursing Practice: Beginning Nursing Intervention Methodology. (4).** An overview of the professional nurses role in patient care. Emphasis will be placed on communication, teaching-learning, management and physical care/environmental manipulation.

**NURS 230. Techniques and Skills in Nursing Practice I. (2). (6 laboratory).** Prerequisite, School of Nursing Clinical Status\*. A laboratory course involving simulation and living laboratory experiences which enable the student to achieve beginning clinical nursing skills in assisting patients in activities of daily living. S-U final mark.

**NURS 240. Techniques and Skills in Nursing Practice II. (2). (6 laboratory).** Prerequisite, School of Nursing Clinical Status\*. A laboratory course involving simulation and living laboratory experiences which enable the student to achieve beginning clinical nursing skills in therapeutic nursing measures. S-U final mark.

**NURS 305. Nursing Theory: Adaptation Model. (3).** Prerequisites, NURS 204, 208. Explores in greater depth the Adaptation Model of nursing with applications to simulated patient care situations. The model is extended to include examination of professional role socialization.

**NURS 307. Parent-Infant Nursing. (4).** Prerequisite, NURS 204, 208, 230, 240. A study of the nursing care of the childbearing family and the newborn infant and of women experiencing reproductive system disorders. Emphasis is placed on assessment of and intervention for positive adaptation of the total family in the reproductive experience. To be taken concurrently with NURS 370.

**NURS 308. Mental-Health Nursing. (3).** Prerequisite, NURS 204, 208, 230, 240. An in-depth study of psychosocial adaptive modes in relation to the maintenance and restoration of mental health. Continues the study of psychosocial development theories and principles of communication and interpersonal relations. Groups processes are explored in-depth including the basic skills of leadership. To be taken concurrently with NURS 380.

**NURS 309. Nursing Care of the Hospitalized Adult and Child. (5).** Prerequisites, NURS 204, 208, 230, 240. A

*\*Clinical Status requires application to and acceptance by the School of Nursing. (See admission criteria, Page 48.)*

study of concepts essential for effective nursing care of adults and children requiring medical or surgical intervention because of illness or injury. Emphasis is placed on the physiological adaptation needs of the hospitalized patient with consideration of influencing factors such as developmental level, cultural variations and psychosocial adaptation. To be taken concurrently with NURS 390 and 395.

**NURS 310. Introduction to Health Care in the Community. (3).** Prerequisites, NURS 204, 208 and 305. A study of the nursing assessment parameters and intervention modalities for primary and secondary prevention of common health problems.

**NURS 312. Becoming Activated in Personal Health. (3).** Non-nursing majors only. Provides experiences in activating personal health by: a) acquiring data to set goals and b) increasing skill and knowledge in assessment, decision making and self care in health and illness situations.

**e-NURS 318. Orientation to the Concept of "Health" and the Health Care Delivery System. (2).** Explores philosophical, historical, political, and professional relationships that exist in health care delivery system.

**NURS 320. Physical Assessment. (3).** Prerequisite, NURS 204, 208, 230, and 240. Provides the student with the opportunity for both simulated and clinical laboratory experience in history and physical examination of clients of all age groups and from a variety of cultural and ethnic backgrounds. Emphasis is placed on the synthesis of data for the derivation of a nursing diagnosis within the adaptation framework.

**NURS 370. Clinical Practicum in Parent-Infant Nursing. (3). (9 hours laboratory).** Prerequisite, NURS 204, 208, 230, and 240. Clinical application of nursing process with individual and families during the childbearing experience and with women experiencing reproductive disorders.

**NURS 380. Clinical Practicum in Mental Health Nursing. (5). (15 hours laboratory).** Prerequisite, NURS 204, 208, 230, and 240. Clinical application of nursing process with individuals and families principally in the psychosocial adaptive modes.

**NURS 390. Clinical Practicum in the Nursing Care of the Hospitalized Adult and Child. (5). (15 hours laboratory).** Prerequisite, NURS 204, 208, 230, and 240. Clinical application of nursing process with acutely ill individuals of all age groups.

**NURS 395. Techniques and Skills of Nursing Practice III. (2). (4 laboratory).** A laboratory experience involving simulation experiences which enables the student to achieve mastery of the therapeutic nursing skills used in the hospital setting. To be taken concurrently with NURS 390.

**NURS 422. Individual Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the Dean.

**NURS 470. Assessment of Cardiopulmonary Status. (3).** Prerequisites, NURS 260, 300, 301, 302, or R.N. or permission of instructor. Designed to provide the physiological basis for accurate assessment of the adult client with a cardiorespiratory or related disorder. Emphasis is placed on analysis of history, physical findings, laboratory data and EKG to derive a nursing diagnosis and plan of care. The 400 level nursing courses listed below will not be offered after 1979-80. These courses will be replaced by new courses as indicated in the School of Nursing program plan on page

**NURS 400. Clinical Practicum in the Distributive Health Care Setting. (5). (15 laboratory).** Prerequisite, Clinical Level III status\*. A clinical course designed to provide the student with experience in a variety of official community health agencies. Emphasis is placed on the use of the nursing process in family and community health service with a focus on preventive health practices throughout the life cycle. (To be taken concurrently with NURS 430.)

**NURS 401. Clinical Practicum in Team Management in the Episodic Setting. (5). (15 laboratory).** Prerequisite Clinical Level III status\*. A clinical course designed to provide the student with experience in the management of patient care in acute care settings. Emphasis is placed on the use of strategies in deriving sound clinical judgements when responsible for directing the care of a large group of patients. (To be taken concurrently with NURS 435.)

**b-NURS 406. The Inquiry Process in Nursing. (3).** The process of critical thinking and inquiry including induction, deduction, inference and recognition of assumptions. Emphasis is placed on scientific inquiry including the research critique and identification of researchable problems in nursing practice.

**NURS 408. Nursing Workshop. (1-5).** An opportunity for registered nurses to increase their nursing knowledge and skills: The area to be covered in any one workshop will be determined by the workshop subtitle. No subtitle may be repeated for credit.

**NURS 411. Leadership in Nursing. (3).** Examines aspects of leader's role in planned change. Emphasis is placed on the analysis of situational variables influencing both leader behavior and the change process.

**NURS 430. Nursing in the Distributive Health Care Setting. (3).** Nursing roles in the delivery of health care in the community. Emphasis is placed on preventive and complex restorative health care delivery for families and communities within the context of community health agencies. (To be taken concurrently with NURS 400.)

**NURS 435. Team Management in the Episodic Health Care Setting. (3).** Designed to introduce the student to the role of the professional nurse in patient care

\*Clinical Level III status requires satisfactory completion of NURS 300, 301, 302, 306, 311, 330, 335, 340, 350, and 360. (See statement on progression, pages 48-49, UNC Bulletin.)

management. Emphasis is placed on strategies to derive sound clinical judgements when dealing with large groups of patients. Theories of management, management styles, and intrastaff relationships and functions are also included. (To be taken concurrently with NURS 401.)

**NURS 450. Special Emphasis in Selected Professional Nursing Role. (6-12).** Prerequisite, Clinical Level III status. Clinical experience in application of professional nursing concepts in a choice of speciality areas. (Students are encouraged to choose experience in rural and underserved areas.)

## Oceanography

Courses in Oceanography are administered by the Department of Earth Sciences.

**h-OCN 110. Man and the Sea. (3).** A course to introduce the various aspects of man and technology concerning the oceans. Considers food and minerals from the sea, underwater habitats, submersibles, diving, recent technological developments, pollution and international political implications of the oceans.

**h-OCN 200. General Oceanography. (4). (3 lecture, 2 laboratory).** An introduction to the field of oceanography for non-science majors. The geological, physical, chemical and biological aspects of the oceans and ocean basins will be treated.

**h-OCN 301. Principles of Oceanography I. (3).** A descriptive treatment of the historical, geological and technological aspects of oceanography including oceanographic tools and techniques, exploration and exploitation, origin of the oceans and ocean floors, marine sediments and geomorphology. Students cannot receive credit for both OCN 200 and 301.

**h-OCN 302. Principles of Oceanography II. (3).** Prerequisite, OCN 301. A descriptive treatment of the physical and biological aspects of the ocean, including the general character of water masses, ocean circulation and currents, waves, tides, the distribution and ecology of marine organisms and the general productivity of the ocean.

**OCN 422. Individual Studies. (Maximum 4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

## Outdoor Education

**OED 250. Outdoor Education and Environmental Awareness. (4).** A course designed to develop appreciation and awareness for the natural environment through direct experience participation in many environmental settings. Cognitive learnings will be taught followed by definite concentration on affective and psychomotor learnings. The interdisciplinary approach, involving faculty from many academic disciplines and resource persons from allied

educational agencies will be utilized.

**OED 308. Workshop. (1-5).** This workshop is designed to provide a variety of experiences and understanding in the broad areas of Outdoor/Environmental education.

The topic will depend on the expert(s) conducting the workshop but will be primarily outdoor activity oriented. Each workshop will have a sub-title and no sub-title may be repeated for credit.

**OED 350. Outdoor Leisure Education. (4).** Emphasis will be placed on the unique contribution Outdoor Education can make toward educating people for their leisure. Students will engage in outdoor leisure pursuits in natural environment. Emphasis will be placed on the specific contribution each academic area can make through the medium of the outdoors toward education for leisure.

**OED 401. Practicum in Outdoor Education. (2-4).** Prerequisite, OED 250 or permission of instructor. Open only by invitation to undergraduate students. Supervised professional activity in the student's major or minor field with a minimum equivalent of twenty-five clock hours per hour of credit. One copy of a well-written paper must be filed with the instructor before credit is given.

**OED 450. Programs in Outdoor Education. (3).** A course designed to acquaint the student with the varied programs in Outdoor Education in the state and nation. Traditional and innovative programs will be explored and analyzed to determine the feasibility and effectiveness of these programs in meeting educational and societal needs.

## Philosophy

**g-PHIL 100. Introduction to Philosophy. (4).** An in-depth first course in philosophy. Student becomes familiar with philosophic problems of lasting relevance and alternative methodologies for treatment. Reference made to classical and contemporary philosophers and to utilization of philosophic analysis to present-day concerns.

**a-PHIL 101. Basic Symbolic Skills. (4).** A basic course in the general techniques of working with symbols. The aims of this course will be 1) to give the student some sense of the variety of uses to which systems of symbols can be put in areas as diverse as philosophy, logic, mathematics, computer programming, and the sciences; 2) to acquaint the student with the general features shared by all symbolic systems; and 3) to provide the student with the basic skills one needs in order to feel at home with the use of symbolic techniques in any discipline. May not be counted toward the major or minor in philosophy.

**g-PHIL 150. Morality and Individual Ideals. (4).** An introduction to and a consideration of selected problems in normative and critical ethics, from early Greek to contemporary thought, with emphasis on the notions of personal responsibility and the "good life".

**g-PHIL 210. History of Ancient Philosophy. (4).** Ancient Philosophy from

the Presocratics to Plotinus. The emergence of philosophical cosmology from mythopoeic cosmogony; the Socratic ethical turn; Plato; Aristotle; Hellenistic and Roman development; Neoplatonism.

**g-PHIL 220. History of Modern Philosophy. (4).** Modern Philosophy from Descartes through Kant. Emphasis is given to the Cartesian relation to the classical tradition; the turn to subjectivity; rationalism; empiricism; the transcendental turn; the influences of mathematics, the natural sciences and religious beliefs.

**g-PHIL 230. History of Recent Philosophy. (4).** Recent philosophy, including German Idealism, the Hegelian synthesis, and its break-down (Kierkegaard, Marx, Nietzsche), Bergson, American Philosophy (James, Royce).

**PHIL 265. Philosophy of Technology. (4).** Student will investigate alternative theories, concepts and meanings of "technology." Focus placed upon effects of technology on social, political, individual values and goals, and changes in American ideology.

**PHIL 270. Philosophies of India. (4).** An introduction to selected schools of Indian Philosophy, with emphasis on the problems of knowledge and the self.

**g-PHIL 305. Contemporary Philosophical Movements. (4).** Prerequisite, PHIL 220. A consideration of the philosophy in the twentieth century, including Phenomenology (Husserl, Heidegger), Existentialism (Sartre, Jaspers, Camus, Marcel), Analysis (Russell, Moore, Wittgenstein), Positivism (Carnap, Ayer).

**g-PHIL 312. History of Medieval Philosophy. (4).** Prerequisite, PHIL 210. A consideration of philosophy in the middle ages, including Greek and Roman influences and the confrontation with Christianity; Augustine; Anselm; the controversy over universals; the Neoplatonic, Nominalist and Aristotelian schools; Jewish and Islamic thought; German mysticism; late scholasticism; conflicts and attempted reconciliations with revelation; Cusa and Bruno.

**g-PHIL 315. Existentialism. (4).** Prerequisite, PHIL 100 or equivalent. Consideration and evaluation of the existentialist movement in philosophy including its relation to classical thought. Negative and positive influences; theistic existentialism (Jaspers, Marcel, Buber, Berdyaev); atheistic existentialism (Heidegger, Sartre, Camus); radical finitude and authenticity; nonobjects; shipwreck, meaning and death.

**g-PHIL 330. Aesthetics. (4).** Classical and contemporary philosophical theories of beauty and art; including such topics as the relation of art to morals, truth and play; the nature of creativity; aesthetic experience and aesthetic evaluation; the concept of representation.

**g-PHIL 335. Philosophical Ideas in Literature. (4).** An in-depth examination of philosophic themes as expressed in selected classics of poetry and prose from ancient to contemporary times.

**g-PHIL 340. Formal Logic I. (4).** A study of

traditional and recent formal logic, including symbolic logic. Stress placed on methods and techniques of formalization, applications to problem-solving, syllogisms, truth-functions, quantification. Consideration of presuppositions and possible limitations of formal analysis.

**PHIL 341. Formal Logic II. (4).** A continuation of PHIL 340, with emphasis on metatheorems involved in propositional calculus and first-order predicate calculus compactness, effectivenss, completeness, consistency, soundness, etc.

**PHIL 345. Seminar in Logic and Language. (4).** A variable content course, designed for the student who wishes to pursue studies in formal logic, as well as related interests such as history of logic, ordinary and ideal languages, inductive logic, etc. Student may receive up to 20 hours credit via different subtitles.

**g-PHIL 350. Moral Philosophy. (4).** Contemporary moral philosophers seek to reduce the complexity of concrete moral dilemmas by asking such questions decidable without reducing their significance. To this end, human justice, happiness, freedom, responsibility, and rights will be examined, as will classical sources, skepticism about moral language and insights from social and psychological science.

**g-PHIL 355. Social Philosophy. (4).** Classical and contemporary social thought with emphasis on the principles of democracy, fascism, Marxism and utopianism, in light of the questions of society, the social, and the constitution of man.

**g-PHIL 370. Philosophy of Religion. (4).** Prerequisite, PHIL 100 or equivalent. Philosophical investigation of religious language and religious experience. Emphasis is placed on such topics as: the source and dimension of the holy, what is "God" a name for, proofs of and against the existence of God, transcendence, immanence, hierophany, pantheism, mysticism. Classical and contemporary philosophical theories of religion will be examined.

**PHIL 375. Philosophy of Science. (4).** Prerequisite, three hours in philosophy or one course in scientific methodology. A critical survey of the classical and modern problems underlying scientific operations. Emphasis is placed upon analysis of selected conceptual frameworks: logic of inquiry in the natural and social sciences; substantive and methodological concepts of cause, prediction, determination, generalization, error.

**g-PHIL 380. Problems and Methods of Philosophy. (4).** Prerequisite, PHIL 100 or equivalent. Variable content course which student may elect more than once. Such topics as scepticism, realism, phenomenology, free will, philosophy of mythology, inductive logic, concepts and reference, etc. The student becomes immersed in one philosophic problem and alternative methodologies for treatment.

**PHIL 405. Studies in the History of Philosophy. (4).** Prerequisite, six hours in philosophy, or instructor's consent. An



intensive investigation into one selected work, or thinker, or school of intrinsic or historical merit in pre-19th century philosophy. A variable content course for which the student may receive up to 20 hours credit.

**g-PHIL 415. American Philosophy.** (4). Prerequisite, PHIL 100 or equivalent. A critical study of the "Golden Age" of American philosophy, including Continental and English influences. Pragmatism (Pierce, James); Idealism (Royce), Essentialism (Santayana), Process philosophy (Whitehead), Naturalism (Dewey), and contemporary developments.

**PHIL 422. Individual Studies.** (Maximum 4). Prerequisite, instructor's consent. Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on one problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education credit.

**PHIL 430. Epistemology.** (4). Prerequisite, six hours of philosophy. Examination of classical and contemporary theories of the meaning and criteria of knowledge, truth, and reference. Such topics as truth and time; certitude, synthetic and analytic propositions, necessary and contingent truth, concepts and precepts, illusion and lies, constituting and constituted egos, etc.

**PHIL 440. Metaphysics.** (4). Prerequisite, six hours of philosophy. Examination of such concepts as being, substance, causation, reality, process, in the light of recent and contemporary thought, including the sceptical and positivist stances.

**PHIL 480. Studies in 19th and 20th Century Philosophy.** (4). Prerequisite, PHIL 210 or 220 or 230. Intensive analysis of selected figures, movements, and problems in recent and contemporary philosophy. Such topics as Schopenhauer and Bergson, Nietzsche, Mill and Bradley, Positivism, later Heidegger, Wittgenstein, Marcel and Royce, Ethical Emotivism, Husserl and Russell, etc. Variable content course which student may elect more than once.

**PHIL 495. Directed Research in Philosophy.** (4). (Maximum 8). Consent of instructor and chairman. Unscheduled course designed for a) students minoring in philosophy with intent for entering philosophy graduate program, b) prospective majors. Student completes textual analysis of one philosophic work using commentaries, articles, monographs or becomes immersed in techniques, problems, solutions, defenses of one philosophic school. May be elected twice.

**PHIL 499. Thesis in Philosophy.** (4). (Maximum 8). Senior standing and 21 hours in Philosophy. Unscheduled course designed for student intent upon entering graduate programs in Philosophy. Student completes approved topic thesis exhibiting philosophic acumen, research expertise, analytic and synthetic ability. Preferred: four credits per quarter for two consecutive quarters.

## Physics

**h-PHYS 100. Conceptual Physics.** (3). (2 lecture, 3 laboratory). Non-mathematical approach to basic physics for the non-science student. Emphasis will be placed upon history and philosophy of physics and upon relating concepts of physics to environment. No credit towards physics major or minor.

**h-PHYS 150. Principles of Physics.** (5). (4 lecture, 3 laboratory). An introduction to the basic concepts of physics, including mechanics, thermodynamics, wave motion, electricity and magnetism, and atomic and nuclear physics. Not open to physics majors or minors.

**h-PHYS 160. Principles of Motion.** (3). (2 lecture, 3 laboratory). A study of translatory and rotational motion which will include concepts of forces, momentum, and energy. The presentation of the material will be descriptive and the emphasis will be toward the applied.

**h-PHYS 255. Elements of Computer Programming.** (3). (2 lecture, 3 laboratory). Prerequisite, MATH 123 or equivalent. A non-theoretical applied course in elementary computer programming. A large portion of this course will involve the student programming the 360 computer system. *Not open to students with previous programming training.*

**h-PHYS 260. Introductory Physics — Mechanics.** (4). (3 lecture, 3 laboratory). Prerequisite, MATH 123 or consent of instructor. The first quarter of the introductory course treating classical and modern mechanics.

**h-PHYS 261. Introductory Physics — Heat, Sound and Light.** (4). (3 lecture, 3 laboratory). Prerequisite, PHYS 260. The second quarter of the introductory course treating classical and modern heat, sound and light.

**h-PHYS 262. Introductory Physics — Electricity and Magnetism.** (4). (3 lecture, 3 laboratory). Prerequisite, PHYS 260. The third quarter of the introductory course treating classical and modern electricity and magnetism.

**h-PHYS 263. Environmental Radiation.** (3). (2 lecture, 3 laboratory). Prerequisites, MATH 101, plus ENST 209 or PHYS 260 or 265. An elementary course in the detection and evaluation of various types of radiation common in the environment from natural and man-made sources. Topics include types of radiation and detectors, effects of nuclear reactors, biological and medical applications, radioactive dating, x-rays, and laboratory experience in detecting and analyzing the various types of radiation. Enrollment restricted.

**h-PHYS 265. General Physics — Mechanics.** (5). (4 lecture, 3 laboratory). Prerequisite, MATH 131, or taken concurrently. The first quarter of the general course in physics covering the laws, principles, and generalizations of mechanics.

**PHYS 266. General Physics — Electricity.** (5). (4 lecture, 3 laboratory). Prerequisites, PHYS 265 and MATH 132. The second

quarter of the general course in physics covering the principles, laws, and generalizations in electricity.

**PHYS 267. General Physics — Sound, Light and Heat.** (5). (4 lecture, 3 laboratory). Prerequisites, PHYS 266, MATH 133. The third quarter of the general course in physics treats the laws, principles and generalizations concerning sound, light and heat.

**PHYS 268. Modern Physics.** (4). (3 lecture, 3 laboratory). Prerequisite, PHYS 262 or concurrent PHYS 267. Fourth quarter of the general course in physics, intended as a terminal course. Not countable for a physics major. An elementary study of concepts of physics formulated since 1900, including atomic and nuclear physics. The laboratory will include detection and evaluation of atomic and nuclear radiation.

**PHYS 302. Philosophical Concepts of Physical Science.** (3). Prerequisite, one course in philosophy or one course in physics. A non-mathematical study of philosophical problems in physics, including causality and determinism, measurement, conservation principles, particle-wave duality, the uncertainty principle, the correspondence principle, the validation of physical laws, universal conclusions from locally valid laws, the broad structure of science, free will.

**PHYS 361. A.C. and Electronics I.** (5). (4 lecture, 3 laboratory). Prerequisite, PHYS 262 or PHYS 266. A study of alternating current circuits and instruments, electrical measurements, power supplies, amplification by vacuum tubes, transistors, oscillators, bridges.

**PHYS 364. Elementary Photography.** (3). (2 lecture, 3 laboratory). Topics include the physical principles as they apply to photography and the developing, printing and enlarging processes.

**PHYS 365. Mechanics I.** (4). Prerequisites, PHYS 266 and MATH 133. First course of a sequence of two courses. Topics covered include Newton's Laws, statics of particles and rigid bodies, work and energy, particle motion in a constant field and one dimensional oscillatory motion.

**PHYS 366. Electricity and Magnetism I.** (4). Prerequisites, PHYS 266 and MATH 133. First course of a sequence of two courses. Topics covered include Newton's Laws, statics of particles and rigid bodies, work and energy, particle motion in a constant field and one dimensional oscillatory motion.

**PHYS 367. Optics I.** (4). (3 lecture, 3 laboratory). Prerequisites, PHYS 266 and MATH 133. A study of geometric optics including the theory of thin lenses, thick lenses, spherical mirrors, lens aberrations, and a survey of optical instruments.

**PHYS 368. Atomic Physics.** (5). (4 lecture, 3 laboratory). Prerequisite, PHYS 266 concurrent with MATH 234. PHYS 365 recommended. A study of modern physics concepts including probability quantization, x-rays, wave properties of matter, Heisenberg's uncertainty principle, the Schrodinger equation, the simple atom.

**PHYS 422. Individual Studies.** (Maximum 4). Qualified undergraduate students outline



and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**PHYS 462. Electronics II. (4).** (3 lecture, 3 laboratory). Prerequisite, PHYS 361. A study of servo systems, operational amplifiers, pulse shaping, switching, and tuning, digital counting, solid state devices.

**PHYS 465. Mechanics II. (3).** Prerequisites, PHYS 365, MATH 234. Second course in a sequence of two courses. Topics covered include motion of systems of particles, rigid body motion in a plane and in three dimension, central field motion, accelerated reference systems.

**PHYS 466. Electricity and Magnetism II. (3).** Prerequisites, PHYS 366, MATH 234. Second course in a sequence of two courses. A course which deals with the theory of dielectrics, the magnetic properties of matter and an introduction to electromagnetic theory.

**PHYS 467. Applied Solar Energy. (3).** Prerequisite, PHYS 262 or PHYS 267. A study of practical uses for solar energy. Topics include: the availability of the resource; home and industry heating systems; types of collector systems; transfer and storage in commercial applications; and special applications of interest.

**PHYS 468. Nuclear Physics I. (5).** (4 lecture, 3 laboratory). Prerequisites, PHYS 267, MATH 234, PHYS 368 or CHEM 451 or PHYS 268 plus consent. A study of special relativity, nuclear reactions, decay schemes, sub-atomic particles, high energy reactions, the detection and evaluation of nuclear radiation.

**PHYS 469. Solid State Physics. (4).** Prerequisites, PHYS 368. A study of free electron theory of solids, semiconductor theory, imperfections in solids, transport properties, and statistical distributions.

**PHYS 490. Senior Research. (2-4, repeatable up to 12 hours).** Prerequisite, two years of physics courses which apply toward the major. An independent experimental or theoretical research project in physics along with weekly conferences with the research advisor and a paper and/or oral presentation are required.

**PHYS 495. Seminar in Teaching. (2).** Course designed for prospective teachers in physics and physical sciences at the secondary school level which will include a study of physics curricula and problems which the teacher may encounter in the classroom.

## Political Science

**f-PSCI 100. National Government of the United States. (5).** Origin and adoption of the Constitution, basic principles of the American constitutional system, the machinery of popular control, and the structure of the national government. Required of all PSCI majors and minors.

**f-PSCI 104. Contemporary Political Issues. (3).** Several contemporary issues of domestic

or international significance will be examined. Course content will vary, but representative issues include social welfare, environment, political participation, the national interest, racial and ethnic concerns and institutional reform.

**f-PSCI 105. Introduction to Political Science. (3).** This course provides an overview of the historic philosophical concerns of political science in the context of a comparative analysis of contemporary political institutions, behavior and processes. Consideration is given to national, subnational and international aspects of politics and government. This course is required for all PSCI majors and minors.

**PSCI 150. Introduction to Research in Political Science. (3).** An introduction to the discipline of political science. Special attention will be devoted to library resources and the writing of research papers. A bibliographical essay on a topic chosen by the student will be required. Primarily intended for majors.

**f-PSCI 200. Legislative Processes. (3).** Prerequisites, PSCI 100. A survey of American legislative systems and processes. The structure and organization of legislatures and the process of statute law-making.

**f-PSCI 201. State and Local Government. (5).** Prerequisite, PSCI 100. The organization of state, county, and municipal governments.

**PSCI 202. Legislative Processes II. (3-15).** Prerequisites, PSCI 100, 200. Legislative Processes II offers a unique opportunity to combine a substantial amount of self-directed research on the part of a student under the supervision of the instructor with actual field experiences as an observer and assistant to an elected member of the Colorado State Legislature.

**f-PSCI 205. Civil Liberties in the United States. (3).** An analysis of judicial, executive and legislative actions which have threatened, violated and promoted civil liberties in the United States. Particular attention will be given to free speech, press and assembly, church-state relations, due process and the nationalization of the Bill of Rights.

**f-PSCI 206. Politics and the Consumer. (3).** An analysis of political action, past and present, aimed at protecting consumers in the economic market place. Legislative and administrative consumer law will be discussed. Political tactics of consumer advocacy will be analyzed in case studies and actual field projects.

**f-PSCI 207. Politics of Feminism. (3).** The study of the role of women in American politics and a description and analysis of the political factors and tactics used by feminists in moving toward their goals. Special attention will be given to an evaluation of contemporary feminist politics. The sexist bias of American political institutions will be explored.

**f-PSCI 210. European Political Systems. (4).** A comparative analysis of the political systems of selected European nations including Great Britain, France, and West Germany.

**f-PSCI 220. International Relations. (4).**

An introduction to the basic principles and problems of the international political system.

**f-PSCI 300. Public Opinion and Pressure Groups. (4).** A study and analysis of the nature and role of public opinion and pressure groups in American politics. This course analyzes the techniques used in forming, manipulating, and measuring public opinion, and studies the process by which pressure groups use and compete with public opinion in the formation of public policy.

**f-PSCI 302. The President and the Bureaucracy. (3).** An intensive examination of the role of the President and the Federal Bureaucracy in the national political system. Emphasis is placed on the concepts and techniques of presidential leadership and the Executive branch's relationship with Congress, the Judiciary and the public.

Sources of constitutional authority and power, the problems of contemporary Presidential policy making are examined.

**f-PSCI 303. The Administration of Justice. (3).** A comprehensive analysis of the judicial process including the appellate and jurisdictional aspects of the legal system of the United States. The focus of the course is on the administration of criminal justice including the arrest, trial, and rights of prisoners.

**f-PSCI 305. The Politics of Bureaucracy. (4).** This course focuses on the organization and management of governmental bureaucracies. Special emphasis will be placed on the politics of bureaucracies and continuity problems of control, accountability, personnel and finance.

**f-PSCI 310. East European Government and Politics. (4).** A study of the governments and political systems of the East European states of East Germany, Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, and Albania. Internal politics and external relationships with one another and with the Soviet Union will be given special attention.

**f-PSCI 320. American Foreign Policy. (4).** An analysis of the development of recent American foreign policy, especially since World War I.

**f-PSCI 325. Politics and Conflict in the Middle East. (4).** Focus will be on the structure, development and policies of major Middle Eastern political systems. Domestic and international conflicts and relations to the major powers will be discussed.

**f-PSCI 330. Natural Law, Divine Law, and Human Virtue. (3).** This course in political philosophy is addressed to the above topics and others as they appear in classical and medieval thinkers. Plato, Aristotle, Aquinas, and Luther will be read among others.

**f-PSCI 331. Consent, Freedom, and Political Obligation. (3).** This course in political philosophy is addressed to the above topics and others as they appear in early modern thinkers. Machiavelli, Hobbes, Locke, Rousseau, and Tocqueville will be read among others.

**f-PSCI 332. Equality, Democracy, and Revolution. (3).** This course in political philosophy is addressed to above topics and others as they appear in modern thinkers.

Paine, Saint-Simon, Marx, Lenin, and J.S. Mill will be read among others.

**f-PSCI 340. Field Research and Study in Political Science.** (3-15). Field Research and study in Political Science offers an opportunity to combine a substantial amount of self-directed research on the part of the student under the supervision of the instructor with actual field experience as an observer and assistant to a public (governmental) policy maker.

**PSCI 345. Readings in Political Science.** (2). Prerequisite, Upperclass standing in Political Science or consent of instructor. Major recent contributions to the study of politics will be explicated and criticized in periodic papers prepared by the student. The reading will be assigned according to the interests and needs of the individual student.

**f-PSCI 350. Comparative Public Policy.** (3). Prerequisite, PSCI 100 or 105. Cross-national comparison of public policy in such areas as education, transportation, taxation, population and income maintenance. Differences and similarities across policy areas within one country and differences and similarities cross-nationally within a policy area will be identified and explanations for those differences and similarities will be essayed.

**f-PSCI 400. Political Parties.** (3). Prerequisite, PSCI 100. The organization and techniques of political parties in the United States, the voting behavior of the electorate and the problems relating to the machinery of representative democracy.

**f-PSCI 401. Minority Politics.** (3). A study of the political techniques and strategies by which ethnic, racial, religious, and economic minority groups have achieved socio-economic goals through the political system. Electoral and non-electoral politics will be evaluated.

**f-PSCI 402. Urban Politics.** (4). A study and analysis of city government and politics. Attention will be given to structure, reorganization, and finance with special emphasis on political forces and strategies operating within the metropolitan areas of the United States. The problems of urban disorganization, mass transit, housing, and minority representation will be covered.

**f-PSCI 403. Problems in United States Government.** (3). Prerequisites, PSCI 100. The constitutional and extra-constitutional factors affecting the legislative process, the conduct of administration, the budgetary and fiscal policies of the government, and the control of foreign relations.

**f-PSCI 410. Government and Politics of Asia.** (4). A comparative study of the major political systems of Asia, including China, Japan, India, and Indochina.

**f-PSCI 411. Government and Politics of Latin America.** (4). A comparative study of political systems of Latin America.

**f-PSCI 412. The Politics of the Developing Areas.** (4). A study of the politics of developing areas, with particular emphasis on Africa, Asia and the Middle East; concepts of development, modernization and nation-building.

**f-PSCI 413. Political Systems of Sub-Saharan Africa.** (4). Analysis of major types

of political systems in Sub-Saharan Africa with case studies of selected countries exemplifying each type. Special problems of multiracial and multicultural societies.

**f-PSCI 414. Government and Politics of the Soviet Union.** (4). An intensive inquiry into the institutions and processes of the government of the Soviet Union.

**f-PSCI 421. The United Nations.** (3). The background and organization of the United Nations. Includes a detailed study of six organic bodies of the United Nations and its subsidiary agencies.

**PSCI 422. Individual Studies.** (1-4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General education credit.

**f-PSCI 425. Soviet Foreign Policy.** (4). An analysis of recent and contemporary problems in the relations of the Soviet Union with Western, Neutralist, and other communist nations.

**f-PSCI 426. Foreign Policies in Asia.** (4). This course examines the foreign policies of China, Japan, and India with special reference to the superpower rivalry between the United States and the Soviet Union in the post World War II era.

**PSCI 435. Problems in Political Philosophy.** (3). Prerequisites, two of PSCI 330, 331, 332, or consent of instructor.

Selected problems or philosophies will receive close and lengthy attention. Familiarization with a considerable literature and a substantial paper will be required.

## Psychology

**PSY 101. Introductory Seminar in Psychology.** (1). Required no later than two quarters after declaration of PSY major. For PSY majors and prospective majors.

Provides a general overview of psychology and career opportunities therein. Assists student in preparation of course of studies to optimize career opportunities in psychology.

**f-PSY 120. General Psychology.** (3). Study of basic psychological principles, methods, theories and research findings. Includes perception, cognition, maturation, motivation, learning, individual differences, mental health, and physiological correlates. Practical applications are identified.

**f-PSY 121. Introduction to Psychology I.** (4). Introduction survey of psychology as a science, basic statistics, learning, perception, sensation, motivation, and physiological psychology. Required for majors and minors.

**f-PSY 122. Introduction to Psychology II.** (4). Introductory survey of intelligence, personality, growth and development, maturation, socialization, abnormal psychology, social psychology, memory, cognition, and emotion. Required for majors and minors.

**f-PSY 123. Current Orientations in Psychology.** (3). Predominant contemporary forces in psychology (emphasis on

psychoanalytic, behavioral, humanistic, and transpersonal). Contribution of each to understanding of human behavior and potential. Images of man implicit in each i examined.

**PSY 161. Group Process and Human Relations.** (3). PSY majors only. Seminar designed to provide an understanding of principles of human relations in groups. Personal involvement in group processes is an important aspect of the course.

**f-PSY 202. Principles and Philosophies of Guidance.** (3). Introduction to guidance; examination of guidance activities and their use in industry, business, the classroom, and the professions.

**PSY 222. Exploration Seminar.** (2). Sophomore psychology majors only. Students will research, report, and discuss topics of interest, in traditional areas of research and theory or in relatively unexplored areas.

**f-PSY 230. Human Growth and Development.** (5). Prerequisite, PSY 120. Basic concepts and issues of growth and development. Study of the individual from conception through senescence, with emphasis on cognitive, affective, psychomotor, and social development.

**f-PSY 240. Human Learning and Cognition.** (3). Prerequisite, PSY 120. Learning from a cognitive viewpoint. Verbal learning, memory, information processing, concept learning and problem solving.

**i-PSY 250. Humanistic Psychology.** (3). Exploration of humanistic psychological systems, conceptualizations, models, methods, tools, and research. Focus on means of developing understanding of self and others, effective interactions, sensitivity, and more humanistic and existentially meaningful lives.

**PSY 251. Transpersonal Psychology.** (3). Overview of emergent Fourth Force in psychology, including: religions, mystical, and peak experiences; yoga; meditation; cosmic unity; parapsychology; hypnosis; playfulness; sensory awareness; metaneeds; transcendence of self.

**f-PSY 255. Psychology of Emotional Adjustment.** (3). Individual adjustment to psychological stresses, both from internal and external sources. Emphasis on reaction patterns in coping with common and unique stress factors.

**i-PSY 261. Human Relations and Awareness.** (3). Examines human interactions from study of human relations, communication, and group dynamics theories and from a skill-building, experiential perspective. Practice in effective means of communicating in one-to-one and small group situations. Includes intercultural communication, conflict resolution, and skills in giving and receiving feedback.

**f-PSY 265. Social Psychology.** (3). Prerequisite, PSY 120, 122. Explores the interdependent effects of individuals as members of society. Includes the group as a system, communication, attitudes, conformity, persuasion, competition and power, and leadership.

**f-PSY 271. Psychological Testing and**

**Measurements. (3).** Prerequisite, RSM 203. Introduction to psychological test theory, interpretation of results. Group and individual tests (cognitive, affective, and psychomotor); reliability, validity, standardization procedures.

**PSY 275. Experimental Psychology. (5).** Prerequisites, RSM 203, PSY 121. Majors only. Introduction to experimental psychological research; practice in reviewing, conducting, reporting psychological research.

**f-PSY 341. Phenomenological Approaches to Perception. (3).** Study of factors influencing openness to experience (physiological capacities, time, opportunity, need, expectations, language, self-perception). Emphasis on understanding dynamics of behavior from internal frame of reference; multidimensionality of perceptual possibilities, implications for educational processes.

**PSY 343. Sensory and Perceptual Processes. (4).** Prerequisite, PSY 121. Sensory mechanisms in humans: vision, audition; olfaction, etc., including research and theory about organization and interpretation of sensory input. Lab applications of psychophysical and other techniques.

**PSY 344. Altered States of Consciousness. (3).** Prerequisite, PSY 251. Extends understanding of behavior through study of altered states of consciousness. Investigation of felt shifts in mental functioning, from physiological, psychological, and philosophical perspective. Personal experiences with non-chemically-induced altered states will be investigated.

**PSY 345. Parapsychology. (3).** Examines research in extra-sensory perception, telepathy, precognition, clairvoyance, psychokinesis, and other parapsychological or psi-phenomena.

**i-PSY 346. Human Effectiveness in Education. (3).** A human relations perspective, designed to enhance effectiveness of teachers with peers, supervisors, and students; provides skills useful in classroom management; explores and develops psychological skills to meet personal needs of the teacher.

**PSY 347. Developmental Psychology for Teachers. (PTE) (3).** Human growth and development through the school years; biological and environmental factors operating in affective, cognitive, physical, social domains; similarities and differences in humans with implications for teaching and learning.

**PSY 348. Learning Processes in Education. (PTE) (3).** Prerequisite, PSY 347. Psychological concepts applied to teaching/learning process: motivation, classroom discipline concerns, teaching strategies, evaluation and grading, major theoretical approaches to human learning.

**PSY 349. Educational Psychology. (PTE) (5).** Prerequisite, PSY 120. Understanding and guiding physical, mental, social and emotional development from infancy to adulthood; understanding and utilizing the teaching-learning process through application of principles of learning, motivation,

readiness, transfer, individual differences, and evaluation.

**f-PSY 350. Psychology of Actualization. (3).** Prerequisite, PSY 250. Study of human striving for self-actualization. Idiosyncratic psychological health as an alternative to adjustment theories; study of the human potential movement.

**i-PSY 365. Psychology of Prejudice. (3).** Understanding of basic causes of prejudice and learning of prejudicial behavior. Experiences for increasing understanding of others and diminishing prejudice.

**f-PSY 369. Ecological Psychology. (3).** Prerequisite, PSY 120. Examination of literature in learning, social psychology, and ethology to consider affects of environment on behavior of organisms; implications of environmental changes for behavior; and use of principles of behavior to enhance survival of the human species.

**PSY 375. Research Methodologies. (4).** Prerequisite, RSM 203. Survey of research methodologies other than experimental approaches. Historical, philosophical and descriptive research utilizing correlation, survey, sampling techniques, independent and dependent variables, data-gathering, naturalistic observations, case studies, and longitudinal and cross-sectional studies will be included, along with laboratory experiences.

**PSY 422. Individual studies. (1-4).** Permission of instructor and department chairperson required. Students define a problem or area of study and spend a minimum of 25 clock hours per quarter hour working independently, under faculty supervision. Two copies of a well-written paper must be filed before credit is given: one with the instructor, one with the department chairperson.

**PSY 425. Seminar: Psychological Issues. (3).** For majors and minors. Students will study, report and discuss psychological issues and problems identified through class discussion and study. Students will review and discuss research findings and conduct independent research projects.

**PSY 431. Infancy and Childhood. (3).** Human development from conception to, but not including, preadolescence. Emphasis on physical, mental, social and emotional development of infants and children.

**PSY 432. Preadolescence and Adolescence. (3).** Theories of preadolescence and adolescence, physical and intellectual development, emotional and social adjustment, family and social factors, alienation, and entering adulthood.

**PSY 433. Maturity and Aging. (3).** Concerns and decisions to be faced during maturity. Exploration of interrelationships among physiological, sociological and psychological variables which affect aging. Roles of aging in society; psychological reactions to death and dying.

**PSY 442. Experimental Analysis of Behavior. (3).** Prerequisite, PSY 121, 15 hours in Psychology, majors only. Theoretical basis for individual organism research and the principles of learning underlying such an approach. Students will

participate in a laboratory to develop competence in conditioning techniques.

**PSY 443. Motivation. (3).** Prerequisite, PSY 121 or permission of instructor. Motivational concepts and related research: drive, goals direction, incentive, reinforcement, external stimulation, emotion, homeostasis, biological aspects, instinct, and self-actualization.

**PSY 444. Psycholinguistics. (3).** Prerequisite, PSY 240. Study of encoding and decoding to account for facts of language and use of language by humans. Current approaches to language acquisition; research in psycholinguistics.

**PSY 445. Social Learning and Behavior Modification. (3).** Prerequisite, PSY 442 or permission of instructor. Applied learning theory. Emphasis on roles played by vicarious, symbolic and self-regulatory processes, e.g., modeling, imitation, desensitization, and cybernetics. Students will apply operant and social learning principles in dealing with behavior in an educational, clinical, or other social setting.

**PSY 457. Theories of Personality. (3).** Prerequisites, PSY 120 or PSY 122. Psychological systems used to explain personality development and functioning; may include type-trait, behavior-learning, psychoanalytic, neopschoanalytic, and perceptual field-theories.

**f-PSY 458. Abnormal Psychology. (3).** Prerequisites, PSY 122 or PSY 255. Study of abnormal behavior: causes, symptoms, characteristics, classification, prevention and treatment.

**PSY 460. Paraprofessional Helpline Training. (3).** Permission of instructor. Instruction and supervised practice in establishing and maintaining helping relationships, providing crisis intervention using both campus and community resources and referral agencies. Upon successful completion of course students are expected to work for the campus helpline phone service on a volunteer basis for one additional quarter.

**PSY 463. Sociodrama. (2).** Techniques of sociodrama; combines lecture, discussion, reactions to readings, and laboratory activities.

**PSY 464. Sociometry. (2).** Techniques of sociometry; combines lecture, discussion, reactions to readings, and laboratory activities.

**PSY 465. Psychology of Human Sexuality. (3).** Sex as an individual difference affecting learning and motivation throughout life. Social, biological, and psychological basis for sex differences and institutional structures will be examined as well as socialization processes in the development of sex role identity.

**PSY 466. Industrial Psychology. (3).** Basic method used by psychologists in selection, placement, training, and motivation of industrial personnel. Examination of psychological factors influencing morale, production, and job satisfaction.

**f-PSY 467. Psychology of Social Change. (3).** Analysis of sources and organization of power relations in the community and institutions. Techniques for utilizing change-

producing processes within institutions.

**f-PSY 468. Psychology of Women. (3).** Prerequisite, junior or senior standing.

Theoretical bases and issues from psychology regarding and influencing the traditional concept of the "Female Personality", i.e., psychoanalytic theory and definitions of neurotic behavior, motivation, achievement needs, identity, ego-strength and self-esteem, and the interdependent influences upon the development of the "weaker sex".

**PSY 480. Physiological Psychology. (5).** Prerequisite, introductory biology or zoology course and PSY 121 or permission of instructor. Introduction to neuroanatomy and neurophysiology. Functional relationship between nervous system and behavior, review of sensory and motor processes and investigative procedures. Biochemical correlates of learning and other behaviors will be considered.

**PSY 481. Comparative Psychology. (4).** Prerequisite, Psy 121 or permission of instructor. Innate and learned, individual and social, normal and abnormal behavior of insects, fish, amphibia, reptiles, birds, and mammals. Ethological and experimental techniques explored through lecture and laboratory.

**PSY 482. Behavioral Genetics. (3).** Prerequisite, BIO 231 and PSY 120 or PSY 121. Genetic basis of behavior in humans and animals. Contemporary issues including genetic counseling, eugenics, intelligence, and genetic correlates of psychopathology.

**PSY 490. History and Systems in Psychology. (3).** Psychological ideas and systems. Psychology and philosophy of science: goals, laws, paradigms, and the evolution of science as a human endeavor. (Students are advised that many graduate programs in psychology recommend this be taken at the undergraduate level.)

**PSY 491. Field Experience. (5-15).** Prerequisite, junior or senior psychology major and permission of instructor. Full or part-time experience for one or more quarters, working with professionals in psychology. Arrangements with the instructor and supervisor must be made during the quarter prior to registration.

**PSY 499. Special Topics in Psychology. (1-4).** Scheduled on an irregular basis. Exploration of special topics in psychology: an appropriate subtitle will describe each offering.

## Research and Statistical Methodology

**a-RSM 203. Introductory Statistical Methods. (3).** Basic statistical concepts and techniques; comprehension of research and literature in education and the other behavioral sciences using elementary statistical methods. Student is expected to know basic arithmetic and elementary algebra.

**h-RSM 303. Basic Statistical Inference. (3).** Prerequisite, RSM 203 or its equivalent.

The student will be acquainted at a service level with statistical procedures as used by the researcher. Emphasis will be upon applications. Topics will include simple hypothesis testing, analysis of variance, chi-square analysis, and elementary probability.

**f-RSM 312. Basic Principles of Test Construction and Utilization. (2).**

Principles underlying construction of teacher-made and standardized achievement tests; types, uses, and interpretation of derived scores; factors influencing reliability and validity; recent developments in educational and psychological measurement; does not require specific statistical skills but relates statistical concepts to test interpretation.

**h-RSM 313. Statistics for Health Sciences. (3).** This is an introductory course in statistical methods with applications to the biological and health sciences. Topics include frequency distributions, measures of central tendency, measures of dispersion, the normal distribution, standardized scores, hypothesis testing, chi-square, correlation, and regression. Designed primarily for nursing, biology, and health science majors.

**f-RSM 323. Introduction to Information Processing and Computers. (3).** Introduces the computer, its nature, use and impact on education and society. Involves basic concepts programming and applications. Requires no previous knowledge of computer fundamentals.

**RSM 422. Independent Studies. (1-4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education credit.

## Russian

**d-RUS 101. Elementary Russian I. (5).** An introduction to spoken and written Russian with a view toward giving the student a sound knowledge of the structure of the language and high-frequency vocabulary. Audio-visual aids will be used as needed.

**d-RUS 102. Elementary Russian II. (5).** A continuation of RUS 101.

**d-RUS 103. Elementary Russian III. (5).** A continuation of RUS 102.

**RUS 201. Intermediate Russian I. (4).** Prerequisite, RUS 103. Review of Russian Grammar, imitative composition and the reading of intermediate Russian texts.

**RUS 202. Intermediate Russian II. (4).** Prerequisite, RUS 201. A continuation of RUS 201 but emphasizing more intensive reading, oral reports, advanced composition and more extensive conversation.

**RUS 203. Intermediate Russian III. (4).** A continuation of RUS 202. More intensive reading, oral and written reports, advanced composition, translation.

**g-RUS 306. Survey of Russian Literature of the Nineteenth Century. (3).** Prerequisite, three years of high school Russian or equivalent. This course is designed to introduce students to

masterpieces of Russian literature of the nineteenth century.

**g-RUS 307. Survey of Russian Literature of the Twentieth Century. (3).** Prerequisite, three years of high school Russian or equivalent. The course is designed to introduce students to masterpieces of Russian literature of the twentieth century.

**d-RUS 335. Russian Conversation. (3).** Prerequisite, three years of high school Russian or equivalent. The course is designed to develop the basic speech habits for control of spoken, conversational Russian through exercise in reproducing of episodes in the student's own words.

**d-RUS 336. Advanced Russian Composition. (3).** Prerequisite, three years of high school Russian or equivalent. The course is designed to increase the student's fluency in the language through the use of original compositions, translations, and resumes.

**d-RUS 337. Advanced Russian Grammar. (3).** Prerequisite, three years of high school Russian or equivalent. A study of Russian syntax and the common difficulties in sentence structure. Emphasis is on many exceptional grammatic rules in Russian.

**g-RUS 341. Pushkin. (3).** Prerequisite, four years of high school Russian or equivalent. Life and works of A. Pushkin. Emphasis on his contribution as "The Son of Russian Literature." The course will converse in Russian.

**RUS 422. Individual Studies. (1-4).** *Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.*

## Science Education

**SCED 151. Introductory Science Field Experiences. (2). (Maximum 6).** A course which provides prospective science teachers with practical experience in the classroom and community during their freshman, sophomore, and junior years.

**SCED 260. Integrated Elementary Science Teaching Methods I. (1).** Co-requisite, SCI 260, 261, or 262. This course integrates methods of elementary science teaching with content. Opportunities for field experiences provided. Open to freshman and sophomore elementary education majors.

**SCED 261. Integrated Elementary Science Teaching Methods II. (1).** Co-requisite, SCI 260, 261, or 262. This course integrates methods of elementary science teaching with content. Opportunities for field experiences provided. Open to freshman and sophomore elementary education majors.

**SCED 262. Integrated Elementary Science Teaching Methods III. (1).** Co-requisite, SCI 260, 261, or 262. This course integrates methods of elementary science teaching with content. Opportunities for field experiences provided. Open to freshman and sophomore elementary education majors.

**SCED 276. Testing and Evaluation in K-12**

**Science. (3).** This course will provide students with a survey, analysis, design and trial use of evaluation and measurement devices appropriate for use in assessing the achievement of curricular objectives in K-12 science teaching. Students will examine several instruments including achievement, attitude, rating scales, questionnaires, judgment scales of products, interviews, controlled-observation techniques, sociometric techniques, anecdotal records, stereographic reports and sound tape recordings.

**SCED 360. Science for the Handicapped. (2).** An opportunity for students to examine commercial materials, to modify existing materials, and to develop science study units relating to science and the handicapped child. An individualized approach will be used to allow each student to concentrate on areas of special interest. Micro-teaching will be utilized — "live" on video-tape. Appropriate for pre-school, elementary, and secondary majors.

**SCED 422. Individual Studies (Maximum 4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed with the instructor before credit is given. Not for General Education credit.

**SCED 441. Methods of Teaching Secondary School Science. (3).** Prerequisite, PTE and SCED 151 or equivalent. Co-requisite, EDLS 363. Prerequisite to student teaching. Includes a curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of the subject area to the total secondary program. Teaching techniques are a point of emphasis.

**SCED 442. Methods of Teaching Science in the Middle School/Junior High School. (3).** Prerequisite, PTE and SCED 151 or equivalent. Co-requisite, EDLS 362. Prerequisite to student teaching. Includes curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of the subject area to the total secondary program. Teaching techniques are a point of emphasis.

**SCED 470. Teaching Science in the Elementary School. (PTE) (3). (2 lecture, 3 laboratory).** The purpose of this course is to develop a knowledge of objectives, methods, and materials which the teacher will need for providing learning activities, and for teaching a functional elementary science program. Laboratory activities are included.

**SCED 475. Science for the Preschool Child. (3).** The purpose of this laboratory centered course is to develop a knowledge of objectives, methods and materials, which the early childhood teacher will need for providing learning activities.

historical and philosophical development of scientific methods of investigation, their effects on the perceptions of modern man and the contemporary reactions to them. The class will be restricted to an enrollment of 30.

**h-SCI 103. Physical Science. (3).** A general survey of special topics which are of current interest to society. Emphasis will be placed on the physical science concepts associated with these topics. Treatment will involve limited mathematics.

**h-SCI 106. Reaching Beyond the Rational. (3).** This course discusses a present mood of skepticism about the quantifying, objective methods of science. The rise to a state of acceptance of the scientific method and a concept of a clockwork universe will be traced. Some concepts and ideas which lie on the ragged edge between scientific and irrational will be presented.

**h-SCI 107. Energy: Man and the Crisis. (3).** A limited mathematical study of the basic concepts of energy as it relates to man and his environment. Topics include fundamental principles and limitations of energy conversion, man's energy requirements, environmental impact of large scale energy uses, energy sources — fossil, nuclear, solar. The underlying causes of the impending energy crisis will be covered in detail and possible future energy technology alternatives will be discussed.

**h-SCI 108. Science and Society. (3).** The relationship of science to society is investigated and discussed. An historical approach is used to show the growth of science and development of public attitudes toward science. Present relationships between science and society are emphasized.

**h-SCI 109. Relativity and Cosmology. (3).** A limited mathematical treatment of the concepts of special and general relativity, leading to a discussion of a variety of cosmological models. The "big bang" and steady-state theories of cosmology are covered, as well as expanding, closed, and open models.

**h-SCI 110. Sights and Sounds. (3).** A descriptive study of the wave motion as applied to sound and light. Emphasis will be placed on sound associated with music and musical instruments, and on light associated with art.

**h-SCI 115. Meteorology by Inquiry. (3).** This course is designed to illustrate how knowledge of weather is obtained by inquiry and investigation. The basic format is project oriented with opportunities for students to study local meteorology with simple equipment and apparatus. Field trips are made to relevant locations where meteorological information is collected.

**h-SCI 116. Chemical Evolution: Protons to People. (3).** The evolution of atoms and biochemically important compounds will be emphasized. Based on current theories of the prebiotic chemical and physical conditions, probable mechanisms for the genesis of biologically active molecules will be discussed. Evidence for molecular evolution will also be considered in some detail.

**h-SCI 117. Science, Religion, and Truth. (3).** A consideration of reality as perceived by science and religion. Emphasis will be placed upon how science and Judao-Christian religions attempt to arrive at truth. Issues where apparent conflict exists will be dealt with and strengths, weaknesses and areas of common belief for the two approaches will be examined. No prerequisites.

**SCI 150. A Laboratory Introduction to Earth Science. (1). (2 laboratory).** Selected laboratories from Earth Science Curriculum Project, independent investigations, and related projects will comprise this laboratory-oriented course.

**h-SCI 210. Values — Act(I) on Environment. (3).** A general education interdisciplinary course which provides students with opportunities for first hand investigation of environmental problems such as air and water pollution, population studies, and use of natural resources including land and energy. Controversial environmental issues are presented and value clarifying techniques used to examine students' relationships to their environments.

**SCI 260. Earth Science Concepts for Elementary Teachers. (4). (3 lecture, 2 laboratory).** Co-requisite, SCED 260, 261, or 262. Introductory course in earth science designed especially for elementary education majors.

**SCI 261. Biological Science Concepts for Elementary Teachers. (4). (3 lecture, 2 laboratory).** Co-requisite, SCED 260, 261, or 262. A study of some basic concepts in science with an emphasis on their application to living organisms. The course is designed for elementary education minors interested in a general understanding of science.

**SCI 262. Physical Science Concepts for Elementary Teachers. (4). (3 lecture, 2 laboratory).** Co-requisite, SCED 260, 261, or 262. A study of some basic concepts in science with an emphasis on their application to the physical world. The course is designed for elementary education majors interested in a general understanding of science.

**h-SCI 301. History of the Physical Sciences. (3).** The study of the development of the basic concepts and principles of the physical sciences from the Greeks to the modern period stressing its contribution to our cultural heritage and the evaluation of science as an activity of men.

**h-SCI 303. Elementary Biological Science. (3). (2 lecture, 3 laboratory).** A content course that emphasizes basic understanding of animal and plant life. Films, laboratory experiences, field work, visual aids, museum study and reading materials are used to develop the concepts. This course not applicable to a graduate science major.

**h-SCI 305. Elementary/Middle School Earth Science. (3). (2 lecture, 3 laboratory).** A study of general earth science concepts and principles. Special emphasis will be given to those concepts most commonly taught in elementary and middle school science classrooms. Attention will also be given to activities and methods for teaching these concepts to children.

**SCI 309. Science for Elementary**

## Science

These courses are taught by the appropriate departments.

**g-SCI 100. History of Science and Modern Man. (3).** The course endeavors to trace the



**Teachers. (3). (2 lecture, 3 laboratory).** A subject matter course for elementary majors presenting science concepts and information for elementary teachers. Areas may include light, heat, sound, simple machines, and the interrelationships of things to the physical environment.

**h-SOC 310. Influence of Science on Modern Man. (3).** Historical and philosophical development of scientific methods of investigation, their effects on perceptions of modern man and how science affects how we look at life. Modern reactions to the traditional view of science will be emphasized including the Humanistic movement, extra-sensory perception, parapsychology, mystical religions, and their influence on modern scientific endeavor. Dr. Jacob Bronowski's "The Ascent of Man," text and films serves as a major part of the course.

## School of Educational Change and Development

**SECD 102. Professional Development Experiences. (1-15).** Freshman students in the School of Educational Change and Development may elect professional development experiences that are a part of their program approved by their Resource Board and Advisory Board. The nature of the experiences and the credit hours will be determined by the student's accepted proposal.

**SECD 202. Professional Development Experiences. (1-15).** Sophomore students in the School of Educational Change and Development may elect professional development experiences that are a part of their program approved by their Resource Board and Advisory Board. The nature of the experiences and the credit hours will be determined by the student's accepted proposal.

**SECD 302. Professional Development Experiences. (1-15).** Junior students in the School of Educational Change and Development may elect professional development experiences that are a part of their program approved by their Resource Board and Advisory Board. The nature of the experiences and the credit hours will be determined by the student's accepted proposal.

**SECD 402. Professional Development Experiences. (1-15).** Senior students in the School of Educational Change and Development may elect professional development experiences that are a part of their program approved by their Resource Board and Advisory Board. The nature of the experiences and the credit hours will be determined by the student's accepted proposal.

## Sociology

**f-SOC 100. Principles of Sociology. (5).**

This course serves as an introduction to the field of sociology. A brief overview of basic theories, methods, and concepts central to the discipline is provided.

**i-SOC 120. Marriage and the Family. (4).** This course will focus on the family as an institution in society. Alternative forms of the family will be examined and related to the changes that have taken place in the society as a whole.

**f-SOC 145. Social Problems. (3).** Designed to help the student understand some of the complex problems of our society from a sociological frame of reference. The student will look at such things as poverty, slums, wars, alcoholism, mental illness, drug addiction and prostitution, in the context of American society.

*All of the following Sociology courses have a prerequisite SOC 100 or equivalent.*

**f-SOC 210. Social Movements. (3).** A study of the nature of those deviant groups concerned with major social problems. Explores the reasons for people joining, remaining in, and defecting from various unconventional political, economic, religious, and cultist organizations and the effect of those movements on society's processes, goals, and values.

**i-SOC 221. The Sociology of Sex Roles. (3).** This course will be an examination of contemporary sex roles and their relationship to the society as a whole. Socialization, role change, and related topics will be discussed.

**f-SOC 240. Criminology. (4).** A general survey of criminal behavior including theories of causation, types of crime, extent of crime, law enforcement, criminal justice, punishment and treatment.

**f-SOC 270. World Population Problems. (4).** Various theories of population are examined. Methods of discovery are investigated and critical variables including fertility, mortality, and migration are analyzed. The general problem of population is related to major sociological variables to indicate the web of interdependency.

**f-SOC 272. The Community. (3).** Common features of all communities and differences among communities due to size, ecology, occupation, distinctive history and cultural heritage are examined. The community is seen as a network of interacting social systems comprised of meaningful social groupings, family, religion, economy, local government, health, welfare services, and recreation.

**i-SOC 310. Social Psychology. (3).** A study of social communication in human groups, the identification of mutually dependent elements in the human group and the study of the human group as an organic whole. The case study approach is used. Emphasis is given to leadership.

**SOC 311. Collective Behavior. (3).** Relevant and appropriate sociological theory is directed to the subdiscipline of collective behavior. Mobs, riots, crowds, crazes, mass behavior, revolutions and reforms are unified through certain theoretical developments that permit the systematic examination of the social strains underlying collective effort and behavior.

**SOC 312. Mass Communication and**

**Propaganda Analysis. (3).** An examination of the structure and policy of mass communications in relation to their economic, political, sociological, and psychological functions. An analysis of propaganda, its techniques, and its impact upon the masses will also be considered.

**f-SOC 321. Political Sociology. (3).** A sociological analysis of the state as a social organization, the nature and conditions of its legitimacy, the nature of political systems and political behavior in a societal context, and of the interrelationships of political and societal phenomena.

**SOC 323. Sociology of Religion. (3).** A comparative study of the world's major religions, their origins and historical development, their doctrines, literature, customs, and relations to society.

**SOC 325. Sociology of Medicine. (3).** A systematic attempt to relate sociological concepts to the fields of physical health and illness. An overview of socio-cultural concepts of the institution we know as "Medicine". The community and medical care, which will include medical education, the hospital as a social institution, concepts of medical practice.

**SOC 333. Social Stratification. (3).** Presentation of a unified portrait of the class system of present-day America. Course seeks a description of the realities of the American class system, an analysis of the verified knowledge based on systematic research, and treatment of the topic of mobility central to the American open-class system.

**f-SOC 334. Sociology of the Future. (3).** A sociological perspective of the future. Attention is given to an analysis of the future from several sociological perspectives, and interpretation of utopian designs for societies of the future, and the theoretical construction of future societies.

**SOC 337. Soviet Society Today. (4).** A sociological analysis of the Soviet Union's social institutions, social problems, and values systems, specifically considering the Communist ideology in theory and practice as revealed in examining the structure, function, and problems of the family, social stratification, nationalities, education, science, the arts, and social welfare programs.

**SOC 340. Juvenile Delinquency. (4).** The problem of delinquency is approached from the sociological, psychological, and legal points of view. Several sociological theories are proposed as possible causes of delinquency. The various methods by which the delinquent is rehabilitated in correctional institutions are discussed.

**SOC 341. Sociology of Aging. (3).** Survey of theories and research on the social aspects of aging with emphasis on later maturity and old age, social problems of the aged, retirement, and use of leisure by the aged.

**i-SOC 345. Sociology of Minorities. (4).** A course dealing with the evidence as to all types of intergroup relations; race, nationality, minority groups, income groups, urban and rural groups, and with methods of teaching and measuring intergroup relations.



**f-SOC 350. History of Social Thought. (4).** A systematic and historical development of social thought from primitive folk thinking to contemporary theories of society and social relations.

**SOC 351. Social Theory I. (4).** This course includes sociological theory from Auguste Comte to the early 20th century. It deals with the beginnings of sociology as a separate discipline up to its full emergence in the academic community. Emphasis is upon the more important theorists and the major schools of theory.

**SOC 352. Social Theory II. (4).** This survey of contemporary sociological theories with particular emphasis on the theories of Parsons, Merton, Homans, Mills and Levy will relate contemporary theories to the thoughts of classical European and American sociologists.

**SOC 402. Issues and Perspectives in Sociology. (3-9).** This is a variable topic course is sociology. Possible topics will be the sociology of science, art forms, alternative life styles, formal organization or comparative sociology. This course may be taken three times if the topic is different each of the three times.

**i-SOC 410. Small Groups. (3).** Observing, analyzing, and comparing behavior in various small groups. Emphasis will be upon groups devoted to decision-making and problem solving.

**SOC 415. The Sociology of Child Development. (3).** A sociological approach to the field of child development. The primary emphasis is upon the social situation and how the child grows and develops within its context from birth to maturity.

**SOC 420. Sociology of Education. (3).** A systematic attempt to relate sociological concepts to the educational institution. This course will focus upon a scientific analysis of the social processes and social patterns involved in the educational system.

**SOC 421. Industrial Sociology. (3).** The processes involved in the development of industrial society; social organization of work; internal dynamics of the work plant as a social system; the development of the labor movement in the U.S., and the dynamics and impact of labor management relations.

**SOC 422. Independent Study in Sociology. (Maximum 4).** Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department.

**SOC 424. Sociology of Criminal Law. (4).** An inquiry into the origins of criminal law, its administration, and the effect of legal sanctions.

**SOC 427. Military Sociology. (3).** Analysis of the military as a social institution with comparisons to its place in the institutional patterns of other nations. Both the historical aspects and the contemporary institutional position are covered.

**SOC 430. Sociology of Fascism. (3).** soc 321 is recommended. An examination of the processes, relationships, and precipitating

climate involved in fascism as a social system with special reference to both compatible and incompatible features in American life.

**SOC 432. Occupations and Professions. (3).**

Description and analysis of selected occupations and professions in American society.

**SOC 435. Socio-Cultural Change. (3).** Presentation of theories of change. Analysis of change as the product of interaction of several factors. Discussion of the effects of technology on change and problems of measurement of change. The processes of change in the underdeveloped countries will be introduced and comparisons with the developed nations will be made.

**SOC 437. Seminar in American Society Today. (3).** An advanced study of the main cultural and social structures of American society, the social relations, beliefs and values which characterize the people of the United States.

**SOC 447. Social Deviance. (4).** A study of social deviancy, particularly in terms of the types, sources, functions, dysfunctions and social control mechanisms that operate relative to these departures from conformity.

**SOC 454. Social Conflict. (4).** Analysis of the nature of social conflict, its origins, functions, dysfunctions, and how conflict is resolved or accommodations made to it.

**c-SOC 460. Social Research I. (4).** The course focuses upon the scientific method as it applies to sociology and the social sciences. Methods and techniques of research, as well as study designs relevant to sociology, are examined.

**SOC 461. Social Research II. (4).** Prerequisite, SOC 460 or equivalent. A continuation of introductory statistics with special emphasis on applied problem solving utilizing both parametric and non-parametric measurements. Also covered are statistics relating to scale verification, concepts of statistical applications, and theories of levels of significance.

**SOC 478. Urban Sociology. (3).** Population, spatial, and social patterns characteristic of modern urban communities. Trends and problems in urban communities such as out-migration and urban blight.

**SOC 479. Human Ecology. (3).** The study of man-nature ecosystems with special regard to man's social role in environment alteration, utilization and destruction. The role of social institutions and processes in conservation and exploitation of natural resources.

**SOC 480. Field Research Sociology. (4-15).** Prerequisite, consent of instructor. This course offers an opportunity to combine a substantial amount of self-directed research under the supervision of the instructor with actual field experience as an intern in a relevant social agency.

For 500 level classes — see Graduate Catalog.

## Spanish

**d-SPAN 101. Elementary Spanish I. (5).** A

three-quarter sequence in the basic elements of Spanish through the aural-oral conversational approach; intensive and extensive use of aural-oral materials: writing and reading exercises; the use of audio-visual aids and devices to provide practical materials for pronunciation, comprehension, adequate construction, and fluency of expression of the language.

**d-SPAN 102. Elementary Spanish II. (5).** A continuation of SPAN 101.

**d-SPAN 103. Elementary Spanish III. (5).** A continuation of SPAN 102.

**d-SPAN 111. Medical Spanish I. (3).** A course designed to give students involved in the medical field a basic knowledge of Spanish. The course will include intensive practice in speaking and using vocabulary that would be essential for effective communication with Spanish speaking individuals in a hospital or clinical setting. Mexican-American folk medicine or "curanderismo" will also be discussed.

**d-SPAN 112. Medical Spanish II. (3).** Continuation of SPAN 111.

**d-SPAN 113. Medical Spanish III. (3).** Continuation of SPAN 112.

**d-SPAN 201. Intermediate Spanish I. (4).** Prerequisite, two years of high school Spanish or equivalent. Review of the basic principles of the language. Aural-oral orientation through oral and written composition, conversation and audio-visual aids; stressing normal fluency and readiness in the use of Spanish in ordinary communications.

**d-SPAN 202. Intermediate Spanish II. (4).** Prerequisite, two years of high school Spanish or equivalent. A continuation of SPAN 201 but emphasizing more intensive reading, oral reports, advanced composition and extensive conversation based on Spanish and Spanish-American culture.

**d-SPAN 203. Intermediate Spanish III. (4).** Prerequisite, two years of high school or equivalent. A continuation of SPAN 202. Based on Spanish-American culture materials, sources, films, audio-visual materials and a higher level of all-round comprehension and fluent functional use of the language and culture.

**SPAN 205. Spanish for Elementary Education Majors. (4).** Prerequisite, SPAN 203 or equivalent. Spanish for Elementary Education majors will be taught on a college intermediate level. The purpose of the course will be vocabulary building by intensive reading and conversation. The materials to be used will provide the student with Spanish vocabulary more suited to an elementary specialization.

**d-SPAN 310. Advanced Spanish Grammar. (4).** Prerequisite, three years of high school Spanish or equivalent. A systematic study of the more complex theories and forms of Spanish grammar, with emphasis on mood, tense, and voice.

**g-SPAN 315. Colonial Latin American Literature. (3).** Prerequisite, three years of high school Spanish or equivalent. A study of the literature and civilization of Spanish America from the time of the earliest Spanish explorers until the nineteenth century.

**g-SPAN 316. Nineteenth Century Latin American Literature.** (3). Prerequisite, three years of high school Spanish or equivalent. The literature of the nineteenth century will be studied with particular emphasis on the development of Americanismo Literario and with emphasis on the general movements of Romanticism and Naturalism.

**g-SPAN 317. Twentieth Century Latin American Literature.** (3). Prerequisite, three years of high school Spanish or equivalent. A study of the main works of the contemporary period of Spanish American Literature.

**d-SPAN 325. Advanced Spanish Composition.** (3). Prerequisite, three years of high school Spanish or equivalent. A course designed to increase the student's fluency in the language through the use of original compositions, translations, and resumes.

**d-SPAN 335. Spanish Conversation.** (4). Prerequisite, three years of high school Spanish or equivalent. A course designed to increase the ability of each student to use spoken Spanish in practical, everyday situations. The class will be conducted in Spanish.

**d-SPAN 345. Spanish Pronunciation.** (4). Prerequisite, three years of high school Spanish or equivalent. A study of the mechanics of Spanish pronunciation. Methods of recognizing and correcting pronunciation errors.

**g-SPAN 355. Spanish Literature of the Middle Ages.** (3). Prerequisite, three years of high school Spanish or equivalent. A study of Spanish literature and civilization from the late medieval period to the Renaissance.

**g-SPAN 356. Spanish Literature of the Golden Age.** (3). Prerequisite, three years of high school Spanish or equivalent. A study of Spanish literature and civilization of the sixteenth, seventeenth, and eighteenth centuries. Emphasis is placed on Cervantes, Lope de Vega, and Fernando de Rojas.

**g-SPAN 357. Nineteenth and Twentieth Century Spanish Literature.** (3). Prerequisite, three years of high school Spanish or equivalent. A study of Spanish literature and civilization of the nineteenth and twentieth centuries, with greater emphasis on the more recent periods.

**g-SPAN 375. Spanish and Latin American Drama.** (3). Prerequisite, oral facility in the language. Study of the major periods and development of Spanish and Latin American Theatre. Representative dramatists will be studied and scenes and/or works will be staged in class and public performance.

**d-SPAN 400. Problems in Oral Spanish.** (3). Prerequisite, four years of high school Spanish or equivalent. A course designed to provide advanced oral training; to help students with persistent individual problems in spoken Spanish to overcome those difficulties.

**SPAN 401. Study Abroad Program: Coursework.** (8). Prerequisite, two years college Spanish or permission of the department. This course is designed to give students a practical experience in the use of

Spanish. Study will include formal instruction in conversation, composition, and culture at the foreign study center. To be taken with SPAN 402.

**SPAN 402. Study Abroad Program: Project.** (4). Prerequisite, two years of college Spanish or permission of department. This course is designed to give students an opportunity to research the contemporary and historical cultural phenomena of Spain through the completion of an area studies project in the region of the study center. To be taken with SPAN 401.

**g-SPAN 405. Latin American Short Story.** (3). Study of the Latin American short story from romanticism to the present. To include Quiroga, Borges, Rulfo, Cortazar, Marquez.

**g-SPAN 406. Latin American Poetry.** (3). Prerequisite, three years of high school Spanish or equivalent. Concentration will be on four general periods of Latin American poetry: Modernismo, Posmodernismo, Vanguardismo, and Posvanguardismo. These movements will be related to the foreign poetic influences and visual arts of the corresponding periods.

**g-SPAN 409. Survey of Contemporary Chicano Literature.** (3). A survey of present-day literature that deals with social protest. Other literature that has contributed to the rich literary heritage of the present-day Chicanos will also be studied. (MAS 409 may be substituted for this course.)

**g-SPAN 410. Spanish Civilization.** (3). Prerequisite, three years of high school Spanish or equivalent. A course designed to acquaint the student with general trends of Spanish civilization and culture, including the historical, economic, political and artistic development of the country from prehistoric times to present.

**g-SPAN 415. Twentieth Century Spanish Drama.** (3). Prerequisite, three years of high school Spanish or equivalent. A study of Spanish drama in the twentieth century, the School of Benavente, the New Direction of Federico Garcia Lorca, the Post-War Theatre of Alfonso Sastre and Buero Vallejo.

**g-SPAN 420. Cervantes.** (4). Prerequisite, three years of high school Spanish or equivalent. The life and works of Miguel de Cervantes Saavedra, how he portrays the Spain of his day, and how his works mark the various stages in his career. The class will be conducted in Spanish.

**SPAN 422. Individual Studies.** (1-4). Qualified undergraduate students outline and spend a minimum of 25 clock hours per quarter hour on a problem. Two copies of a well-written paper must be filed before credit is given, one with the instructor and one with the chairman of the department. Not for General Education credit.

**d-SPAN 425. Chicano Spanish.** (3). Prerequisite, three years of high school Spanish or equivalent. Chicano Spanish is a course designed to acquaint future Spanish teachers with the regional and social characteristics of the Spanish spoken by the Spanish speakers of the Southwestern United States. (MAS 310 may be substituted for this course.)

**g-SPAN 430. A Panorama of Mexican**

**Literature.** (3). Prerequisite, three years of high school Spanish or equivalent. The study of Mexican literature from colonial times to the present-day. The class will be conducted in Spanish. (MAS 308 may be substituted for this course.)

**g-SPAN 450. Latin American Culture and Civilization.** (3). Prerequisite, three years of high school Spanish or equivalent. A course designed to give the student an understanding of the historical and cultural development of the countries of Latin America. A survey of the major historical events from the pre-Columbian period to the present will be included. Primary emphasis will be placed upon Mexico. The class is conducted in Spanish.

**g-SPAN 475. Spanish Reading.** (1-4). Prerequisite, three years of high school Spanish or equivalent. Designed to fit the reading abilities and interests of various students. Extensive reading is reported in class and in conference. Reading will be chosen from a specific movement of literature to be determined by the instructor.

## Social Studies Education

**SSED 341. Methods of Teaching Social Science in the Secondary School.** (3). Prerequisite, PTE. Prerequisite to student teaching. Includes curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of the subject area to the total secondary program. Teaching techniques are a point of emphasis.

## Theatre Arts

**d-THEA 105, 106, 107. Individual Performance in Theatre.** (1 each). Open to all students who desire to participate in production activities of The Little Theatre of the Rockies. S-U final marks or conventional grading. (Register for the proper section.) To receive S, students must participate a minimum of 30 hours.

**d-THEA 110. Introduction to Stagecraft.** (3). (2 lecture, 2 laboratory. Lab card required). A study of the arts, terminology, and materials of stagecraft and the physical theatre plant. Emphasis is placed in the laboratory experiences on basic stage construction, shifting and rigging procedures, and scene painting.

**d-THEA 130. Introduction to the Theatre.** (3). A survey of the history of the theatre with study of representative plays from each historical period.

**THEA 160. Acting I. (Internals).** (3). (2 lecture, 3 laboratory. Lab card required). The emphasis of the course is on the primary needs of acting: concentration, motivation, and believability.

**THEA 170, 171, 172. Stage Movement I, II, III.** (1 each). A laboratory course in the development of the actor's basic tools, his body and his voice. Emphasis is placed upon skills needed to communicate various realistic modes of movement, strength, agility, and control.

- d-THEA 205, 206, 207, 208. Individual Performance in Theatre. (2 each).** Open to all students who desire to participate in production activities of The Little Theatre of the Rockies. S-U final marks or conventional grading. (Register for the proper section.) To receive S, students must participate a minimum of 60 hours.
- d-THEA 210. Stagecraft. (3). (2 lecture, 2 laboratory. Lab card required).** Prerequisite, THEA 110. A study of advanced construction problems, rigging, and backstage organization and management. The laboratory experiences will include the development of basic skills in mechanical drafting, scenic and properties construction, and advanced painting techniques.
- THEA 220. Beginning Stage Costuming. (3). (2 lecture, 2 laboratory. Lab card required).** An introduction to the techniques of basic costuming for the theatre: the role of the costumer, pattern and construction, and a familiarity with materials and practices relating to play production.
- THEA 240. Beginning Stage Directing. (3). (2 lecture, 3 laboratory. Lab card required).** Prerequisites, THEA 110 and THEA 160. A basic course in the principles of directing a play. The major focus of the courses is on contemporary theories and practices of stage directing.
- THEA 260. Acting II. (Externals). (3). (2 lecture, 3 laboratory. Lab card required).** Prerequisite, THEA 160. The second course in the principles of acting. The primary focus of the course is on observation, character analysis and research, and the use of the actor's voice and body for external characterization.
- THEA 261. Stage Make-Up. (2). (1 lecture, 2 laboratory. Lab card required).** A basic course designed to acquaint the student with the principles of the art of stage make-up.
- THEA 280. Creative Drama in the Community. (3). (Laboratory arranged. Lab card required).** A study in creative dramatics including content areas, methods of application, service to special community groups (e.g. the handicapped, the elderly) and use in recreation center programs.
- THEA 281. Creative Drama in Education. (3). (Laboratory arranged. Lab card required).** A study in creative dramatics including content areas, methods of application, communication and social skill development, and function in contemporary society; emphasizing all basic concepts usable within the framework of each student's own specific teaching methodology in education.
- d-THEA 305, 306, 307, 308. Individual Performance in Theatre. (3 each).** Open to all students who desire to participate in production activities of The Little Theatre of the Rockies. S-U final marks or conventional grading. (Register for the proper section.) To receive an S, students must participate a minimum of 90 hours.
- THEA 310. Beginning Scene Design. (3). (2 lecture, 2 laboratory. Lab card required).** Prerequisites, THEA 110, 210. A fundamental course in scene design. Emphasis is placed on the aesthetics and styles of stage design and the development of rendering skills and staging concepts.
- THEA 320, 321. Stage Costume Design I, II. (4 each).** An introduction to designing costumes for the stage, with emphasis on the historical, conventional and visual tools and media available to the designer for translating verbal script to visual and tactile form.
- d-THEA 330. History of the Theatre I. (3).** A research study of European theatre and its development from the beginnings until the end of the Middle Ages, including the primitive origins of theatre and the development of Oriental theatres.
- d-THEA 331. History of the Theatre II. (3).** A research study of European theatre and its development from the Italian Renaissance until the close of the 18th century.
- d-THEA 332. History of the Theatre III. (3).** A research study of American and European theatre and its development from the beginning of the 19th century to the present.
- THEA 340. Directing Period Plays. (3). (2 lecture, 3 laboratory. Lab card required).** Prerequisite, THEA 240. A production course in the directing of plays from Aeschylus through Ibsen for public performance. Particular attention will be given to the stylistic demands of each period.
- THEA 341. Directing Experimental Plays. (3). (2 lecture, 3 laboratory. Lab card required).** Prerequisite, THEA 240. A production course in the directing of plays from various contemporary styles: symbolism, expressionism, "theatre of cruelty," "theatre of the grotesque," "theatre of the absurd," and other experimental styles.
- THEA 342. Directing Musical Theatre. (3). (2 lecture, 3 laboratory. Lab card required).** Prerequisite, THEA 240. A study of specific techniques required of a director for the production of various styles of musical theatre. An historical look at musical theatre. A detailed study of production techniques.
- THEA 350, 351, 352. Summer Theatre Workshop I, II, III. (12 each).** Prerequisite, acceptance by Theatre Arts staff. Workshop in acting and technical theatre; eight weeks of eight hours daily rehearsal for six summer productions. Undergraduate majors in Theatre Arts receive credit for THEA 210, 220, 260 (with course instructor's permission) and two hours in Individual Performance in Theatre.
- THEA 353. Theatre Production. (2). (6 laboratory).** Prerequisite, acceptance by the Theatre Arts staff director. A laboratory class in the production and presentation of touring theatre before live audiences. Triple period, two days a week. Repeatable for eight hours maximum credit.
- THEA 360. Acting III. (Musical Theatre). (3). (2 lecture, 3 laboratory. Lab card required).** Prerequisite, THEA 160. The primary focus of the course follows the structure of THEA 260, Acting II (Externals) but in the medium of musical theatre. The laboratory experiences will include singing, dancing and acting.
- THEA 361. Advanced Stage Make-Up. (2). (1 lecture, 2 laboratory. Lab card required).** Prerequisite, THEA 261. A course designed to prepare the student to produce professional quality make-ups, going beyond the basics into special problems in make-up, group make-ups, three dimensional prosthetics, make-up for other media, and make-up for the educational theatre.
- THEA 370, 371, 372. Rhythmic and Dramatic Movement I, II, III. (1 each).** Prerequisites, THEA 170, 171, 172. A laboratory course in the continued preparation of the actor's skills in movement. Emphasis is upon the rhythmic demands of various styles of acting, period movement, and stage fighting.
- THEA 380. Children's Theatre Production. (3). (Laboratory arranged. Lab card required).** A basic production course in the methods and procedures of producing good theatre for children. Study of the literature in the field, technical problems, and the educational values of theatre for children. Study of the literature in the field, technical problems, and the educational values of theatre for children will be emphasized.
- THEA 385. Methods of Teaching Drama in the Secondary School. (PTE) (3).** Prerequisite to student teaching. Includes curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of the subject area to the total secondary program. Teaching techniques are a point of emphasis.
- THEA 390. Chamber Theatre. (4).** Prerequisites, COMM 170, THEA 240, or permission of instructor. A course designed to acquaint the student with the principles and production techniques of Chamber Theatre.
- THEA 401. Practicum in Theatre. (1-4). (Maximum 12).** Qualified undergraduates; permission of instructor, student adviser, department chairperson. Supervised and specialized field-work in theatre, involving theory and methodology in practice; two to eight hours per week. Critical evaluation by instructor. Copies of a written evaluation of the work performed must be filed with the instructor and department.
- THEA 405, 406, 407, 408. Individual Performance in Theatre. (3 each).** Open to all students who desire to participate in production activities of The Little Theatre of the Rockies. S-U final marks or conventional grading. Register for the proper section.) To receive S, students must participate a minimum of 60 hours.
- THEA 410. Advanced Staging Techniques. (4).** Prerequisite, THEA 310. An advanced study and practice of the modern trends and developments in scene design and staging methods and techniques, with emphasis on stage management, new materials, the staging and design of the multi-set production, and the care and maintenance of equipment.
- THEA 411. Stage Lighting. (3). (2 lecture, 2 laboratory. Lab card required).** Prerequisite, THEA 210. An introduction to lighting theory and lighting design applicable to staging practices.
- THEA 422. ID Research in Theatre. (1-4). (Maximum 12).** Qualified undergraduates; permission of instructor, student adviser,

department chairperson. Supervised individual research in theatre, involving the standards and methodologies of research procedures; two to eight hours of research/writing per week. Critical evaluation by instructor. Copies of a standard research paper must be filed with the instructor and department.

**THEA 440. Directing the One-Act Play. (2).** Prerequisites, THEA 240 and 340, 341 or 342. A practicum in play direction giving the student the opportunity to produce a one-act play under staff supervision. Two copies of a well-written paper, defending the purpose and success of the production, and one prompt book will be required.

**THEA 460. Serious Styles of Acting. (2). (4 contact hours per week).** Prerequisite, THEA 260. An advanced laboratory course in acting, concentrating on Greek tragedy, Elizabethan and Jacobean tragedy and history, the serious drama of the Spanish Renaissance, French neo-classic tragedy, nineteenth century Romantic drama, Ibsen and Strindberg.

**THEA 461. Comic Styles of Acting. (2). (4 contact hours per week).** Prerequisite, THEA 260. An advanced laboratory course in acting, concentrating on Greek and Roman comedy, farce comedy in the Medieval and Renaissance periods, Commedia dell'Arte, Elizabethan and Jacobean comedy, French neo-classic comedy, English comedy of the Restoration and eighteenth century, and nineteenth century farce and comedy.

**THEA 462. Problems in Acting Conventions. (2). (4 contact hours per week).** Prerequisite, THEA 260. An advanced laboratory course in acting, concentrating on the conventions needed to act such modern dramatic forms as naturalism, expressionism, impressionism, symbolism, "theatre of the absurd," "theatre of cruelty," happenings, and other modern experimental forms.

**THEA 465. Musical Theatre Repertory I. (2). (4 contact hours per week. Taken concurrently with MUS 465).** Prerequisite, THEA 360. The first of a sequence of three advanced laboratory courses in the acting of musical theatre, concentrating on performance values in singing and acting; this course focuses on the development of believability and the development of emotional life in character and action.

**THEA 466. Musical Theatre Repertory II. (2). (4 contact hours per week. Taken concurrently with MUS 466).** Prerequisite, THEA 465. The second of a sequence of three advanced laboratory courses in the acting of musical theatre, concentrating on performance values in singing and acting; this course focuses on the development of external characterization for age, modes of production, and stylistic stereotypes.

**THEA 467. Musical Theatre Repertory III. (2). (4 contact hours per week. Taken concurrently with MUS 467).** Prerequisite, THEA 466. The third of a sequence of three advanced laboratory courses in the acting of musical theatre, concentrating on performance values in singing and acting; this course focuses on advanced movement,

stage presence in lead and chorus roles, dialect, and advanced repertoire.

**THEA 480. Advanced Creative Dramatics. (3). (Laboratory arranged. Lab card required).** Prerequisite, THEA 280 or THEA 281. A teaching experience in creative dramatics emphasizing the drama leader's role as planner, player and evaluator.

## Vocational Teacher Education

**e-VTE 210. Career Opportunities and Explorations. (3).** Identifies vocational teaching careers as well as related occupational areas outside of education. Students discuss career roles with educators and representatives from business, government, and industry. S-U final mark.

**VTE 290. Directed Field Experiences. (1-10).** Prerequisite, instructor's permission. Combines work experience and related class. Designed to improve technical and professional skills in specific occupational field. S-U final mark. May be repeated.

**VTE 308. Workshops in Vocational Teacher Education. (Maximum 9).** Provides opportunity to study common instructional or administrative problems. Each workshop carries subtitle. Subtitles cannot be repeated. Undergraduates see advisor on degree requirements.

**VTE 310. Vocational Education Foundations — Seminars. (3).** Beginning course concerning history, legislation, state policies, programs and contemporary concerns. Large and small group sessions.

**VTE 400. Organization and Administration of Health Occupations. (3).** Prerequisite, VTE 310. Introduction to the field of vocational allied health occupations for instructors. This course places emphasis upon external factors affecting health programs at secondary and post-secondary levels. This course is divided into three modules: 1) Organization of Health Occupations, 2) Delivery of Health Occupations Education Programs, 3) Implications for Program Operations.

**VTE 401. Health Occupations Instructional Design-Occupational Analysis. (1).** Identifies tasks in health occupation specialties. Outlines cognitive and affective components of those identified tasks.

**VTE 402. Health Occupations Instructional Design-Performance Objectives. (1).** Identify and develop performance objectives in each domain for health occupation programs.

**VTE 403. Health Occupations Instructional Design-Classroom Evaluation. (1).** Prerequisites, VTE 401, 402. Design classroom test items for matching objectives as to domain and level for programs.

**VTE 404. Health Occupations Instructional Design-Instructional Methods. (1).** Identify characteristics of classroom methods of instruction and develop materials to be used with these methods.

**VTE 405. Health Occupations Instructional Design-Media Utilization. (1).** Critiquing and using media in health occupation programs.

**VTE 406. Student Evaluation in the Clinical Setting. (3).** Prerequisite, VTE 402 or equivalent. Designed for instructors involved in site selection and student evaluations. Modules: 1) Site Selection, 2) Clinical Objectives, 3) Coordination and Scheduling Techniques, 4) Evaluation Procedures.

**VTE 410. Cooperative Education and Coordination Techniques. (3).** Prerequisite, VTE 310 or 610. Usually required for vocational teachers. Analysis of cooperative vocational education programs, duties of teacher-coordinator, problems, on-the-job experiences.

**VTE 411. Vocational Students Organizations. (1).** Must be taken concurrently with VTE 412, 413, 414 or 415 seminars. Initiation, organization, maintenance of successful vocational student organization. State Plan requires available local vocational state organization. Purpose, function of DECA, FBLA/OEA, FHA/HERO, VICA, and others.

**VTE 412. Distributive Education Clubs of America — Seminar. (2).**

**VTE 413. Future Business Leaders of America — Seminar. (2).**

**VTE 414. Future Homemakers of America — Seminar. (2).**

**VTE 415. VICA and Post-Secondary Student Professional Organizations in Health Occupations. (2).** Specifics of organizations, activities, classroom and field/or simulated experiences.

**VTE 418. Adult Vocational Education. (3).** Prerequisite, VTE 310 or 610. Organization, administration of post-secondary and adult occupation programs. Existing programs examined.

**VTE 419. Advisory Committees Seminar in Vocational Education. (2).** Prerequisite, VTE 310 or 610. Organization and utilization of advisory committees within reimbursed vocational education programs.

**VTE 422. Individual Studies in Vocational Teacher Education. (1-4).** Minimum of 25 clock hours per quarter on problem not included under regular program. Well-written paper must be filed with instructor and department chairman before credit is given. Offered by arrangement.

**VTE 430. Vocational Education for Learners with Special Needs. (3).** Overviews requisites and characteristics of "special needs" students. Emphasis on meeting needs of disadvantaged and handicapped students in the classroom and through on-the-job training.

**VTE 453. Preparation for Teaching Vocational Health Occupations — Seminar. (3).** Instrument for Comprehensive and Relevant Education (ICARE), Application of Methodology, Classroom Management, must be completed immediately preceding student teaching.

**VTE 483. Teaching Improvement Seminar in Vocational Health Occupations. (3).** Prerequisite, EDFE 444. Following teaching

experience: Improvement of Instruction, Placement/Continuing Education Planning. **VTE 488. Seminars in Vocational Teacher Education.** (Maximum 6). Focus on specific subtitled topics designed for small groups. No subtitle may be repeated for credit.

**VTE 491. Practicum in Vocational Special Needs.** (1-15). This course is designed to provide a college supervised individual or group experience in a field based vocational setting to work with students with special needs. Prerequisite is VTE 430 or EDSE 407.

## Zoology

Courses in Zoology are administered by the Department of Biological Sciences.

**h-ZOO 105. Human Biology.** (4). (3 lecture, 3 laboratory). An introduction to human biology with emphasis on general body organization, tissue histology, genetics, embryology, medical parasitology, and a survey of basic organ structure and function. The course is designed to give nursing students a foundation for more advanced courses in human anatomy and physiology. Credit not allowed Biological Science majors.

**h-ZOO 121. Human Anatomy.** (4). (3 lecture, 3 laboratory). Prerequisites, ZOO 105, or BIO 103. A study of the organ systems of the mammalian body. Structure and integration of organs and organ systems of the human will be emphasized. Laboratory studies will include examination of injected laboratory mammals and cadaver organs.

**h-ZOO 156. Elements of Human Physiology — Anatomy.** (5). (4 lecture, 3 laboratory). A class in beginning human physiology stressing the regulatory mechanisms that maintain normal body function. Emphasis is placed on broad, general biological principles as they apply to structure and function. Not open to Biological Sciences Majors. Biological Sciences credit not allowed for both ZOO 156 and ZOO 250.

**ZOO 250. Human Physiology.** (5). (4

lecture, 3 laboratory). Prerequisites, BIO 103 or ZOO 105, ZOO 121 or ZOO 428, CHEM 281 recommended. A detailed presentation of the functions of the organ systems of the human body. Emphasis is placed on the mechanisms involved with the maintenance of normal function.

**ZOO 302. Principles of Animal Behavior.** (4). (3 lecture, 3 laboratory). Prerequisite, BIO 103. An introduction to the study of animal behaviors. With emphasis on ethology and the ecological significance of behaviors.

**h-ZOO 304. Ornithology.** (4). (3 lecture, 2 laboratory). In this course classroom, museum, and field projects are concerned with the habits, habitats, life histories, migration activities, behavior patterns, and economic importance of birds. Students will have an opportunity to learn to identify birds in the field. Field work required. Students must furnish binoculars.

**ZOO 316. Entomology.** (5). (3 lecture, 4 laboratory). Prerequisites, BIO 101, 103. The study of the principal orders of insects. Specimens are collected locally and prepared by the student for classification and study. The role of insects as vectors in transmission of diseases and some control measures are considered in the latter parts of the course.

**ZOO 320. Invertebrate Zoology.** (5). (3 lecture, 4 laboratory). A general study of the invertebrate phyla, with a phylogenetic approach. Form, function and evolutionary relationships are stressed. Examples of each group are studied in the laboratory, using live specimens whenever possible. The insects and parasites are not emphasized.

**ZOO 340. Animal Ecology.** (5). (3 lecture, 6 laboratory). Prerequisites, BIO 101, 102, 103. The study of structure and function of ecosystems. Emphasis will be placed on totality or patterns of relations between organisms including man with their environment. Field trips required.

**ZOO 350. Medical Pharmacology.** (4). (3 lecture, 3 laboratory). Prerequisites, BIO 103 or ZOO 105, ZOO 121 or 428, ZOO 250, CHEM 130 or equivalent. A detailed study of the principles underlying absorption,

distribution, metabolism, excretion, and interaction of drugs in the human. Credit not allowed for both ZOO 350 and ZOO 550.

**ZOO 410. Medical Parasitology.** (4). (3 lecture, 2 laboratory). The principles and practices of parasitology, emphasizing parasites of human medical importance. Clinical procedures are not stressed. The morphology, biology, pathology, and epidemiology of selected species are emphasized. No credit allowed for majors. World health, economics and demography are considered. The historical significance of slavery on parasite distribution is emphasized.

**ZOO 412. General Parasitology.** (5). (3 lecture, 4 laboratory). Prerequisites, BIO 101, 103. A study of the symbiotic relationships of parasitism as exemplified by typical parasites of man, domesticated and wild animals. Life cycles, pathology, systematics, and host-parasite relationships are stressed.

**ZOO 427. Vertebrate Embryology.** (5). (3 lecture, 4 laboratory). Prerequisite, BIO 103. A study of the fundamental principles of embryology and developmental anatomy. Development from the zygote through the fetal stage will be considered. Serial sections of chick and pig are used to illustrate the developmental processes discussed in lecture.

**ZOO 428. Comparative Vertebrate Anatomy.** (5). (3 lecture, 6 laboratory). Prerequisites, BIO 103. A detailed study of the anatomical systems of the vertebrates. The student is expected to make careful dissections of selected vertebrate specimens used for laboratory study.

**ZOO 441. Mammal and Herptile Survey.** (5). (3 lecture, 6 laboratory). Prerequisites, BIO 101, 103. An advanced taxonomy and ecological survey of mammals, reptiles, and amphibians with emphasis on Colorado fauna. This will include field trips, collection, and classification of the local fauna, and a study of the habits, habitats, and life histories of the local species under the ecological conditions that govern their distribution. Collecting permits are needed.







# Faculty and Staff

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#### Faculty 1978 - 79

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 State Teachers College; M.A., University of  
 Northern Colorado.  
 Donald K. Adams, Associate Professor of  
 Education; Area Coordinator — B.S.,  
 Colorado State University; M.A., Ed.D.,  
 University of Northern Colorado  
 William T. Agan, Associate Professor of English  
 — B.A., M.A., San Francisco State College.  
 Allan E. Aitken, Associate Professor of Music —  
 A.B., University of Washington; M.A., Ph.D.,  
 University of Oregon.  
 Garth H. Allen, Associate Professor of Business;  
 B.B.A., M.A., J.D., University of Iowa.  
 Mary L. Alm, Assistant Professor of Library  
 Science; Coordinator of Technical Services —  
 A.B., University of Colorado; M.A.T., Indiana  
 University; M.L.S., Rosary College.  
 Frank W. Anders, Assistant Professor of  
 Mathematics — B.S., University of California,  
 Berkeley; M.S., U.S. Naval Post Graduate  
 School.  
 Bobby Anderson, Lt. Col., U.S. Air Force;  
 Assistant Professor of Aerospace Studies —  
 B.S., University of Maryland; M.A., Texas  
 A&M University.  
 David L. Anderson, Assistant Professor of  
 Journalism — B.J., University of Missouri;  
 M.A., University of Massachusetts.  
 Hugo A. Anderson, Jr., Professor of Business —  
 A.B., University of Chicago; M.S., Colorado  
 State University.  
 James F. Anderson, Associate Professor of  
 Economics — Ph.B., University of Wisconsin;  
 M.A., Ph.D., University of Colorado.  
 Margaret A. Anderson, Assistant Professor of

Elementary Education in Laboratory School —  
 B.A., M.A., University of Northern Colorado.  
 Mark W. Anderson, Instructor in Middle School  
 Mathematics in Laboratory School — A.B.,  
 M.A., University of Northern Colorado.  
 Shari Anderson, Assistant Professor of Music —  
 B.M.E., Drake University; M.M., Michigan  
 State University.  
 Patricia A. Applegate, Associate Professor of  
 English — B.A., State College of Iowa; M.A.,  
 Colorado University.  
 Herbert P. Armstrong, Instructor in Theatre Arts  
 — B.A., University of Houston; M.A., Sam  
 Houston State University.  
 Dean A. Arnold, Professor of History — B.Ed.  
 Eastern Illinois University; M.A., Stanford  
 University; Ph.D., University of Chicago.  
 William R. Arnold, Professor of Elementary  
 Education — B.S., Oregon College of  
 Education; M.Ed., Ed.D., University of Oregon.  
 Marla Kay Ashcraft, Instructor in Primary  
 Continuum in the Laboratory School — A.B.,  
 University of Northern Colorado.  
 Kenneth R. Ayer, Assistant Professor of  
 Anthropology — A.B., San Diego State  
 University; M.A., Stanford University.  
 Karen S. Babich, Associate Professor of Mental  
 Health Nursing — B.S., University of  
 Washington; M.S., Rutgers University; Ph.D.,  
 University of Colorado.  
 Elmer V. Bachenberg, Associate Professor of  
 Library Science; Serial and Special Collection  
 Catalog Librarian — B.A., Peru State College;  
 M.S., University of Illinois.  
 Sandra C. Baird, Assistant Professor of  
 Medical-Surgical Nursing; Chairperson, Level  
 I — B.S., M.S., University of Maryland.  
 Clifford D. Baker, Associate Professor of Special  
 Education — B.S., Central Missouri State  
 College; M.S., St. Cloud State College; Ed.D.,  
 University of Northern Colorado.  
 Edwin D. Baker, Professor of Music;  
 Chairperson, Department of Brass and  
 Percussion — B.M., M.M., Indiana University.  
 Helene A. Bakewell, Assistant Professor of  
 Psychology, Counseling and Guidance —  
 A.B., University of California, Berkeley; M.S.,  
 California State University; Ph.D., University of  
 Utah.  
 Jerry N. Barham, Professor of Physical  
 Education — B.S., University of Arkansas at  
 Monticello; M.S., Ed.D., Louisiana State  
 University.  
 William A. Barnard, Assistant Professor of  
 Psychology, Counseling and Guidance —  
 B.A., M.A., Western Washington State  
 College.  
 Robert F. Barnes, Associate Professor of  
 Vocational Education; Director, Vocational  
 Teacher Education — B.S., Kansas State  
 University; M.S., Ph.D., University of  
 Wisconsin.  
 William S. Barnes, Assistant Professor of  
 Physical Education — B.A., California State  
 University, Northridge; M.A., Ph.D., University  
 of Southern California.  
 Alvin E. Barnhart, Professor of Educational  
 Administration — B.S., Southern Oregon  
 College; M.Ed., University of Oregon; Ed.D.,  
 University of Northern Colorado.  
 Loren W. Bartlett, Professor of Music;  
 Chairperson, Department of Woodwinds —  
 B.A. in Ed., B.A. in Music; Eastern

Washington State College; M.M.Ed., Oberlin  
 College; Ph.D., University of Iowa.  
 Paolo G. Barucchieri, Associate Professor of  
 Fine Arts — B.A., Liceo Academia of the  
 Republica de Italia; M.A., University of  
 Northern Colorado; M.A., University of  
 Wisconsin.  
 Richard L. Bear, Professor of Psychology,  
 Counseling and Guidance — B.S., Huntington  
 College; M.A., Ball State University; Ed.D.,  
 Indiana University.  
 Marc A. Beaudoin, Instructor in Psychology,  
 Counseling and Guidance — A.B., M.A.  
 Assumption College.  
 John A. Beel, Professor of Chemistry — B.S.,  
 Montana State College; Ph. D., Iowa State  
 University.  
 Mary A. Behling, Professor of Physical  
 Education — B.S., Illinois State Normal  
 University; M.A., University of Northern  
 Colorado; Ph.D., Florida State University.  
 Thomas R. Benich, Assistant Professor of  
 Physical Education — B.A., M.A., University  
 of Denver.  
 Lois W. Bennett, Associate Professor of  
 Vocational Teacher Education — A.B.,  
 Wichita State University; M.A., Ed.D.,  
 University of Northern Colorado.  
 Warren P. Best, Associate Professor of College  
 Student Personnel Administration — B.S.,  
 Nebraska State Teachers College; M.A.,  
 University of Northern Colorado.  
 James A. Bethel, Assistant Professor of  
 Communication — A.B., University of Tulsa;  
 M.A., Ph.D., University of Oklahoma.  
 Agnes M. Biegel, Associate Professor of  
 Medical-Surgical Nursing — B.S.N., Loyola  
 University; M.S.N., Catholic University of  
 America.  
 James A. Bitter, Professor of Business — B.A.,  
 Marquette University; M.S., University of  
 Wisconsin; Ed.D., University of Northern  
 Colorado.  
 Margaret T. Blake, Professor of Psychology,  
 Counseling and Guidance — B.S., University  
 of Oklahoma; M.S., Ph.D., Iowa State  
 University.  
 Robert L. Blasi, Associate Professor of Physical  
 Education — B.S., Colorado State University;  
 M.A., University of Northern Colorado.  
 Charles T. Blubaugh, Associate Professor of Art  
 — B.F.A., M.A., University of Colorado.  
 George A. Boeck, Professor of History — B.A.,  
 Iowa State Teachers College; M.A., Ph.D.,  
 State University of Iowa.  
 Paul E. Bohrer, Associate Professor of Business  
 — B.S.B.A., M.S., University of North Dakota.  
 C.P.A.  
 David N. Bolocofsky, Assistant Professor of  
 School Psychology — A.B., Clark University;  
 M.S., Ph.D., Nova University.  
 Richard R. Bond, Professor of Zoology;  
 President of the University; — B.S., Salem  
 College; M.S., West Virginia University; Ph.D.,  
 University of Wisconsin.  
 John T. Bookman, Professor of Political Science  
 — B.A., Ph.D., University of Cincinnati.  
 William W. Bosch, Professor of Mathematics —  
 B.S., M.S., North Dakota State University;  
 Ph.D., University of Nebraska.  
 Adah G. Bossart, Associate Professor of Public  
 Health Nursing — B.S., M.S., University of  
 Colorado.

- Donna Bottenberg, Assistant Professor of Special Education — A.B., M.A., University of Northern Colorado.
- Richard N. Bourassa, Associate Professor of Music — B.M., University of Idaho; M.A., University of Denver.
- Jack A. Bowen, Associate Professor of Special Education — A.B., Brigham Young University; M.S., Eastern Oregon College; M.S., Ph.D., University of Utah.
- James K. Bowen, Professor of College Student Personnel Administration — B.S., M.S. in Ed., Kansas State Teachers College; Ed.D., University of Wyoming.
- Judith E. Bowers, Instructor in Physical Education — B.S., Indiana University; M.S., Pennsylvania State University.
- Frank P. Bowles, Assistant Professor of English — A.B., Wesleyan University; M.A., University of Northern Colorado.
- E. Harold Bowman, Professor of Education; Chairperson, Department of Educational Media — B.S., McPherson College; M.Ed., Ed.D., Wayne State University.
- \*Eugene Bowser, Assistant Professor of Library Science; Serials Librarian — B.S., Kansas State University; M.A., Brandeis University.
- Thomas E. Boyle, Professor of English — A.B., University of Richmond; M.A., Ph.D., University of Illinois.
- Edward A. Brainard, Professor of Education — B.S., St. Cloud State University; M.A., Ed.D., University of Northern Colorado.
- John M. Brand III, Professor of English — A.B., Austin College; B.D., Austin Presbyterian Seminary; Ph.D., Texas Christian University.
- Mellie R. Brand, Instructor in Child Development — A.B., Austin College.
- Edward N. Brazee, Assistant Professor of Education in Laboratory School — A.B., State University of New York, Oswego; M.A.T., Colgate University; Ed.D., University of Northern Colorado.
- Phyllis Brazee, Assistant Professor of Education — A.B., State University College at Oswego; M.A., Ed.D., University of Northern Colorado.
- Barbara K. Breen, Instructor in Art in Laboratory School — B.A., University of Northern Colorado.
- Dorothy Brengarth-Jones, Assistant Professor of Sociology — B.S., University of Missouri; M.A., Sacramento State College; Ed.D., Colorado State University.
- Wanda E. Brewer, Professor of English; Director of Humanities — B.F.A., University of Denver; M.A., Ed.D., University of Northern Colorado.
- Carolyn K. Brink, Assistant Professor of Home Economics in Laboratory School — B.A., South Dakota State University; M.A., University of Northern Colorado.
- Bruce W. Broderius, Professor of Education — B.S., St. Cloud State College; M.A., George Washington University; Ed.D., University of Northern Colorado.
- George H. Brooks, Assistant Professor of Social Studies — B.A., Sterling College, Kansas; M.Ed., University of Kansas; Ed.D., University of Northern Colorado.
- Teresa A. Brooks, Instructor in Art in Laboratory School — B.A., University of Northern Colorado.
- Albert S. Broussard, Assistant Professor of History — A.B., Stanford University; M.A., Ph.D., Duke University.
- Don A. Brown, Professor of Education — B.S., M.Ed., Ed.D., University of Oregon.
- Glenda J. Brown, Professor of French; Chairperson, Department of Foreign Languages — B.A., University of Oregon; M.A., Ph.D., University of Illinois.
- John D. Brown, Associate Professor of Business — B.A., M.Ed., Colorado State University. C.L.U.
- Kathy Bundock, Instructor in Music — B.M., M.A., Eastman School of Music; D.M.A., Colorado University.
- Gerald N. Burns, Associate Professor of Education — B.A., M.A., University of Northern Colorado; Ed.D., University of Denver.
- Marilyn M. Burns, Associate Professor of Home Economics; Chairperson, Department of Home Economics — B.S., University of Colorado; M.A., University of Northern Colorado.
- Arnold H. Burrin, Professor of Elementary Education — B.S., Concordia Teachers College; M.A., Ed.D., Ball State University.
- Douglas S. Burrin, Professor of Elementary Education; Chairperson, Department of Elementary Education and Reading — B.S., Concordia Teachers College; M.S., Winona State University; M.A., Ed.D., University of Northern Colorado.
- Warren R. Buss, Professor of Botany — B.S., M.S., Brigham Young University; Ph.D., Iowa State University.
- Benjamin F. Byerly, Professor of History — B.A., Kansas State University; M.A., Ph.D., University of Illinois.
- Ronald S. Camp, Assistant Professor of Television (Communication); Director of Educational Materials Services — B.A., M.A., University of Missouri.
- Betty E. Carlisle, Assistant Professor of Fine Arts — B.S., Eastern Montana College; M.A., University of Wyoming; Ed.D., University of Northern Colorado.
- Cynthia Carlisle, Assistant Professor of Physical Education — A.B., University of Northern Iowa; M.A., Southwestern State College.
- Shirley M. Carrier, Professor of English — B.Ed., Superior State College; M.A., University of Wisconsin; Ed.D., University of Northern Colorado.
- Kyle R. Carter, Assistant Professor of Psychology, Counseling and Guidance — A.B., Mercer University; M.A., Ph.D., University of Georgia.
- Antonio L. Carvajal, Associate Professor of Special Education — B.S., Sul Ross State University; M.S., East Texas State University; Ed.D., University of Northern Colorado.
- Madelyn E. Case, Assistant Professor of Psychology, Counseling and Guidance — B.S., Illinois State University; M.S., Boston University; Ph.D., University of Illinois.
- Timothy D. Cavanagh, Professor of Mathematics — B.A., M.A., Sacramento State College; Ph.D., Ohio State University.
- Donald W. Chaloupka, Professor of Education — B.S., University of Nebraska; M.A., Ed.D., University of Northern Colorado.
- Ronald E. Childs, Assistant Professor of Special Education; Interim Director, Kephart Memorial Child Study Center — A.B., Mercer University; M.Ed., Ed.S. Valdosta State College; Ed.D., University of Northern Colorado.
- Harald P. Christensen, Professor of Political Science — B.A., M.A., Ph.D., State University of Iowa.
- Ford W. Cleere, Associate Professor of Sociology — B.A., M.A., Los Angeles State College; Ph.D., University of Colorado.
- Joseph B. Clithero, Professor of Business — B.S., M.S., Colorado State University.
- Marshall S. Clough, Assistant Professor of History — A.B., Columbia University; M.A., Ph.D., Stanford University.
- Monte D. Clute, Associate Professor of Education — A.B., Albion College; M.Ed., Ed.D., Wayne State University.
- L. Glenn Cobb, Professor of Meteorology — B.A., Louisiana State University; M.S., Ph.D., Texas A&M University.
- Ladd L. Cochrane, Associate Professor of Education — A.B., Hastings College; M.A., Western Michigan State University; Ph.D., Arizona State University.
- Carolyn A. Cody, Associate Professor of Physical Education — B.S., North Texas State University; M.A., University of Northern Colorado; Ph.D., Texas Woman's University.
- David Cole, Assistant Professor of Geography — A.B., University of Texas, Austin; M.A., Syracuse University; Ph.D., University of Colorado.
- Charles O. Collins, Associate Professor of Geography — B.A., M.A., University of Northern Colorado; Ph.D., University of Kansas.
- Linda Comer, Assistant Professor of Nursing of Children — B.A., University of Illinois; M.S., University of Colorado.
- Lonnie Connell, Captain, U.S. Air Force; Assistant Professor of Aerospace Studies — B.B.A., University of Oklahoma; M.B.A., University of Wyoming.
- Bryan E. M. Cooke, Professor of Health Education; Chairperson, Department of Health and Safety Education — B.A., Aligarh Muslim University; M.S., Ph.D., University of Illinois.
- Ellis P. Copeland, Assistant Professor of Psychology, Counseling and Guidance; Assistant Coordinator for UNC/CSAP — A.B., Ph.D., University of Texas, Austin.
- R. Evan Copley, Professor of Music — B.M., Denver University; M.M., Ph.D., Michigan State University.
- Charmaine Coppom, Assistant Professor of Music — B.M., Hastings College; M.A., University of Missouri.
- Franklin D. Cordell, Professor of Education — B.A., M.A., Ph.D., Michigan State University.
- William S. Cordiner, Associate Professor of Fine Arts — B.A., M.A., University of Wyoming.
- Jose E. Cordova, Associate Professor of Elementary Education; Director of Bilingual Bicultural Education — B.A., Chico State College; M.A., University of New Mexico.
- Roberto H. Cordova, Assistant Professor of Spanish — A.B., Western State College; M.A., Ph.D., University of Colorado.
- Alfred E. Corneise, Professor of History — A.B., Wayland College; M.A., Texas Tech University; Ph.D., University of North Carolina.
- Michael A. Coronel, Assistant Professor of Fine Arts — A.B., California State University, Northridge; M.A., University of California, Santa Barbara.
- Eugene Corporon, Associate Professor of Music — A.B., California State University, Long

Add Bowser: B.D., Central Baptist Theological Seminary  
M.A., Univ. of Denver

- Beach; M.A., Claremont Graduate School.  
Doris Cost, Instructor in Business — B.S., Metropolitan State College; M.A., University of Northern Colorado.
- Jane C. Cox, Associate Professor of Education — B.A., Johns Hopkins University; M.A., Ed.D., University of Northern Colorado.
- Richard J. Crawford, Professor of Communication; Chairperson, Department of Communication — B.A., M.A., Southern Illinois University; Ph.D., University of Oklahoma.
- George L. Crockett, Professor of Science Education — B.S., Utah State University; M.S., Oregon State University; Ed.D., Utah State University.
- John H. Cronin, Professor of Special Education — B.A., Nebraska State Teachers College; M.A., Ed.D., University of Northern Colorado.
- Vincent A. Cyphers, Professor of Education; Coordinator of Outdoor Education — B.A., Pacific University; M.A., Ed.D., University of Northern Colorado.
- John A. Damgaard, Jr., Professor of Business — B.A., Colorado College; M.B.A., University of Michigan; Ed.D., University of Utah.
- Elza L. Daugherty, Assistant Professor of Music — A.B., Sioux Falls College; M.A., University of North Dakota; Ed.D., University of Illinois.
- Guy D'Aurelio, Jr., Assistant Professor of Music — B.S., M.Ed., Kent State University; Ph.D., University of Wisconsin.
- Eugene F. Dawson, Jr., Associate Professor of Gerontology — A.B., University of Redlands; M.A., Boston University; Ph.D., Syracuse University.
- Wanda A. DeBoer, Associate Professor of Business — A.B., Friends University; M.A., University of Northern Colorado.
- Francis W. Denning, Jr., Assistant Professor of Anthropology; Chairperson, Department of Anthropology — B.A., University of Northern Colorado; M.A., University of Colorado.
- Nellie Denning, Assistant Professor of Anthropology — A.B., M.A., University of Northern Colorado.
- James A. DeRuiter, Associate Professor of Special Education — A.B., Calvin College; M.A., Western Michigan University; Ph.D., University of Arizona.
- Caroll J. Dierks, Associate Professor of Business and Vocational Education; Chairperson, Department of Business Teacher Education — B.S.B.A., University of Denver; M.Bus.Ed., University of Colorado; Ph.D., Colorado State University.
- John L. Dietz, Associate Professor of Geography — B.A., University of Nebraska; M.A., University of Northern Colorado; Ph.D., Syracuse University.
- Richard D. Dietz, Professor of Astronomy — B.S., California Institute of Technology; Ph.D., University of Colorado.
- Robert L. Dillingham, Jr., Assistant Professor of Black Studies; Chairperson, Department of Black Studies — A.B., Fisk University; M.A., Denver University.
- Jean Di Ulio, Assistant Professor of Health and Safety Education — B.S., Moorhead State University; M.A., Ball State University.
- Elsie Donnel, Assistant Professor of Business and Vocational Teacher Education — A.B., Adams State College; M.A., Ed.S., Ed.D., University of Wyoming.
- Kenneth D. Douglas, Associate Professor of Business — B.S., University of Southern Colorado; M.S.B.A., University of Denver; Ph.D., University of Northern Colorado.
- James F. Doyle, Associate Professor of English — A.B., University of Wisconsin; M.F.A., University of Iowa.
- Phyllis D. Drennan, Professor of Nursing — B.S., University of Denver; M.S., University of Colorado; Ph.D., University of Iowa.
- Edward N. Dubois, Associate Professor of Business — B.A., University of Wyoming; M.B.A., A.B.D., University of Pennsylvania.
- William L. Duff, Jr., Professor of Business; Director, Bureau of Business and Public Research — B.A., San Francisco State University; M.S., University of Stockholm; Ph.D., University of California at Los Angeles.
- Dale Dykins, Professor of Music; Chairperson, Department of Theory and Composition — B.M., M.M., College of Music, Cincinnati.
- Mary K. Earle, Instructor in Library Science; Reference Librarian-Humanities — B.A., M.A., Louisiana Tech University; M.A., Louisiana State University.
- Ronald K. Edgerton, Associate Professor of History — A.B., DePauw University; M.A., University of Massachusetts; Ph.D., University of Michigan.
- Norma E. Egeness, Associate Professor of Home Economics — B.S., Stout Institute; M.A., University of Northern Colorado.
- Robert Ehle, Associate Professor of Music — B.M., Eastman School of Music; M.M., Ph.D., North Texas State University.
- Garth M. Eldredge, Professor of Special Education — B.S., M.S., Ph.D., University of Utah.
- Donald D. Elliott, Professor of Mathematics — B.S. in Chem., B.S. in Bus., M.S., Ph.D., University of Colorado.
- John E. Elsea, Associate Professor of Business — B.A., M.A., Ph.D., University of Northern Colorado.
- Robert D. Elton, Instructor in Business — B.S., Dakota State College; M.A., University of South Dakota.
- Richard N. Emerson, Instructor in Science in Laboratory School — A.B., M.A., University of Northern Colorado.
- Barbara A. Emmert, Assistant Professor of Psychology, Counseling and Guidance in Laboratory School — A.B., M.A., Ed.D., University of Northern Colorado.
- Kathleen Y. Ensz, Associate Professor of French — A.B., Pomona College; M.A., University of California, Berkeley; Ph.D., Stanford University.
- Carl O. Erickson, Associate Professor of Education — A.B., M.A., University of Northern Colorado; Ed.D., Illinois State University.
- William R. Erwin, Jr., Professor of Industrial Arts — B.S., M.S., North Texas State University; Ed.D., University of Houston.
- George L. Evans, Jr., Assistant Professor of French — B.A., Wesleyan University; M.A., University of Massachusetts.
- Kenneth G. Evans, Professor of Music — B.A., M.A., University of Northern Colorado; M.F.A., Ph.D., State University of Iowa.
- Margaret E. Everett, Professor of Physical Education; Chairperson, Department of Physical Education for Women — B.S., University of Wisconsin; M.A., Ph.D., State University of Iowa.
- Willard L. Fadner, Associate Professor of Physics — B.S., Purdue University; M.S., University of Wisconsin; Ph.D., University of Colorado.
- George E. Fay, Professor of Anthropology — B.A., University of Missouri; M.A., University of Michigan; Ph.D., Interamerican University.
- George N. Febinger, Associate Professor of Education — B.A., M.A., University of Denver; Ed.D., University of Colorado.
- John R. Ferraro, Assistant Professor of Special Education — A.B., Jersey City State College; M.A., San Francisco State College.
- Edgar E. Fielder, Professor of Education — B.A., Northwestern State College; M.Ed., Phillips University; Ed.D., University of Northern Colorado.
- Clark L. Fields, Professor of Chemistry — B.A., Pasadena College; M.S., Ph.D., State University of Iowa.
- M. Frances Finnegan, Associate Professor of English — B.A., Loretto Heights; M.A., University of Colorado; Ph.D., University of Denver.
- Forest N. Fisch, Professor of Mathematics — B.A., M.A., University of Northern Colorado.
- James P. Fitzgerald, Associate Professor of Zoology — B.S., University of Connecticut; Ph.D., Colorado State University.
- Michael W. Flannigan, Associate Professor of Psychology, Counseling and Guidance — B.A., University of San Diego; M.S., Illinois State University; Ed.D., University of Northern Colorado.
- William M. Folger, Associate Professor of Journalism — B.S., University of Illinois; M.S. Syracuse University.
- Brangwyn Foote, Assistant Professor of College Student Personnel Administration — B.A., University of Arizona; M.A., Ohio State University.
- Gale Foster, Instructor in Nursing — B.S., Syracuse University; M.S., University of Colorado.
- Barbara J. Fowler, Assistant Professor of Special Education — A.B., University of Idaho; M.A., University of Northern Colorado.
- Augusta M. Fox, Professor of Educational Research — B.S., M.Ed., Texas A&M University; Ed.D., North Texas State University.
- John W. Fox, Assistant Professor of Sociology — B.S., Michigan State University; M.A., Ph.D., Western Michigan University.
- Cynthia R. Frease, Professor of English and Women's Studies — B.A., University of Kansas; M.A., University of Minnesota; Ed.D., University of Northern Colorado.
- Forrest W. Frease, Professor of English; Chairperson, Department of English — A.B., B.S.Ed., Kansas State Teachers College, Emporia; M.A., University of Kansas; Ph.D., University of Pennsylvania.
- Shirley M. Freeburn, Instructor in Nursing — B.A., Augustana College; M.A., Adams State College; M.S., University of Colorado.
- R. John Freese, Instructor in Business — B.S., Massachusetts Institute of Technology.
- Rosemary Fri, Assistant Professor of Physical Education — B.S., University of California; Los Angeles; M.A., University of Northern Colorado.

- Kenneth G. Frisbie, Professor of Education — B.S., M.S., Kansas State College; Ed.D., University of Kansas.
- Richard K. Fry, Professor of Physics — B.S., M.S., Ph.D., Kansas State University.
- Sherrie B. Frye, Assistant Professor of Home Economics; B.S., University of Houston; M.S., Colorado State University.
- John D. Fuelberth, Professor of Mathematics — A.B., Wayne State College; M.A., Ph.D., University of Nebraska.
- John K. Gapter, Professor of Botany; Chairperson, Department of Biological Science — B.S., M.S., Ph.D., Colorado State University.
- Felix F. Garcia, Instructor in Education — A.B., M.A., Adams State College.
- Phyllis M. Garcia, Assistant Professor of Elementary Education — A.B., University of Southern Colorado; M.A., Adams State College.
- Ann J. Garrison, Assistant Professor of Economics — B.A., M.A., University of Northern Colorado.
- R. Bruce Garrison, Associate Professor of Business — B.S., M.Ed., Central State University; Ph.D., University of Northern Colorado.
- Dennis A. Gay, Professor of Special Education — B.S., Oregon State University; M.S., Ph.D., University of Wisconsin.
- Bill R. Gearheart, Professor of Special Education — B.A., Friends University; M.Ed., Wichita State University; Ed.D., University of Northern Colorado.
- Carol J. Gearheart, Assistant Professor of Special Education — B.S., Alverno College; M.A., University of Northern Colorado; Ed.D., University of Denver.
- Andrew H. Gibbons, Assistant Professor of Educational Media — B.S., M.E., Utah State University; M.L.S., East Carolina University; Ed.D., University of Northern Colorado.
- Carlene S. Gibson, Instructor in Health Occupations Education — B.S., University of Michigan.
- Gale R. Giebler, Associate Professor of Student Personnel — Counseling - A.B., M.S., Fort Hays Kansas State College; Ph.D., Colorado State University.
- Judith S. Gilbert, Assistant Professor of Special Education — A.B., University of Rhode Island; M.A., Ed.D., University of Denver.
- Michael J. Gimmestad, Professor of Psychology, Counseling and Guidance; Chairperson, Department of Psychology, Counseling and Guidance — B.A., St. Olaf College; M.S., Indiana University; Ph.D., University of Minnesota.
- John S. Girault, Professor of Theatre Arts — B.A., University of Denver; M.A., University of Northern Colorado; Ph.D., University of Denver.
- Nicholas A. Glaser, Professor of Elementary Education; Director, Reading Center — B.A., B.Ed., Pacific Lutheran University; M.Ed., Ed.D., University of Oregon.
- David Glassman, Associate Professor of Education — B.Ed., M.A., Ed.D., University of Toledo.
- Ronald B. Gloekler, Assistant Professor of Theatre Arts — B.A., M.A., San Jose State University.
- Louis W. Glorfeld, Instructor in Research and Statistical Methodology — A.B., University of Denver; M.S., Ph.D., University of Northern Colorado.
- Derryl F. Goes, Associate Professor of Music — B.M.E., Fort Hays Kansas State College; M.A.T., Colorado State University.
- B. Robert Gonzales, Professor of Special Education — B.S., University of New Mexico; M.S., Gallaudet College; Ed.D., University of Tennessee.
- Marilyn L. Good, Assistant Professor of Child Development; Coordinator of Children's Village — B.S., Colorado State University; M.S., Oregon State University.
- John J. Gottko, Jr., Assistant Professor of Business — A.B., M.B.A., Michigan State University.
- Daniel Graham, Associate Professor of Music — A.B., University of Minnesota; M.M., Yale University.
- Leroy A. Green, Associate Professor of Educational Media — A.B., Wheaton College; M.A., University of Oregon; Ed.D., University of Northern Colorado.
- Arlene Greer, Associate Professor of Library Science; Reference Librarian — B.A., M.L.S., University of California.
- James B. Greer, Associate Professor of Library Science; Catalog Librarian — B.A., Texas Christian University; M.A., University of Denver.
- Thomas L. Groom, Associate Professor of Social Studies — B.A., Eastern New Mexico University; M.A., University of Northern Colorado.
- Lelloine Gunning, Associate Professor of Elementary Education in Laboratory School — B.S., Southwestern State College; M.A., Eastern New Mexico University.
- David M. Haas, Associate Professor of Fine Arts — A.B., West Virginia University; M.A., University of Colorado.
- Jay K. Hackett, Associate Professor of Earth Science — B.S., University of Nebraska; M.N.S., Arizona State University; Ed.D., University of Northern Colorado.
- Claudia L. Hale, Assistant Professor of Communication — B.S., Texas Tech University; M.A., Ph.D., University of Illinois.
- Yvonne C. Hall, Assistant Professor of Economics — A.B., Florida Tech University; M.S., Colorado State University.
- Mabel B. Hallan, Assistant Professor of Maternity Nursing — B.A., St. Olaf College; M.S., Indiana University.
- Marvin H. Halldorson, Associate Professor of Business; Coordinator of Graduate Studies — B.S.B.A., M.B.A., University of Denver; Ph.D., University of Northern Colorado.
- Vicki A. Hamer, Assistant Professor of Communication — B.S., M.A., Ph.D., University of Kansas.
- Robert G. Hamerly, Professor of Physics — B.S., Western Illinois State College; M.S., University of Illinois; Ph.D., Colorado State University.
- Robert G. Hammond, Professor of Industrial Arts; Chairperson, Department of Industrial Arts Technology — B.Ed., Illinois State University; M.A., University of Northern Colorado; Ed.D., University of Missouri.
- Beatrice E. Hansen, Associate Professor of Business — B.S., Northwest Missouri State Teachers College; M.A., Teachers College, Columbia University.
- William E. Harmon, Associate Professor of Botany, A.B., M.A., Ph.D., University of Missouri.
- Robert C. Harris, Associate Professor of Business; Chairperson, Department of Marketing — B.A., M.A., University of Northern Iowa.
- John W. Harrison, Professor of English — B.S., California Institute of Technology; M.A., University of Denver; Ph.D., University of Colorado.
- Larry R. Harrison, Instructor in Health Education — B.S., Colorado State University; M.S., University of Texas.
- Nancy C. Hartley, Assistant Professor of Vocational Teacher Education — B.A., Southern Illinois University; M.A., Sangamon State College; Ph.D., Colorado State University.
- James D. Haug, Assistant Professor of Anthropology — A.B., M.A., Ph.D., University of Colorado.
- Errol Haun, Assistant Professor of Music — B.M., University of Kansas; M.M., University of Illinois.
- James P. Hawkins, Associate Professor of English in Laboratory School — B.A., Ed.M., Adams State College; Ed.D., University of Northern Colorado.
- Russell D. Heath, Assistant Professor of Social Studies in Laboratory School — A.B., University of Colorado; M.A., University of Northern Colorado.
- Mary K. Heckman, Assistant Professor of Medical-Surgical Nursing — B.S., M.S., University of Colorado.
- Jean A. Hedberg, Assistant Professor of Physical Education — B.S., Wisconsin State University; M.A., University of Northern Colorado.
- Margaret E. Heimbrook, Associate Professor of Zoology — B.S., Muskingum College; M.A., Lehigh University; M.S., University of Wisconsin; Ph.D., Colorado State University.
- Beatrice B. Heimerl, Professor of Research and Statistical Methodology — B.A., St. Cloud State College; M.A., University of Minnesota; Ed.D., University of Northern Colorado.
- Ramon P. Heimerl, Professor of Business — B.S., B.Ed., St. Cloud State College; M.A., Ph.D., University of Minnesota.
- Robert L. Heiny, Professor of Mathematics; Chairperson, Department of Mathematics — B.S., Colorado College; M.S., Ph.D., Colorado State University.
- William C. Heiss, Jr., Associate Professor of Health and Physical Education — B.S., University of Illinois; M.A., Columbia University.
- Duane E. Henderson, Professor of Higher Education Administration — B.S., M.Ed., Colorado State University; Ed.D., University of Northern Colorado.
- Peggy E. Henry, Professor of Elementary Education — B.S., Northwest Missouri State College; M.A., University of Northern Colorado; Ph.D., University of Iowa.
- Jack Herrick, Assistant Professor of Music — B.M., M.A., University of Northern Colorado.
- Robert A. Hess, Assistant Professor of Communication — A.B., Southern Methodist

- University; M.A., West Texas State University.
- Michael J. Higgins, Associate Professor of Anthropology — A.B., University of Northern Colorado; M.A., Ph.D., University of Illinois.
- Joseph E. Himmel, Professor of Music — B.A., North Central College; M.M., Northwestern University.
- Paul F. Hodapp, Assistant Professor of Philosophy — A.B., Western Michigan University; Ph.D., Washington University.
- Sam L. Hofer, Associate Professor of Library Science; Catalog Librarian — B.S., M.S., Kansas State Teachers College; M.A., University of Denver.
- Stephen Hoffelt, Instructor in Special Education — B.S., University of North Dakota; M.A., University of Northern Colorado.
- D. Lynn Hoffman, Assistant Professor of Business — B.S., Cornell College; M.B.A., University of Iowa.
- Maria L. Hoffman, Associate Professor of Spanish and Mexican American Studies — A.B., University of Northern Colorado; M.A., University of Iowa.
- Kenneth E. Hogan, Professor of Education; Chairperson, Department of Higher Education — B.A., Ottawa University; M.A., Ed.D., University of Northern Colorado.
- Donald L. Holley, Professor of Communication — B.Ed., Illinois State University; M.A., University of Illinois; Ed.D., University of Northern Colorado.
- Susan L. Hoover, Instructor in Fine Arts (Fibers/Jewelry) — B.F.A., M.F.A., University of Wisconsin.
- Kenneth D. Hopkins, Associate Professor of Geology — B.A., University of Minnesota; M.S., Ph.D., University of Washington.
- Samuel R. Houston, Professor of Research and Statistical Methodology — B.A., University of California at Los Angeles; M.A., California State University at Los Angeles; M.S., University of Oregon; Ph.D., University of Northern Colorado; Postdoctoral Fellow (Biometry), Yale University.
- Christy A. Howard, Instructor in Women's Physical Education — A.B., Western Washington State College; M.A., University of Oregon.
- Dale R. Howard, Assistant Professor of Sociology — B.A., Central State University; M.A., Ph.D., Oklahoma State University.
- Allen Huang, Assistant Professor of Special Education — B.A., National Chengchi University; M.A., Eastern Kentucky University; Ed.D., University of Alabama.
- Jeanne L. Huckaby, Instructor in Elementary Education in Laboratory School; B.S., Ball State University; M.A., University of Northern Colorado.
- Chester C. Huff, Jr., Professor of English — B.S., Indiana University; M.A., DePaul University; Ph.D., University of Colorado.
- Raymond H. Hull, Professor of Special Education; Chairperson, Department of Communication Disorders — A.B., McPherson College; M.A., University of South Dakota; Ph.D., University of Denver.
- Dianne Hurley, Assistant Professor of Physical Education — B.S., Elon College; M.Ed., East Carolina University.
- Joan T. Hurlock, Associate Professor of Maternity Nursing — B.S., The John Hopkins University; M.S., University of Maryland.
- A. J. Hytek, Assistant Professor of Education — B.S., M.S., Chadron State College; Ed.D., University of Northern Colorado.
- Martha Iverson, Instructor in Physics — B.S., Ph.D., University of Colorado.
- Kent L. Jackson, Instructor in Education — A.B., M.A., University of Northern Colorado.
- Michael L. Jacobs, Professor of Education; Chairperson, Department of Foundations of Education — A.B., M.A., Ed.D., University of Rochester.
- Wilfred Jacques, Jr., Assistant Professor of Business — B.A., University of Western Ontario; LL.B., University of Georgia; LL.M., New York University.
- Larry A. James, Assistant Professor of Recreation — B.S., M.A., University of Northern Colorado.
- Marlynn R. James, Professor of Chemistry — B.S., M.S., Brigham Young University; Ph.D., University of Utah.
- William R. Jamieson, Associate Professor of Music — B.A., M.A., University of Northern Colorado.
- Mary Ellen Jascott, Instructor in Business — A.B., Rutgers University; M.S., University of Northern Colorado.
- David L. Jelden, Professor of Industrial Arts — B.A., Nebraska State Teachers College; M.A., University of Northern Colorado; Ed.D., University of Missouri.
- Karen Jennison, Associate Professor of Sociology — A.B., University of Kansas; M.A., Washington University, Ph.D., Washington State University.
- Jane M. Jensen, Instructor in Physical Education — B.S., University of Arizona; M.A., Colorado State University.
- Richard G. Jensen, Instructor in Mathematics and Health, Physical Education and Recreation in the Laboratory School — B.S., Iowa State University.
- Claude J. Johns, Jr., Professor of Library Science — B.S., M.S., Florida State University; M.A., University of Denver; Ph.D., University of North Carolina.
- Dana F. Johnson, Professor of Fine Arts — B.F.A., Ed.D., University of Kansas.
- Dora A. Johnson, Assistant Professor of Vocational Teacher Education — A.B., Colorado State University; M.A., Ed.D., University of Northern Colorado.
- J. M. Johnson, Professor of Education — B.A., University of Northern Colorado; M.A., Ed.D., University of Denver.
- Robert L. Johnson, Professor of Mathematics — B.A., M.A., University of Northern Colorado; M.S., University of Illinois; Ph.D., University of Colorado.
- Xan S. Johnson, Assistant Professor of Theatre Arts — A.B., University of Wisconsin, Whitewater; M.A., University of Nebraska; Ph.D., Northwestern University.
- H. Audrie Johnston, Associate Professor of Mathematics — A.B., Kansas Wesleyan University; M.S., Fort Hays State College.
- Dorothy C. Jones, Professor of English — B.A., M.A., Wayne State University; Ph.D., University of Colorado.
- Willard G. Jones, Professor of Special Education — B.A., M.S., Kansas State Teachers College; Ed.D., University of Wyoming.
- Michael Jochen, Assistant Professor of Music — A.B., St. Olaf College; M.A., Case Western Reserve University; Ph.D., Ohio State University.
- Rhonda E. Kaley, Assistant Professor of Special Education — B.S., M.S., Purdue University.
- Larry K. S. Kaliloo, Instructor in Health, Physical Education and Recreation in Laboratory School; A.B., M.A., University of Northern Colorado.
- Zahi S. Kamal, Associate Professor of Sociology — B.S., M.S., Colorado State University; Ph.D., Washington State University.
- David L. Kappan, Assistant Professor of Special Education — B.S., Northern State College; M.A., Western Michigan University.
- Idahlynn Karre, Associate Professor of Communication — A.B., M.A., University of Northern Colorado; Ph.D., University of Colorado.
- Edward A. Kearns, Associate Professor of English — B.A., M.A., University of Arizona.
- Kevin C. Kearns, Professor of Geography — B.S., Washington University; M.A., Ph.D., St. Louis University.
- Louise J. Keller, Professor of Vocational Teacher Education; Coordinator, Graduate Vocational Education — B.S., Kansas State Teachers College, Pittsburg; M.S., Kansas State Teachers College, Emporia; Ed.D., Montana State University.
- Edward J. Kelly, Professor of Elementary Education — B.A., Defiance College; M.A., Ph.D., University of Iowa.
- Andrea C. Kempf, Assistant Professor in Library Science; Reference Librarian; Acting Coordinator, Multi-Media Collection Services — A.B., Brandeis University; M.A.T., The John Hopkins University; M.S., Simmons College.
- Calvin E. Kennedy, Professor of Business — B.S., Southeastern Oklahoma State College; M.S., Oklahoma State University; Ph.D., University of Nebraska; C.P.A.
- Frank E. Keppeler, Associate Professor of German — B.S., University of Illinois; M.A., University of Nebraska.
- David W. Kettel, Associate Professor of Anthropology — A.B., M.A., University of Toronto; Ph.D., University of Illinois.
- Rita B. Kiefer, Assistant Professor of English and Women's Studies — A.B., Notre Dame College; M.A., University of Notre Dame.
- Larry Kimble, Instructor in Library Science and Reference Librarian - Life Science — B.S., M.S., University of Wyoming; M.S.L.S., University of Illinois.
- Bernard C. Kinnick, Professor of Psychology and Counseling — B.A., St. John's University; M.A., University of North Dakota; Ed.D., Auburn University.
- Joyce Kliever, Assistant Professor of Home Economics — A.B., M.A., Ed.D., University of Northern Colorado.
- Ray B. Knapp, Associate Professor of Political Science — A.B., Los Angeles State College; Ph.D., University of Southern California at Los Angeles.
- Brenda L. Knight, Instructor in Home Economics in Laboratory School — A.B., University of Northern Colorado.
- Alexander W. Knott, Associate Professor of History — A.B., M.A., Ph.D., University of Colorado.
- William G. Koch, Professor of Chemistry — B.S., University of Notre Dame; M.A., Montana



- State University; Ph.D., University of Illinois.
- Lloyd J. Kolbe, Assistant Professor of Health and Safety Education — B.S., Towson State University; M.A., University of Toledo.
- Dean Kolitch, Assistant Professor of Philosophy — A.B., Brooklyn College; A.B.D., City University of New York.
- Betty J. Kolstoe, Professor of Special Education — B.A., University of Northern Colorado; M.A., University of Denver; Ed.D., University of Northern Colorado.
- Oliver P. Kolstoe, Professor of Special Education — A.B., State Teachers College, North Dakota; M.S., University of North Dakota; Ph.D., University of Iowa.
- Eugene D. Koplitz, Professor of Psychology, Counseling and Guidance — B.S., Wisconsin State University; M.S., Ph.D., University of Wisconsin.
- Linda J. Kotowski, Assistant Professor of Recreation — B.S., Florida State University; M.Ed., University of Georgia.
- Gabor Kovacs, Professor of Library Science; Assistant Director for Public Services — B.A., Air Force Academy, Hungary; M.A., Western Michigan University.
- Roger A. Kovar, Professor of Chemistry — B.S., Doane College; Ph.D., University of Wyoming.
- Edward Krafft, Assistant Professor of Elementary Education in the Laboratory School — B.S., Concordia Teachers College; M.A., Washington University.
- William J. Kristie, Instructor in Library Science; Reference Librarian - Business & Economics — A.B., Knox College; M.A., M.L.S., University of Illinois.
- Beverly J. Krosky, Assistant Professor of Home Economics — B.S., Colorado State University; M.A., Ed.D., University of Northern Colorado, Colorado.
- Roy T. Krosky, Professor of Education — B.A., M.A., University of Northern Colorado; Ph.D., University of Denver.
- John M. Kruger, Associate Professor of Industrial Arts — B.S., Western Michigan University; M.A., Ed.D., University of Northern Colorado.
- Wayne T. Kuncl, Assistant Professor of College Student Personnel Administration — B.S., M.S., Southern Illinois University.
- Katherine L. Kutsche, Assistant Professor of Geography — A.B., University of Michigan; M.A., University of Virginia, Ph.D., Indiana University.
- Jack T. LaBonde, Associate Professor of Health and Safety Education — B.A., M.A., University of Northern Colorado.
- Joyce Lackie, Assistant Professor of English — B.S., Illinois State University; M.A., University of Illinois; Ph.D., University of Alabama.
- Frank P. Lakin, Professor of Psychology — B.A., M.A., University of Northern Colorado; Ed.D., Oregon State University.
- J. Melvin Lane, Associate Professor of Special Education; Chairperson, Department of Special Learning Problems — B.A., State College of Iowa; M.A., Ed.D., University of Northern Colorado.
- Jarrett F. Lange, Assistant Professor of German — B.A., San Jose State College; M.A., Southern Oregon College; Ed.D., University of Georgia.
- Timothy J. Larkin, Instructor in Recreation — A.B., John Carrol University; M.A., University of Northern Colorado.
- Robert W. Larson, Professor of History — B.A., M.A., University of Denver; Ph.D., University of New Mexico.
- Robert A. Lawrence, Instructor in Anthropology — B.A., Emory University; M.A., Washington State University.
- Thair David Layne, Colonel, U.S. Air Force; Professor of Aerospace Studies — B.S., Brigham Young; M.A., Webster College.
- George Leach, Associate Professor of Education — B.A., M.A., M.S., University of Texas; Ed.D., University of Colorado.
- Carlos Leal, Assistant Professor of Mexican American Studies; Chairperson, Department of Mexican American Studies — A.B., Ed.D., University of Northern Colorado.
- Monrico Lehnert, Assistant Professor of Music — B.Mus.Ed., Wisconsin State University; M.A., University of Connecticut.
- Paul L. Lehrer, Professor of Geography — B.S., University of Cincinnati; M.A., Ohio State University; Ph.D., University of Nebraska.
- Lawrence A. Levenson, Associate Professor of Business — A.B., Brown University; M.B.A., University of Kansas.
- A. Juanita Lewis, Professor of Elementary Education; Director, Early Childhood Studies — B.S., West Texas State College; M.A., Ph.D., University of Iowa.
- Daniel A. Libera, Instructor in Physical Education — B.S., University of Illinois; M.A., San Diego State College.
- Paul A. Lightsey, Assistant Professor of Physics — B.S., Colorado State University; M.S., Ph.D., Cornell University.
- Virgil Y. Lindahl, Professor of Physical Education — A.B., Wayne State Teachers College; M.A., University of Northern Colorado; P.E. Director, Indiana University.
- Ivo E. Lindauer, Professor of Botany — B.S., Colorado State University; M.A., University of Northern Colorado; Ph.D., Colorado State University.
- Sanford A. Linscome, Associate Professor of Music — B.M.E., McNeese State College; M.M., University of Illinois; D.M.A., University of Texas at Austin.
- Jeanne E. Lipman, Instructor in Vocational Business in Laboratory School — B.S., Bradley University; M.A., University of Northern Colorado.
- Sheldon J. Lloyd, Assistant Professor of Industrial Arts — B.S., Millersville State College; M.Ed., University of Maryland.
- John E. Loftis III, Associate Professor of English — A.B., University of the South; M.A., Ph.D., Emory University.
- Robert L. Longwell, Associate Professor of English and Speech in Laboratory School — B.A., Nebraska State Teachers College; M.A., University of Northern Colorado; Ph.D., University of Colorado.
- David L. Lonsdale, Associate Professor of History — B.A., M.A., Ph.D., University of Colorado.
- Annette M. Lopez, Assistant Professor of Mexican American Studies — A.B., San Fernando Valley State College; M.A., California State University.
- Betty L. Lowry, Professor of Elementary Education — B.A., M.A., University of Northern Colorado; Ph.D., University of Iowa.
- J. Max Lubbers, Professor of Industrial Arts — B.A., M.A., University of Northern Colorado.
- Carmen Lucero, Instructor in Special Education — B.S., M.A., University of Northern Colorado.
- Jeanne L. Luere, Associate Professor of English — B.A., B.S., M.A., Ohio State University.
- Donald M. Luketich, Professor of Education — B.S.E., Arkansas State College; M.S., Illinois University; Ed.D., University of Northern Colorado.
- Faustino C. Luna, Assistant Professor of Education — B.A., M.Ed., Colorado State University; Ed.D., University of Northern Colorado.
- Dale L. Lundeen, Professor of Special Education — B.A., Western Michigan University; M.A., Indiana University; Ph.D., University of Minnesota.
- Richard C. Luster, Associate Professor of Fine Arts — B.S., Kansas State University; M.F.A., Kansas University.
- Carol L. Lutey, Professor of Psychology, Counseling and Guidance — B.S., M.A., University of Minnesota; Ph.D., Michigan State University.
- Bruce J. Lutz, Associate Professor of Anthropology — A.B., Rutgers University; M.A., Ph.D., University of Pennsylvania.
- Robert Lynch, Associate Professor of Research and Statistical Methodology — A.B., State University of New York; Ph.D., University of Northern Colorado.
- Ronda M. Macchello, Instructor in Special Education — B.A., Stanford University; M.S., University of Wisconsin.
- Donald A. Macfarlane, Associate Professor of Fine Arts — A.B., M.A., Brigham Young University.
- Aroop K. Mahanty, Associate Professor of Economics; Chairperson, Department of Economics — B.S., University of Wyoming; M.A., University of Northern Colorado; Ph.D., Colorado State University.
- Judith A. Malkiewicz, Instructor in Pediatric Nursing — B.S., University of Northern Colorado; M.S., University of Colorado.
- Christie Malnati, Instructor in Italian and French — B.S., University of Colorado.
- Theresa M. Malumphy, Professor of Health and Physical Education and Women's Studies — B.S., State College, Massachusetts; M.S., University of Wisconsin; Ph.D., Ohio State University.
- Kathleen M. Manley, Assistant Professor of English — B.A., Reed College; M.A., University of New Mexico.
- Robert P. Markham, Associate Professor of Library Science; Coordinator, Micrographics Laboratory — A.B., M.L.S., University of Denver; Ph.D., Drew University.
- James Marshall, Assistant Professor of Sociology — B.S., University of Southern Colorado; M.A., University of Northern Colorado; Ph.D., University of Colorado.
- Barbara Martin, Assistant Professor of Psychology, Counseling and Guidance — A.B., Indiana University; A.M., Ph.D., University of Illinois.
- Majel Martin, Instructor in Nursing — B.S., University of Northern Colorado; M.S., University of Colorado.
- Kelly Martino, Assistant Professor of Music — B.M., North Texas State University; M.A., Sam Houston State University.
- Douglas May, Instructor in Business — B.S.,

- Michigan State University; B.A., University of Northern Colorado.
- Steve J. Mazurana, Associate Professor of Political Science — B.A., University of Miami; M.A., Indiana University.
- Patrick W. McCary, Professor of Student Personnel-Counseling — B.A., M.A., Ph.D., Michigan State University.
- Allen W. McConnell, Professor of Business; Chairperson, Department of Accounting — B.S., M.S., University of North Dakota; C.P.A.
- Harold L. McKain, Jr., Professor of Physical Education — B.S., Central Missouri State College; M.Ed., University of Oklahoma; Ph.D., State University of Iowa.
- Rozema E. McKain, Assistant Professor of Business in Laboratory School — A.B., M.A., University of Northern Colorado.
- Deborah Ann McKenna, Instructor in Health, Physical Education and Recreation in Laboratory School — B.S., State University at Brockport, New York; M.Ed., Colorado State University.
- Warren J. McMillen, Assistant Professor of Physical Education — A.B., M.A., University of Northern Colorado.
- Charles R. McNeerney, Professor of Mathematics — B.A., M.A., University of Northern Colorado; Ph.D., Ohio State University.
- Donald C. Medeiros, Assistant Professor of Psychology, Counseling and Guidance — A.B., Santa Clara University; Ph.D., Arizona State University.
- Marcus K. Meilahn, Professor of Chemistry — B.S., Lakeland College; Ph.D., Arizona State University.
- Wayne W. Melanson, Assistant Professor of Journalism; Chairperson, Department of Journalism — A.B., Adams State College; Ed.S., University of Northern Colorado.
- Charles A. Meyer, Associate Professor of English — B.A., Wagner College; M.A., University of Arizona.
- Howard M. Mickens, Professor of Music — B.S. in Ed., Bowling Green State University; M.M., Northwestern University.
- Nelda M. Mickens, Assistant Professor of Laboratory School — B.M.E., Northwestern University; M.A., University of Northern Colorado.
- Barbara H. Mickey, Professor of Anthropology — B.A., M.A., Ph.D., Indiana University.
- John R. Mickey, Associate Professor of Anthropology — B.S., Kansas State Teachers College, Emporia.
- Frederick Miller, Associate Professor of Cello — A.B., Hamilton College; M.M., Eastman School of Music; D.M.A., University of Southern California.
- Gary E. Miller, Assistant Professor of Education — B.A., M.A., University of Northern Colorado.
- James E. Miller, Professor of Music — B.M., Michigan State College; M.A., University of Northern Colorado; M.F.A., Ph.D., State University of Iowa.
- Wilbur G. Millsagle, Associate Professor of Special Education; Chairperson, Department of Mental Retardation — B.S., Black Hills State College; M.A., Ed.D., University of Northern Colorado.
- Sandra L. Minton, Assistant Professor of Women's Physical Education — A.B., M.A., University of California at Los Angeles.
- Marie A. Moinat, Associate Professor of Library Science; Coordinator, Laboratory School Library — B.S., Colorado State University; M.A., University of Northern Colorado.
- Angela L. Molina, Assistant Professor of Education — A.B., University of South Florida; M.Ed., University of Florida; Ed.D., University of Houston.
- Donald B. Montgomery, Professor of Education — B.S., Pepperdine College; M.Ed., Ohio University; Ed.D., University of Northern Colorado.
- Lola J. Montgomery, Professor of Psychology, Counseling and Guidance — B.A., University of Kansas; M.A., University of Northern Colorado; Ed.D., Teachers College, Columbia University.
- Robert A. Montgomery, Professor of Physical Education — B.A., Pepperdine College; M.S., University of Southern California; Ed.D., University of Northern Colorado.
- G. Joseph Moody, Professor of Fine Arts — B.F.A., University of Illinois; M.F.A., University of Iowa; Ed.D., Ball State University.
- Dennis Morimoto, Assistant Professor of Industrial Arts — B.A., M.A., University of Northern Colorado.
- Grant L. Morris, Associate Professor of Psychology, Counseling and Guidance — B.A., University of South Florida; M.S., Ph.D., Washington State University.
- Gaylord D. Morrison, Professor of Education — B.S., Northwest Missouri State College; M.A., University of Nebraska; Ed.D., University of Missouri.
- L. Carol Mosser, Assistant Professor of Physical Education — B.S., East Stroudsburg State College; M.A., University of Northern Colorado.
- Arlene A. Motz, Assistant Professor of Business — B.S., M.Ed., Ohio University.
- Jo-Ann M. Mullen, Assistant Professor of Education — B.S., Syracuse University; Ed.M., Ed.D., Boston University.
- Richard S. Munson, Assistant Professor of Fine Arts; Chairperson, Department of Fine Arts — A.B., University of Minnesota; M.S., Ph.D., Pennsylvania State University.
- Donald L. Myers, Associate Professor of Education — B.A., Washburn University; M.A., Kansas State University.
- Doris E. Myers, Professor of English — B.S.E., Arkansas State Teachers College; M.A., Ohio University; Ph.D., University of Nebraska.
- Fredric L. Myers, Associate Professor of Fine Arts — B.V.A., Auburn University; M.F.A., University of Oklahoma.
- Grace D. Napier, Professor of Special Education — A.B., Douglass College; M.A., New York University; Ed.M., Ed.D., Temple University.
- Sher A. Nate, Instructor in Community Health — B.S., University of Wisconsin; M.S., University of Colorado.
- Dale A. Nebel, Professor of Elementary Education — B.A., M.A., State University of Iowa; Ed.D., University of Northern Colorado.
- Theodore M. Nelson, Professor of Psychology — B.S., M.A., Ph.D., University of Minnesota.
- William D. Neese, Assistant Professor of Geography — B.S., Washington State University; Ph.D., University of Colorado.
- Judy D. Nicely, Assistant Professor of Elementary Education — B.S., M.A., Ball State University.
- Joe Nichols, Professor of Education — B.S., M.S., Pittsburg State College; Ed.D., University of Colorado.
- Marlys S. Noble, Assistant Professor of Elementary Education in Laboratory School — B.S., Bemidji State College; M.A., University of Northern Colorado.
- Dwight E. Nofziger, Professor of Music; Chairperson, Department of Music Education — B.S., Bowling Green State University; M.A., Columbia University; Ed.D., University of Northern Colorado.
- Byron E. Norton, Associate Professor of Psychology, Counseling and Guidance — B.S., Central Washington University; M.S., Ed.D., Northern Illinois University.
- Lloyd A. Norton, Professor of Theatre Arts — B.S., M.A., University of Northern Colorado; M.A., University of Denver.
- John E. Obrzut, Associate Professor of Psychology, Counseling and Guidance — A.B., M.A., Northern Arizona University; Ph.D., University of Minnesota.
- Daniel F. O'Connor, Assistant Professor of Sociology — B.S., Northern State College; M.A., Creighton University; Ph.D., Oklahoma State University.
- Charles E. Olmstead III, Assistant Professor of Environmental Studies — A.B., Earlham College; M.S., University of Oklahoma; Ph.D., University of Colorado.
- David O. Olson, Professor of Industrial Arts — B.S., Northern Illinois Teachers College; M.A., University of Northern Colorado; Ed.D., Texas A&M University.
- Kenneth V. Olson, Professor of Science Education — B.A., Augsburg College; M.A., Ph.D., University of Minnesota.
- LeAnn Olson, Assistant Professor of Special Education — A.B., Augustana College; M.A., University of Oklahoma.
- Norman T. Oppelt, Professor of Psychology; Chairperson, Department of College Student Personnel Administration — B.S., Colorado State University; M.A., University of Northern Colorado; Ph.D., Michigan State University.
- Marcia L. Oreskovich, Assistant Professor of Child Development — A.B., St. Olaf College; M.A., Washington State University.
- Jeanne E. Ormrod, Assistant Professor of Psychology, Counseling and Guidance — A.B., Brown University; M.S., Ph.D., Pennsylvania State University.
- Richard K. Ormrod, Assistant Professor of Geography — B.S., M.A., Arizona State University; Ph.D., Pennsylvania State University.
- Wendell A. Orsono, Associate Professor of Psychology, Counseling and Guidance — A.B., Wayne State College; M.A., University of Northern Colorado; Ph.D., Iowa State University.
- James C. Ousley, Assistant Professor of Education — A.B., Whittier College; M.A., California State College at Los Angeles; Ed.D., University of Northern Colorado.
- Iwan Owechko, Associate Professor of Russian — Diploma, Pedagogic University of Voroshilovgrad; Ph.D., Ukrainian Free University, Munich.
- Kaye D. Owens, Professor of Special Education — B.A., Idaho State University; M.A., Ed.D., University of Northern Colorado.

- G. Dean Palmer, Professor of Business; Chairperson, Department of General Business — A.B., M.A., University of Northern Colorado; Ed.D., Montana State University.
- William G. Parkos, Associate Professor of Health and Safety — B.S., Mankato State College; M.S., Ph.D., University of Minnesota.
- Arthur R. Partridge, Professor of Education; Chairperson, Department of Educational Administration; Director of Educational Planning Service — A.B., M.S., University of Kansas; Ed.D., Stanford University.
- Robert A. Pavlik, Associate Professor of Education — B.E., University of Wisconsin; M.A., Ed.D., University of Northern Colorado.
- Rita J. Payton, Associate Professor of Nursing of Children — B.S., St. Mary's College, Indiana; M.S., Indiana University; D.A., University of Northern Colorado.
- Linda J. Peek, Instructor in Business — B.S., M.A., University of Northern Colorado.
- E. Edward Peeples, Professor of Biology — B.S., University of Florida; M.S., Stetson University; Ph.D., University of Texas.
- Norman L. Peercy, Associate Professor of English — B.A., M.A., University of Northern Colorado; Ph.D., University of Kansas.
- Eleanor M. Peiffer, Instructor in Home Economics/Vocational Teacher Education — B.S., Douglass College, Rutgers University; Ed.M., Rutgers University, Ed.D., University of Northern Colorado.
- Thomas M. Peischl, Instructor in Library Science; Administrative Librarian — A.B., Susquehanna University; M.Ed., Temple University; M.A., University of Denver.
- Richard A. Perchlik, Professor of Political Science; Chairperson, Department of Political Science — B.S. IN Bus., B.S. in Ed., M.A., Ohio State University; Ph.D., University of Colorado.
- Thomas A. Petroff, Assistant Professor of Physical Education — B.S., M.A., Michigan State University.
- William A. Pfund, Associate Professor of Music — B.M., Youngstown University; M.M., New England Conservatory.
- D. Allen Phillips, Professor of Physical Education — B.S., M.Ed., University of Idaho; Ed.D., University of Oregon.
- Gregory N. Pierson, Instructor in Social Studies in Laboratory School — B.A. in Ed., M.Ed., Southwestern Oklahoma State University.
- Ronald K. Plakke, Professor of Zoology and Women's Studies; Chairperson, Department of Biological Sciences — B.A., University of Northern Colorado; Ph.D., University of Montana.
- William D. Popejoy, Professor of Mathematics — B.S., M.A., Illinois State University; Ed.D., University of Northern Colorado.
- Charles S. L. Poston, Associate Professor of Psychology — B.A., Lynchburg College; M.S., Auburn University; Ph.D., Washington State University.
- Stephen T. Powers, Associate Professor of History; Chairperson, Department of History — B.S., U.S. Naval Academy; M.A., Rice University; Ph.D., University of Notre Dame.
- Judith A. Praul, Professor of Psychology, Counseling and Guidance — B.S., Western Illinois University; M.S., Ed.D., Indiana University.
- Walter F. Princic, Associate Professor of English — B.A., Baldwin-Wallace College; M.A., Ph.D., University of Illinois.
- David L. Pringle, Professor of Chemistry — B.S., Wayne State University; M.S., Ph.D., Iowa State University.
- Francis R. Quammen, Associate Professor of Sociology; B.A., M.A., University of Northern Colorado.
- John Ramirez, Assistant Professor of Psychology, Counseling and Guidance — A.B., M.A., Texas Tech University.
- Elizabeth J. Rave, Professor of Psychology, Counseling and Guidance and Women's Studies — B.S., Illinois State University; M.A., University of Colorado; Ed.D., University of Southern California.
- Paul W. Rea, Associate Professor of English — A.B., Eastern Michigan University; M.A., Wayne State University; Ph.D., Ohio State University.
- Vicki Reed, Assistant Professor of Special Education — B.S., Northwestern University; M.A., University of Denver.
- Henry R. Reinert, Professor of Special Education — B.S., Fort Hays Kansas State College; M.A., Ed.D., University of Northern Colorado.
- Paul Renshaw, Associate Professor of Business — B.A., M.A., University of Michigan; Ph.D., University of Minnesota.
- Norman H. Resnick, Assistant Professor of Special Education — B.A., American International College; M.A., Ph.D., University of Connecticut.
- Arthur R. Reynolds, Professor of History — B.A., Nebraska State Teachers College; M.A., Ph.D., University of Minnesota.
- Charles D. Rhine, Assistant Professor of Library Science; Assistant Reference Librarian — B.S., Fort Hays Kansas State College; M.S., M.L., Kansas State Teachers College.
- Mary Rhoads, Associate Professor of Music and Women's Studies — B.M., M.M., University of Michigan; Ph.D., Michigan State University.
- Royal A. Rich, Professor of Zoology — B.S., University of Nebraska; M.S., Ph.D., Utah State University.
- Paul W. Richard, Associate Professor of Biology in Laboratory School — B.A., M.A., University of Northern Colorado.
- Edmund A. Richards, Professor of Zoology — B.S., Purdue University; M.S., Ph.D., University of Illinois; M.D., University of Stockholm.
- Joan Richardson, Professor of Mathematics — B.S., University of Minnesota; M.A., Ph.D., Arizona State University.
- Robert C. Richardson, Professor of Education; Director, Educational Field Experiences — B.A., M.A., University of Michigan; Ph.D., University of Colorado.
- Judith Richter, Assistant Professor of Nursing — B.S., Wagner College; M.S.N., University of Alabama.
- Lloyd M. Rinehart, Instructor in Business — B.S., M.S., University of Northern Colorado.
- Emmett A. Ritter, Professor of Education — B.S., M.Ed., Ed.D., University of Oregon.
- David H. Roat, Professor of Education — B.A., Albion College; M.A., Ph.D., Michigan State College.
- Grace A. Robins, Professor of Business Teacher Education; Chairperson, Department of Administrative Services and Communication — B.S., Central State Teachers College; M.E., University of Oklahoma.
- Jack C. Robinson, Associate Professor of Music — B.M., Stetson University; M.M., Indiana University.
- Alfonso Rodriguez, Associate Professor of Spanish — A.B., M.A., Texas A&I University; Ph.D., University of Iowa.
- Luis F. Rodriguez, Assistant Professor of Business — A.B., M.A., J.D., University of Michigan.
- Teresa B. Rodriguez, Instructor in Spanish — A.B., M.A., A&I University.
- Linda Rollin, Assistant Professor of Mathematics — A.B., City College of New York; M.S., Yeshiva University; M.S., Colorado State University.
- Bobby H. Rollins, Assistant Professor of Physical Education — B.S., Colorado State University; M.A., Arizona State University.
- Dianne Rood, Instructor in Communication — B.A., St. Olaf College; M.A., University of Nebraska.
- John A. Rosales, Associate Professor of Education — A.B., University of Northern Colorado; M.A., Colorado College; Ed.D., University of Northern Colorado.
- Alan E. Rosenau, Assistant Professor of Educational Administration — A.B., M.S., University of Pennsylvania; Ed.D., University of Colorado.
- Robert F. Ross, Associate Professor of Communication — B.S., University of Nebraska; M.A., University of Northern Colorado; Ph.D., University of Denver.
- Anthony M. Rossi, Professor of Physical Education — B.S., New York University; M.A., University of Northern Colorado.
- Barry Rothaus, Professor of History — B.A., Hunter College; M.S., Ph.D., University of Wisconsin.
- Gail S. Rowe, Professor of History — B.A., Fresno State College; M.A., Ph.D., Stanford University.
- Wendell L. Roy, Professor of Industrial Arts — B.S., M.Ed., North Texas State University; Ed.D., Texas A&M University.
- Fred K. Rumford, Assistant Professor of Mathematics — B.A., M.S., Kansas State University.
- Gretchen Saam, Associate Professor of Business — B.A., M.A., University of Iowa; M.B.A., Michigan State University.
- George H. Sage, Professor of Physical Education; Chairperson, Department of Physical Education for Men — B.A., M.A., University of Northern Colorado; Ed.D., University of California at Los Angeles.
- Glenn H. St. Aubyn, Assistant Professor of Economics and Environmental Studies — B.S., Colorado State University; M.A., University of Northern Colorado.
- Lynn A. Sandstedt, Associate Professor of Spanish — A.B., University of Northern Colorado; M.A., Ph.D., University of Colorado.
- Thomas N. Santos, Associate Professor of English — A.B., M.A., Ph.D., University of Iowa.
- Norman I. Savig, Associate Professor of Library Science; Music Librarian — B.A., M.A., University of Denver.
- Gordon H. Sawatzky, Associate Professor of

- Psychiatric Nursing — B.A., Bethel College; M.N., Yale University; M.S., University of Colorado.
- Vincent A. Scalia, Assistant Professor of Special Education — B.S., St. Peter's College; M.S., University of Arizona; Ed.D., University of Northern Colorado.
- Anne W. Schenkman, Professor of Psychology, Counseling and Guidance — A.B., M.S., Ed.D., Indiana University.
- Walter A. Schenkman, Professor of Music; Chairperson, Department of Piano and Organ — B.A., Harvard University; M.M., Yale Music School; Diploma de'Etudes, Paris Conservatory; D.Mus., Indiana University.
- John Schmid, Professor of Research and Statistical Methodology — B.S., M.S., Ph.D., University of Wisconsin.
- Donald L. Schmidt, Professor of Mathematics — B.A., Bethel College; M.S., Ph.D., Iowa State University.
- Gerald D. Schmidt, Professor of Zoology — B.A., University of Northern Colorado; M.S., Ph.D., Colorado State University.
- Claude M. Schmitz, Professor of Music; Chairperson, Department of Voice — B.A., M.A., University of Northern Colorado.
- James O. Schreck, Professor of Chemistry; Chairperson, Department of Chemistry — B.A., University of St. Thomas; M.S., Ph.D., Texas A&M University.
- Glenn B. Schroeder, Professor of Education — B.A., Oregon College of Education; M.Ed., University of Oregon; Ph.D., University of New Mexico.
- Janice E. Schuetz, Assistant Professor of Communication — A.B., Idaho State University; M.S., Kansas State College; Ph.D., University of Colorado.
- Warren H. Schulte, Instructor in Elementary Science in Laboratory School; Assistant Director, Elementary School — A.B., University of Texas; M.A., Adams State College.
- Robert O. Schulze, Professor of Sociology — A.B., University of Michigan; M.A., Columbia University; Ph.D., University of Michigan.
- Suzanne S. Schulze, Assistant Professor of Library Science; Head, Documents Service — A.B., University of Michigan; M.P.A., Wayne University; M.L.S., University of Rhode Island.
- Herbert C. Schumacher, Professor of Fine Arts — B.F.A., M.F.A., Ed.D., University of Kansas.
- Rex R. Schweers, Jr., Associate Professor of Mathematics — B.A., M.A., University of Northern Colorado; M.A.T., Brown University.
- Steven L. Scott, Associate Professor of Geography; Chairperson, Department of Geography — B.A., Kearney State College; M.A., Western Illinois University; D.A., University of Northern Colorado.
- Daniel A. Seager, Associate Professor of Library Science; Reference Librarian — B.A., Oklahoma Baptist University; A.B., M.A., University of Oklahoma.
- Donald E. Seager, Professor of Educational Media — B.E., Geneseo State Teachers College; M.A. in Ed., Syracuse University; Ed.D., Brigham Young University.
- Charles E. Selden, Assistant Professor of Education — A.B., Kansas Wesleyan University; M.S., Fort Hays Kansas State College.
- Colleen A. Settje, Assistant Professor of Social Studies in Laboratory School — A.B., M.A., University of Northern Colorado.
- Richard G. Seymour, Assistant Professor of Business — A.B., Duke University; M.B.A., J.D., University of Denver.
- Phillip A. Shade, Associate Professor of Business; Chairperson, Department of Finance and Insurance — B.S., University of Nebraska; M.S., Kansas State University; D.B.A., Indiana University.
- Dale Shaw, Associate Professor of Research and Statistical Methodology; Chairperson, Department of Research and Statistical Methodology — A.B., Colorado College; M.S., Kansas State University; Ph.D., University of Northern Colorado.
- Sarah F. Shaw, Professor of Psychology, Counseling and Guidance — B.S., West Virginia University; M.A., Marshall University; Ed.D., Indiana University.
- Hyun K. Shin, Assistant Professor of Fine Arts — B.A., Sung Kyun Kwan University, Korea; M.A., San Diego State College.
- J. Max Shirley, Professor of Recreation Education; Chairperson, Department of Recreation — B.S., M.A., University of New Mexico; Ed.D., University of Northern Colorado.
- Joseph L. Shoemaker, Professor of Science — B.A., M.A., University of Northern Colorado; Ed.D., University of Colorado.
- Kenneth L. Shropshire, Professor of Geology — B.A., Miami University; Ph.D., University of Colorado.
- Thomas W. Sileo, Assistant Professor of Special Education; B.S., M.A., Seton Hall University; Ed.D., University of Northern Colorado.
- Robert O. Singer, Professor of Education — A.B., M.A., Ed.D., University of Northern Colorado.
- Howard M. Skinner, Professor of Music; Chairperson, Department of Strings — B.A., Sterling College, Kansas; B.Mus., M.Mus., McPhail College of Music; D.Mus., Northwestern University.
- Richard A. Slater, Associate Professor of Oceanography; Chairperson, Department of Earth Sciences — B.S., University of Oklahoma; M.A., University of Southern California; Ph.D., University of Sydney.
- Robert S. Sloat, Professor of Special Education — A.B., Adelphi College; M.S., Hofstra College; Ph.D., University of Texas.
- Joseph J. Slobojan, Associate Professor of Mathematics in Laboratory School — A.B., M.Ed., University of Delaware; Ed.D., University of Northern Colorado.
- David W. Smart, Professor of Student Personnel-Counseling — A.B., Brigham Young University; M.A., Ph.D., University of Utah.
- James G. Smith, Assistant Professor of Health, Physical Education and Recreation in Laboratory School — B.S., Kansas State University; M.A., University of Northern Colorado.
- Ronald Smith, Assistant Professor of Music — A.B., Northern Michigan University; M.M., University of South Florida.
- Thomas D. Smith, Assistant Professor of Business and Vocational Teacher Education — B.S., M.Ed., University of Nebraska.
- Walter G. Smith, Jr., Associate Professor of Music — B.A., M.A., University of Northern Colorado; M.F.A., University of Iowa.
- Dudley I. Solomon, Professor of Educational Administration — A.B., M.A., University of Denver; Ed.D., University of Massachusetts.
- Donald F. Soltz, Assistant Professor of Psychology, Counseling and Guidance — A.B., University of Colorado; M.A., University of Illinois.
- Valerie L. Sorensen, Associate Professor of Home Economics — B.S., M.Ed., Colorado State University.
- Oren Sprague, Associate Professor of Library Science; Library Research and Development Officer — A.B., Graceland College; M.L.S., University of California at Los Angeles; B.D., Drake University.
- Robert T. Stach, Assistant Professor of Theatre Arts in Laboratory School — B.A., M.A., University of Northern Colorado.
- Wendell R. Starr, Professor of English — B.A., Ottawa University; M.A., University of Colorado; Ph.D., University of Minnesota.
- Doris C. Steffy, Professor of Physical Education — B.A., Iowa State Teachers College; M.A., State University of Iowa.
- Robert B. Stein, Assistant Professor of Sociology and Women's Studies; Chairperson, Department of Sociology — A.B., Beloit College; M.A., Ph.D., Vanderbilt University.
- Connie K. Steljes, Associate Professor of Spanish in Laboratory School — B.S., University of Kansas; M.A., Ph.D., University of Colorado.
- John R. Stewart, Assistant Professor of Business — B.S., Kansas State Teachers College; M.A., Ph.D., University of Northern Colorado.
- Walter H. Stewart, Professor of Journalism; B.J., B.A., B.S., M.A., University of Missouri, Ph.D., Southern Illinois University.
- James A. Stoffler, Professor of Education; Chairperson, Department of Curriculum and Instruction — B.S., Southern Illinois University; M.Ed., Marquette University; Ph.D., Southern Illinois University.
- Douglas L. Stutler, Professor of Psychology, Counseling and Guidance — B.A., M.A., University of Northern Colorado; Ph.D., Oregon State University.
- Robert B. Sund, Professor of Science Education — B.A., Reed College; M.S., Oregon State College; M.A., Ed.D., Stanford University.
- John R. Suroviak, Instructor in Business — B.A., Trinity College; M.S., University of Hartford; C.P.A.
- John H. Swaim, Associate Professor of Social Studies in Laboratory School — B.S.E., M.S., Kansas State Teachers College; Ed.D., University of Northern Colorado.
- H. Susan Swaim, Instructor in Middle School in Laboratory School — B.S., Kansas State Teachers College.
- H. Lee Swanson, Assistant Professor of Special Education — A.B., Westmont College; M.A., California State University; Ph.D., University of New Mexico.
- Christine Tanner, Assistant Professor of Medical-Surgical Nursing; Chairperson, Level III - B.S., University of Northern Colorado; M.S., University of California; Ph.D., Colorado University.
- Gerald E. Tanner, Associate Professor of

- Psychology, Counseling and Guidance — B.A., M.A., Ph.D., University of Northern Colorado.
- George Tate, Associate Professor of Psychology, Counseling and Guidance — A.B., Clark College; M.A., Northwestern University; M.Div., Interdenominational Theological Seminary; Th.D., Iliff School of Theology.
- Jo Ann Taylor, Associate Professor of Home Economics and Women's Studies — B.S. in Ed., Northwest Missouri State College; M.A., University of Northern Colorado; Ed.D., The Pennsylvania State University.
- Steve Teglovic, Jr., Professor of Business; Chairperson, Department of Management — B.S.B.A., M.B.A., University of Denver; Ph.D., University of Northern Colorado. C.D.E.
- Bert O. Thomas, Professor of Zoology — B.S., M.S., Colorado State University; Ph.D., University of Minnesota.
- Lida F. Thompson, Associate Professor of Medical-Surgical Nursing; Chairperson, Level II — B.S., University of New Mexico; M.S., University of Colorado.
- Bert D. Thorpe, Professor of Zoology — B.S., Ph.D., University of Utah.
- Robert A. Tolar, Associate Professor of Mathematics — B.S., Lamar College; M.A., University of Texas; Ph.D., Texas A&M University.
- Gordon E. Tomasi, Professor of Chemistry — B.A., M.A., University of Northern Colorado; Ph.D., University of Louisville.
- Richard G. Trahan, Associate Professor of Sociology — A.B., M.A., San Jose State University; Ph.D., University of Wisconsin.
- Orvel L. Trainer, Professor of Economics — B.A., M.A., Ph.D., University of Colorado.
- Janet S. Trapp, Instructor in Communication — B.S., M.A., Texas Tech University.
- Robert A. Trapp, Instructor in Communication — A.B., M.A., Texas Tech University.
- Robert M. Traynor, Assistant Professor of Special Education — A.B., M.A., Ed.D., University of Northern Colorado.
- Thomas K. Trelogan, Assistant Professor of Philosophy; Chairperson, Department of Philosophy — A.B., Northwestern University; A.B.D., Yale University.
- Fern N. Tresvan, Instructor in Women's Physical Education — B.S., University of Northern Colorado; B.F.A., University of Utah.
- Leslie W. Trowbridge, Professor of Science; Chairperson, Department of Science Education — B.S., Central State Teachers College, Wisconsin; M.S., University of Chicago; M.S., University of Wisconsin; Ph.D., University of Michigan.
- Juan Trujillo, Assistant Professor of Education — A.B., Colorado College; M.A., University of Colorado, Ed.D., University of Northern Colorado.
- Harold G. Turnage, Instructor in Laboratory School and University Foreign Languages — A.B., Millsaps College; M.A., University of Georgia.
- Dean E. Turner, Professor of Education — B.A., Centro De Estudios Universitarios; M.Ed., Adams State College; Ph.D., University of Texas.
- Robert B. Turner, Associate Professor of Fine Arts — B.S., State University of New York; M.S., Ed.D., University of Oregon.
- Dean W. Tuttle, Associate Professor of Special Education — B.S., Wheaton College; M.A., Teachers College, Columbia University; M.A., San Francisco State College; Ph.D., University of California.
- R. Elaine Uhrig, Assistant Professor of Special Education — A.B., M.A., Ed.D., University of Northern Colorado.
- Judy K. Underwood, Associate Professor of Special Education — A.B., Douglass College; M.A., Kean College; Ph.D., University of Denver.
- James S. Upton, Professor of Music; Coordinator, Department of History and Literature — B.A., B.M., Hendrix College; M.M., Southern Methodist University; Ph.D., University of Texas.
- Nancy M. Van Anne, Professor of Physical Education — B.A., Iowa State Teachers College; M.A., State University of Iowa; Ph.D., University of Oregon.
- Norbert R. Van Dinter, Associate Professor of Recreation — B.S., Sul Ross State College; M.S., Florida State University; Ed.D., University of Northern Colorado.
- Barrett W. Van Loo, Associate Professor of Theatre Arts — A.B., M.A., California State University.
- Leo B. Varner, Associate Professor of English — B.A., University of California; M.A., San Francisco State College; Ph.D., University of Illinois.
- Jere' Veilleux, Associate Professor of Communication — B.S., Northwestern University; M.A., Ph.D., University of Minnesota.
- John Vonk, Associate Professor of Sociology — A.B., M.A., Ph.D., Western Michigan University.
- Margaret G. Vervelde, Assistant Professor of Elementary Education — A.B., M.Ed., Ed.D., University of Arizona.
- Doris O. Walters, Associate Professor of Home Economics and Vocational Teacher Education — B.S., Northern Illinois State University; M.Ed., Colorado State University.
- James A. Wanner, Assistant Professor of Anthropology — B.S., M.S., University of Wisconsin; Ph.D., University of Colorado.
- Maurice B. Ward, Associate Professor of Psychology, Counseling and Guidance — B.S., M.S., Kansas State University; Ed.D., University of Northern Colorado.
- Dennis E. Warnemunde, Associate Professor of Communication — B.A., Wayne State College; M.A., University of Nebraska; Ph.D., University of Colorado.
- Linda A. Warner, Assistant Professor of Middle School Science in Laboratory School — A.B., M.A., University of Northern Colorado.
- Thomas E. Warner, Professor of Education — B.S., Ashland College; M.Ed., Ph.D., Ohio University.
- Joyce B. Washington, Assistant Professor of College Student Personnel Administration — B.S., Lincoln University of Missouri; M.A., University of Michigan; Ed.D., University of Northern Colorado.
- Roland C. Waterman, Professor of Business — B.S., New York State College for Teachers; M.A., Ed.D., Columbia University.
- Gerald G. Watson, Associate Professor of Political Science — A.B., Willamette University; M.A., Ph.D., University of Florida.
- Mel W. Weishahn, Professor of Special Education — B.A., M.A., University of Northern Colorado; Ed.D., University of Oregon.
- I. David Welch, Professor of Psychology, Counseling and Guidance — A.B., M.A., University of Northern Colorado; Ed.D., University of Florida.
- Robert D. Welch, Assistant Professor of Vocational Teacher Education — A.B., M.A., Ed.D., University of Northern Colorado.
- Maren J. Welsh, Associate Professor of Fine Arts — B.A., M.A., University of Wyoming.
- William H. Weltner, Associate Professor of Education — B.S., University of Colorado; M.A., Ed.D., Ball State University.
- David Whitehead, Professor of Educational Administration — B.S., Wilmington College; M.A., Miami University; Ed.D., University of Tennessee.
- Kenneth H. Widel, Instructor in Industrial Arts in Laboratory School — B.S., Central Missouri State University; M.A., University of Northern Colorado.
- John W. Willcoxon III, Professor of Theatre Arts; Chairperson, Department of Theatre Arts — B.A., Washington and Lee University; M.A., Ph.D., University of Minnesota.
- Marcia I. Willcoxon, Associate Professor of American Studies and Women's Studies; Coordinator, Women's Studies — B.A., M.A., University of Minnesota.
- Gary G. Willoughby, Assistant Professor of Sociology — B.A., M.A., University of Colorado.
- Nell E. Wilson, Associate Professor of English — B.A., Texas Technological College; M.A., Ph.D., University of Colorado.
- Sharon R. Wilson, Associate Professor of English and Women's Studies — A.B., University of Northern Colorado; M.A., Purdue University; Ph.D., University of Wisconsin.
- James R. Winberry, Instructor in Health, Physical Education and Recreation in Laboratory School — B.A., University of Northern Colorado.
- David W. Winters, Capt., U.S. Air Force; Assistant Professor of Aerospace Studies — A.B., University of Oklahoma; M.A., Air Force Institute of Technology, Wright-Patterson Air Force Base.
- Elisabeth P. Wirick, Associate Professor of Home Economics — B.S., College of Home Economics, Rotterdam, Netherlands; M.S., College of Home Economics, Amersfoort, Netherlands; M.A., Brigham Young University.
- Jay Wissot, Assistant Professor of Foundations of Education — B.A., Fairleigh Dickinson University; Ed.M., Columbia University; Ph.D., University of Illinois.
- Marian G. Witwer, Associate Professor of English — B.A., University of Michigan; M.A., University of Colorado.
- Dale E. Woerner, Professor of Chemistry — B.S., Kansas State University; M.S., Ph.D., University of Illinois.
- Elaine V. Wolfe, Professor of Elementary Education — B.S., California State College; M.Ed., Pennsylvania State University; Ph.D., University of Pittsburgh.
- Richard R. Wolfe, Professor of Special

- Education; Chairperson, Department of Social Rehabilitation Services — B.S., Thiel College; M.S., Westminster College; Ph.D., University of Pittsburgh.
- Richard J. Wood, Instructor in Curriculum and Instruction — B.S., State University College of Education - Oswego; M.S., State University College of Education - Buffalo.
- Ernest J. Woods, Professor of Mathematics Education — B.A., Ottawa University; A.M., University of Northern Colorado.
- Janet E. Worrall, Associate Professor of History — A.B., Hamline University; M.A., Ph.D., Indiana University.
- Thurman N. Wright, Associate Professor of Physical Education — B.A., University of Northern Colorado; M.A., Director of P.E., Indiana University.
- William S. Wright, Associate Professor of Special Education — A.B., Kansas Wesleyan University; M.A., University of Northern Colorado; Ed.D., University of Oregon.
- Douglas R. Wurst, Instructor in Instrumental Music in Laboratory School — A.B., B.M., University of Northern Colorado.
- Caroline D. Zaweckis, Assistant Professor of Community Health Nursing — B.S., Loretto Heights College; M.S.N., Catholic University of America.
- Loren L. Zeller, Assistant Professor of Spanish — A.B., University of the Pacific; M.A., Ph.D., University of Iowa.
- Ronald D. Zellner, Associate Professor of Psychology, Counseling and Guidance — B.S., M.A., Ph.D., Arizona State University.

## Affiliate Professors

- Cloyd L. Arford, Affiliate Professor of Physical Education — B.S., University of Denver; M.D., University of Colorado.
- David Bates, Affiliate Professor of Nursing — M.D., University of Colorado.
- Florence Berman, Affiliate Professor of Special Education — A.B., Ohio University; M.A., Ph.D., University of Denver.
- Riccardo Bianchi, Affiliate Professor of Fine Arts — Liceo Artistico of Florence.
- Sarah Borthick, Affiliate Instructor in Medical Technology; Teaching Coordinator, Weld County General Hospital — B.A., University of Colorado; M.S., University of Colorado Medical School.
- Christopher T. Campos, Affiliate Professor of Communication Disorders; Audiologist, Neurotology Center, Mercy Medical Plaza, Denver — B.A., M.A., University of Northern Colorado.
- Donald E. Cook, Affiliate Professor of Physical Education — A.B., Colorado College; M.D., University of Colorado School of Medicine.
- Jone Guillard Corsi, Affiliate Professor of Italian Language — University of Florence; Central Europe University of Nancy.
- Richard Cripe, Affiliate Professor of Clinical Psychology; Executive Director, Weld Mental Health Center, Inc. — B.S., M.S., Ph.D., Purdue University.
- Marion P. Downs, Affiliate Professor of Special Education and Rehabilitation — A.B., University of Minnesota; M.A., M.D., University of Denver.
- James Emmett, Affiliate Professor of Biological Sciences — B.S., M.S., University of Wyoming; D.V.M., Colorado State University.
- Lola Fehr, Affiliate Professor of Nursing — B.S., University of Denver; M.S., University of Colorado.
- Susan Giuliotti, Affiliate Professor of Fine Arts — Royal Turnbridge Wells School of Art; Academy of Fine Arts, Florence.
- Nicola Grifoni, Affiliate Professor of Fine Arts — State Institute of Art in Florence; Physics Institute of Aroetri, Florence.
- Paolo Guasconi, Affiliate Professor of Fine Arts — University of Florence.
- Jon M. Hasbrouck, Affiliate Professor of Special Education and Rehabilitation — A.B., M.A., University of Montana; Ph.D., University of Minnesota.
- John Holloway, Affiliate Professor of College Law — B.A., J.D., University of Colorado.
- Robert Inglis, Affiliate Professor of Psychology, Counseling and Guidance — B.A., Stanford University; B.S., Eden Theological Seminary.
- Roger M. Johnson, Affiliate Professor of Psychiatry; Psychiatrist, Weld Mental Health Center, Inc. — A.B., M.D., University of Nebraska.
- Lewis Kidder, Affiliate Professor of Medical Technology; Director, Department of Psychology, Weld County General Hospital — B.S., Kansas State University; M.D., University of Kansas.
- De A. McMahan, Affiliate Professor of Special Education and Rehabilitation — B.A., University of Colorado; M.S., Washington University.
- Roberta Miller, Affiliate Professor of Nursing; Director of Nursing, Weld County General Hospital — B.S., University of Denver; M.S., University of Colorado.
- John Mills, Affiliate Associate Professor of Medical Technology; Pathologist, Weld County General Hospital.
- Robert Mischke, Affiliate Professor of Communication Disorders; Neurotologist - Otolaryngology, Mercy Medical Plaza, Denver — B.A., University of Tennessee; M.D., University of Tennessee Medical University.
- Jerry L. Northern, Affiliate Professor of Special Education and Rehabilitation — A.B., Colorado College; M.S., Gallaudet College; Ph.D., University of Colorado.
- Mary Francis O'Brecht, Affiliate Instructor in Speech Pathology — B.S., M.S., Southern Illinois University.
- Theron G. Sills, Affiliate Professor of Psychiatry; Psychiatrist — B.A., M.D., University of Kansas.
- Susan T. Slibeck, Affiliate Professor of Special Education and Rehabilitation — B.S., Northern Illinois University; M.S., Colorado State University.
- Myron Smith, Affiliate Assistant Professor of Medical Technology; Pathologist, Weld County General Hospital — B.A., University of Colorado; M.D., University of Colorado Medical School.
- Robert C. Stenson, Affiliate Professor of Psychology — A.B., Lutheran College; M.Div., Luther Theological Seminary.
- Jerry Weil, Affiliate Associate Professor of Medical Technology; Pathologist, Weld County General Hospital — B.A., University of

- Colorado; M.D., University of Colorado Medical School.
- James R. Wheeler, Affiliate Professor of Physical Education — M.D., Northwestern University.
- Franklin D. Yoder, Affiliate Professor of Nursing — B.S., M.D., Northwestern University; M.P.H., University of California.

## Laboratory School

### Earnest Horn Elementary School University High School

- Kenneth G. Frisbie, Ed.D., Director of the Laboratory School.
- Margaret A. Anderson, M.A., Assistant Professor in the Primary Continuum.
- Mark W. Anderson, M.A., Instructor in Middle School Mathematics.
- Marla Kay Ashcraft, A.B., Instructor in the Primary Continuum.
- Edward N. Brazee, Ed.D., Assistant Professor in Middle School English.
- Barbara K. Breen, A.B., Instructor in Fine Arts.
- Carolyn K. Brink, M.A., Assistant Professor in Home Economics.
- Teresa A. Brooks, A.B., Instructor in Fine Arts.
- Shirley M. Carriar, Ed.D., Professor in Secondary School English.
- Richard M. Emerson, M.A., Instructor in Middle School Science.
- Barbara A. Emmert, Ed.D., Assistant Director of Guidance and Counseling, K-12.
- Michael W. Flannigan, Ed.D., Guidance Counselor, K-12.
- Thomas L. Groom, M.A., Associate Professor in Secondary Social Studies; Assistant Director of Teacher Education.
- Lelloine Gunning, M.A., Associate Professor in the Intermediate Continuum.
- James P. Hawkins, Ed.D., Associate Professor of English and Humanities.
- Russell D. Heath, A.B., Assistant Professor of Secondary School Social Studies.
- Jenean L. Huckaby, M.A., Instructor in the Primary Continuum.
- Richard G. Jensen, B.S., Instructor in Mathematics and Health, Physical Education and Recreation.
- H. Audrie Johnston, M.A., Associate Professor of Secondary School Mathematics.
- Larry K. S. Kaliloo, M.A., Instructor in Health, Physical Education and Recreation.
- Brenda L. Knight, A.B., Instructor in Secondary Home Economics.
- Edward P. Krafft, M.A., Assistant Professor in the Intermediate Continuum.
- Jeanne E. Lipman, M.A., Instructor in Vocational Business.
- Robert L. Longwell, Ph.D., Associate Professor of Secondary School English and Speech.
- Rozema McKain, M.A., Assistant Professor of Business Education.
- Deborah A. McKenna, M.Ed., Instructor in Health, Physical Education and Recreation, Middle School.
- Christie L. Malnati, A.B., Instructor in French.
- Nelda M. Mickens, M.A., Assistant Professor of Choral Music, K-12.
- Marie W. Moinat, M.A., Librarian, K-12.
- Marlys S. Noble, M.A., Assistant Professor in the Intermediate Continuum.
- Gregory N. Pierson, Instructor in Social Studies in the Middle School.



Paul W. Richard, M.A., Associate Professor of Biology.

Warren H. Schulte, M.A., Instructor in Elementary Science; Assistant Director, Elementary School.

Colleen A. Settje, M.A., Assistant Professor of Secondary School Social Studies.

Joseph L. Shoemaker, Ed.D., Professor of Secondary School Science.

Joseph J. Slobojan, Ed.D., Associate Professor of Secondary School Mathematics; Assistant Director, Secondary School.

James G. Smith, M.A., Assistant Professor of Health, Physical Education and Recreation, K-12.

Robert T. Stach, M.A., Assistant Professor of Theatre Arts.

Connie K. Steljes, Ph.D., Associate Professor of Spanish, 6-12.

John H. Swaim, Ed.D., Associate Professor of Middle School Social Studies; Assistant Director.

H. Susan Swaim, B.S., Instructor in Middle School.

Harold G. Turnage, A.B., Instructor in German.

Linda A. Warner, M.A., Assistant Professor of Middle School Science.

Kenneth H. Widel, M.A., Instructor in Industrial Arts, K-12.

James M. Winberry, B.A., Instructor in Health, Physical Education and Recreation.

Earnest J. Woods, A.M., Professor of Secondary School Mathematics.

Douglas R. Wurst, B.M., Instructor in Instrumental Music.

## Emeritus Faculty

Verne Ahlberg, Professor Emeritus of Speech — A.B., M.A., Appointed, 1950; Emeritus since 1971.

Rachel F. Anderson, Professor Emeritus of Business — A.B., M.A., Appointed 1967; Emeritus since 1975.

Gunther F. A. Baer, Associate Professor Emeritus of German — A.B., M.A., Dr. utriusque iuris. Appointed, 1961; Emeritus since 1973.

Richard F. Ball, B.A., M.A., Professor Emeritus of Art — B.S., M.A. Appointed, 1947; Emeritus since 1977.

Howard L. Blanchard, Professor Emeritus of Psychology, Counseling and Guidance — B.A., M.S., Ed.D. Appointed, 1960; Emeritus since 1974.

Irene Engle Bogan, Associate Professor Emeritus of Library Science — A.B., B.S.L.S. Appointed, 1946; Emeritus since 1964.

John Edgar Bothell, Professor Emeritus of Education — A.B., M.A., Ed.D. Appointed, 1949; Emeritus since 1970.

Edith B. Brummer, Assistant Professor Emeritus of Library Science — B.S. Appointed, 1956; Emeritus since 1965.

John William Bunn, Professor Emeritus of Health Education — B.S., A.M. Appointed, 1956; Emeritus since 1963.

L. C. Butler, Professor Emeritus of Physical Education — A.B., M.A., Ed. Appointed, 1940; Emeritus since 1973.

Martin Candelaria, Professor Emeritus of

Spanish — A.B., A.M., Ph.D. Appointed, 1948; Emeritus since 1963.

John Elbert Chadwick, Professor Emeritus of Music — A.B., A.M., Ph.D. Appointed, 1924; Emeritus since 1962.

Lucy Rosenquist Chamberlain, Associate Professor Emeritus of Elementary Education — Ph.B., A.M. Appointed, 1923; Emeritus since 1949.

Amos Lincoln Claybaugh, Professor Emeritus of Elementary Education — Appointed, 1958; Emeritus since 1978.

Susan J. Clevenger, Professor Emeritus of Psychology, Counseling and Guidance — A.B., M.A., Ed.D. Appointed, 1959; Emeritus since 1976.

Roy Edward Colby, Assistant Professor Emeritus of Spanish — A.B., M.A. Appointed, 1962; Emeritus since 1972.

Harry E. Collins, Professor Emeritus of College Student Personnel Administration — A.B., M.A., Ed.S. Appointed, 1956; Emeritus since 1975.

Ambrose Owen Colvin, Professor Emeritus of Business Education — B.C.S., A.M., Ph.D. Appointed, 1918; Emeritus since 1947.

Virginia Costello, Professor Emeritus of Library Science — A.B., M.A. Appointed, 1942; Emeritus since 1978.

Neal M. Cross, Professor Emeritus of English — B.A., M.A., Ed.D. Appointed, 1941; Emeritus since 1976.

Ray Lawrence DeBoer, Professor Emeritus of Communication — A.B., M.A. Ed. Appointed, 1950; Emeritus since 1978.

Donald Gilmore Decker, Provost Emeritus, and Professor Emeritus of Science Education — B.S., M.A., Ph.D., Sc.D. Appointed, 1937; Emeritus since 1975.

Richard G. Ellinger, Professor Emeritus of Fine Arts — A.B., A.M. Appointed, 1927; Emeritus since 1962.

Rose Wilma Farrar, Professor Emeritus of Business Education — A.B., A.M. Appointed, 1938; Emeritus since 1962.

John B. Fulbright, Professor Emeritus of Psychology, Counseling and Guidance — B.A., M.A., Ed.D. Appointed, 1949; Emeritus since 1972.

Clara E. Funderburk, Associate Professor Emeritus of Home Economics — B.S., M.A. Appointed, 1964; Emeritus since 1973.

Don Garlick, Professor Emeritus of Music — B.F.A., M.M., D.M.A. Appointed, 1949; Emeritus since 1973.

George G. Gates, Professor Emeritus of English — B.A., M.A., Ed.D. Appointed, 1946; Emeritus since 1969.

Catherine Crates Gibert, Professor Emeritus of Foreign Languages — A.B., A.M. Appointed, 1922; Emeritus since 1959.

Blanche Ginsburg, Associate Professor Emeritus of Music — A.B., M.A. Appointed, 1946; Emeritus since 1974.

Henry Trustman Ginsburg, Professor Emeritus of Music — B.Mus., A.B., A.M., D.Mus. Appointed, 1931; Emeritus since 1958.

Harley F. Glidden, Professor Emeritus of Science — B.S., M.A., Ph.D. Appointed, 1942; Emeritus since 1971.

Rupert M. Goodbrod, Professor Emeritus of Music — B.F.A., M.S. in Ed. Appointed, 1945; Emeritus since 1971.

Robert Somerville Graham, Professor Emeritus of French — A.B., M.A., Ph.D. Appointed, 1958; Emeritus since 1978.

Lyman Beecher Graybeal, Professor Emeritus of Education — B.S., A.M., Ed.D. Appointed, 1950; Emeritus since 1960.

Walter O. Green, Professor Emeritus of Fine Arts — B.A., M.A. Appointed, 1965; Emeritus since 1970.

Rhoda Foss Hall, Professor Emeritus of Home Economics — B.S., M.A. Appointed, 1945; Emeritus since 1967.

John William Hancock, Professor Emeritus of Physical Education — A.B., M.A. Appointed, 1932; Emeritus since 1966.

Marjorie Harkness, Professor Emeritus of Elementary Education — B.S., M.A., Ed.D. Appointed, 1950; Emeritus since 1977.

William F. Hartman, Professor Emeritus of Journalism — B.A., M.A., Ed.D. Appointed, 1946; Emeritus since 1974.

Tyrus Hillway, Professor Emeritus of Higher Education — A.B., M.A., Ph.D. Appointed, 1951; Emeritus since 1973.

Edna Mary Hoydar, Professor Emeritus of Public School Music — B.A., M.M. Appointed, 1937; Emeritus since 1962.

Bernice E. Hunn, Professor Emeritus of Elementary Education — B.S., M.A., Ed.D. Appointed, 1957; Emeritus since 1975.

Rita J. Hutcherson, Professor Emeritus of Music — A.B., M.A., Ph.D. Appointed, 1946; Emeritus since 1973.

Alex Jardine, Professor Emeritus of Education — B.A., M.A., Ed.D. Appointed, 1966; Emeritus since 1970.

F. Morris Johnson, Professor Emeritus of Industrial Arts — B.A., M.A., Ed.D. Appointed, 1953; Emeritus since 1976.

LeRoy Kerns, Professor Emeritus of Education — A.B., M.A., Ed.D. Appointed, 1949; Emeritus since 1974.

Ralph Roy King, Professor Emeritus of Music — B.A., M.A., Ed.D. Appointed, 1935; Emeritus since 1976.

Winfield LeRoy Knies, Associate Professor Emeritus of Business Education — A.B., M.B.A. Appointed, 1922; Emeritus since 1957.

Paul Charles LaBorne, Instructor Emeritus in Foreign Languages — A.B., M.A. Appointed, 1960; Emeritus since 1970.

Helen Langworthy, Professor Emeritus of Speech and Drama — A.B., M.A., Ph.D. Appointed, 1933; Emeritus since 1965.

Jessie Emily Latham, Professor Emeritus of Health Education — A.B., M.A. Appointed, 1949; Emeritus since 1968.

Rose Eileen Leacock, Professor Emeritus of Fine Arts; B.A., M.A. Appointed, 1945; Emeritus since 1968.

Elizabeth Lehr, Associate Professor Emeritus of Elementary Education — B.A., A.M. Appointed, 1926; Emeritus since 1969.

Arno H. Luker, Professor Emeritus of Psychology, Counseling and Guidance — J.D., M.A., Ed.D. Appointed, 1949; Emeritus since 1977.

Charles William McLain, Professor Emeritus of Educational Psychology and Guidance — B.A., M.S., Ed.D. Appointed, 1951; Emeritus since 1963.

Florence Marguerite Meyer, Associate Professor

- Emeritus of English — A.B., A.M. Appointed, 1930; Emeritus since 1960.
- Estel Elgar Mohr, Professor Emeritus of Public School Music — B.S., M.A., Ed.D. Appointed, 1926; Emeritus since 1970.
- Arthur D. Moinat, Professor Emeritus of Botany — B.S., M.S., Ph.D. Appointed, 1950; Emeritus since 1967.
- Alvin O. Mosbo, Professor Emeritus of Elementary Education — A.B., M.A., Ed.D. Appointed, 1957; Emeritus since 1978.
- Margaret Lois Mulroney, Professor Emeritus of Foreign Languages — B.A., M.A., Ph.D. Appointed, 1928; Emeritus since 1975.
- Louise Adelaide Neal, Professor Emeritus of Education — A.B., M.A., Ed.D. Appointed, 1946; Emeritus since 1972.
- Vera Lanore Newburn, Professor Emeritus of Home Economics — B.S., M.A., Appointed, 1926; Emeritus since 1964.
- Howard D. Ninemires, Professor Emeritus of Education — A.B., M.A. Appointed, 1952; Emeritus since 1968.
- Dale O. Patterson, Professor Emeritus of Mathematics — A.B., M.A., Ph.D. Appointed, 1947; Emeritus since 1965.
- Alberta Eloise Reitze, Associate Professor Emeritus of Education — A.B., M.A. Appointed, 1950; Emeritus since 1966.
- Winnifred S. Richardson, Associate Professor Emeritus of Library Science — A.B., M.A. Appointed, 1960; Emeritus since 1973.
- William Robert Ross, President Emeritus — B.S., M.A., Ph.D., Sc.D., LL.D. Appointed, 1942; Emeritus since 1964.
- George F. Sanderson, Professor Emeritus of Education — B.A., M.A. Appointed, 1948; Emeritus since 1975.
- Edith Marie Selberg, Professor Emeritus of Biology — A.B., A.M. Appointed, 1926; Emeritus since 1962.
- Jack Shaw, Professor Emeritus of College Student Personnel Work — A.B., M.Ed., Ph.D. Appointed, 1950; Emeritus since 1973.
- Maynard N. Stamper, Professor Emeritus of Biological Sciences — B.S., A.M., Ph.D. Appointed, 1954; Emeritus since 1974.
- Vivian Tilden, Associate Professor Emeritus of Library Science — A.B., M.A. Appointed, 1958; Emeritus since 1973.
- Oscar W. Tollefson, Professor Emeritus of Geology — B.S., M.A., Ph.D. Appointed, 1956; Emeritus since 1969.
- Sylvester Roy Toussaint, Professor Emeritus of Speech — B.A., M.A., Ph.D. Appointed, 1938; Emeritus since 1967.
- Glen C. Turner, Professor Emeritus of Business Administration — A.B., M.A., M.B.A., D.P.S. Appointed, 1940; Emeritus since 1968.
- Everett H. Van Maanen, Professor Emeritus of Education — B.S., M.A., Ed.D. Appointed, 1959; Emeritus since 1975.
- Wayman E. Walker, Professor Emeritus of Music — B.M.E., M.M. Appointed, 1951; Emeritus since 1978.
- Laura O. Williams, Assistant Professor Emeritus of Education — A.B., M.A. Appointed, 1968; Emeritus since 1971.
- A. M. Winchester, Professor Emeritus of Biology — A.B., M.A., Ph.D. Appointed, 1962; Emeritus since 1973.
- Welby B. Wolfe, Professor Emeritus of Drama — A.B., M.A., Ed.D. Appointed, 1946; Emeritus of Drama — A.B., M.A., Ed.D. Appointed, 1946; Emeritus since 1973.
- Leslie Day Zeleny, Professor Emeritus of Sociology — B.S., A.M., Ph.D. Appointed, 1946; Emeritus since 1963.

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