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METHODIST COLLEGE

ACADEMIC BULLETIN 1979-81

1979-81 ACADEMIC CALENDAR

Month	Day	Day of Week	Notes
August	25	Saturday	(10:00 a.m.) Residences held open for new students. Registration for new students.
August	26	Sunday	(10:30 p.m.) Residences held open and registration begins for continuing students. Orientation for new students continues. Last day for all students to register without penalty fee.
August	27	Monday	Registration continues. Meetings with faculty.
August	28	Tuesday	Classes begin.
September	4	Tuesday	Last day to admit late registrants to Tues./Thurs. classes.
September	5	Wednesday	Last day to drop Mon./Wed./Fri. classes without WF grade.
September	16	Tuesday	Last day to drop Tues./Thurs. classes without WF grade.
September	18	Wednesday	Last day to drop Mon./Wed./Fri. classes without WF grade.
September	27-28	Thurs.-Fri.	Final exams for block courses in Education.
October	1	Monday	Students begin to drop courses for grades. But course for grade drop.
October	15	Monday	Final exams for block courses in Education.
October	16	Tuesday	Final exams for block courses in Education.
October	22-25	Wed.-Sat.	Final exams for block courses in Education.
November	1	Monday	Final exams for block courses in Education.
November	15	Monday	Final exams for block courses in Education.
November	21	Monday	Final exams for block courses in Education.
December	14	Monday	Final exams for block courses in Education.
December	21	Monday	Final exams for block courses in Education.
January	14	Monday	Classes begin.
January	21	Monday	Last day to admit late registrants to Mon./Wed./Fri. classes.
January	22	Tuesday	Last day to admit late registrants to Tues./Thurs. classes.
February	4	Monday	Last day to drop Mon./Wed./Fri. classes without WF grade.
February	5	Tuesday	Last day to drop Tues./Thurs. classes without WF grade.
February	27-28	Wed.-Thurs.	Finals for all block courses.
February	29	Friday	Mid-semester break. Mid-semester grades due 4:00 p.m.
March	5-6	Wed.-Sun.	Spring holidays. Spring holidays 10:00 a.m. to 10:00 p.m.
March	10	Monday	Classes resume. New business and courses begin. Student leaders report to program school.
April	10	Wednesday	Registration for returning students. Fall semester begins.

BULLETIN OF METHODIST COLLEGE 1979-81

Academic Bulletin Issue

CONTENTS

Academic Calendar	3, 4
Purpose	5
Academic Recognition	7
General Academic Regulations	7
Summer Session	12
Evening College	13
Basic Expenses	14
Program of Instruction	15
Vocational or Professional Interests	19
Courses of Study	23
Honors and Awards	61
Directory	63
Index	67

Methodist College admits students of any race, color, sex, national and ethnic origin or any religious denomination to all the privileges, programs and activities generally made available to students of the college. Methodist College does not discriminate on the basis of race, color, sex, national or ethnic origin or religious denomination in the administration of its educational policies, scholarships and loan programs, athletics and all other college administered programs.

1979-81 ACADEMIC CALENDAR

1979

August	25	Saturday	(10:00 a.m.) Residence halls open for new students. Registration for new students.
August	26	Sunday	(12:30 p.m.) Residence halls open and registration begins for continuing students. Orientation for new students continues. Last day for all students to register without penalty fee.
August	27	Monday	Registration continues. Meetings with faculty.
August	28	Tuesday	Classes begin.
September	4	Tuesday	Last day to admit late registrants to Tues./Thurs. classes.
September	5	Wednesday	Last day to admit late registrants to Mon./Wed./Fri. classes.
September	18	Tuesday	Last day to drop Tues./Thurs. classes without WF grade.
September	19	Wednesday	Last day to drop Mon./Wed./Fri. classes without WF grade.
September	27-28	Thurs.-Fri.	Final Exams for block courses in Education.
October	1	Monday	Student teachers report to assigned schools.
October	15	Monday	Final exams for Science 109.
October	16	Tuesday	Mid semester point; mid term grades due 4:00 p.m.
October	17-21	Wed.-Sun.	Fall break begins October 16, 5:00 p.m.
October	22	Monday	Classes resume
October	24	Wednesday	New courses begin in Science 109
November	14	Wednesday	Registration for returning students, Spring Semester, 1979-80.
November	21-25	Wed.-Sun.	Thanksgiving holidays begin at 1:00 p.m. on November 21.
December	13-19	Thurs.-Wed.	Final examinations.
December	21	Friday	Graduation exercises.

1980

January	12	Saturday	(2:00 p.m.) Residence halls open; registration for new students. Supper will be first meal served.
January	13	Sunday	(12:30 p.m.) Registration for continuing students. Last day of registration for all students without penalty fee.
January	14	Monday	Classes begin.
January	21	Monday	Last day to admit late registrants to Mon./Wed./Fri. classes.
January	22	Tuesday	Last day to admit late registrants to Tues./Thurs. classes.
February	4	Monday	Last day to drop Mon./Wed./Fri. classes without WF grade.
February	5	Tuesday	Last day to drop Tues./Thurs. classes without WF grade.
February	27-28	Wed.-Thurs.	Finals for all block courses.
February	29	Friday	Mid semester point. Mid-term grades due 4:00 p.m.
March	5-9	Wed.-Sun.	Spring holidays. Begin 5:00 p.m. on March 4.
March	10	Monday	Classes resume. New Science 109 courses begin. Student teachers report to assigned schools.
April	16	Wednesday	Registration for returning students, Fall Semester, 1980-81.
April 28-May	2	Mon.-Fri.	Final examinations
May	4	Sunday	Graduation exercises.

Evening College 1979-80

Fall I — 79
Fall II — 79
Spring I — 80
Spring II — 80

September 5 — October 26 (no classes October 12-21)
October 29 — December 14
January 14 — February 28 (no classes March 3-7)
March 10 — April 24

Week-End College

Fall — 79
Spring — 80

September 8 — December 15
January 19 — April 26

PURPOSE

The general purpose for the establishment and operation of Methodist College as a christian institution is the development of responsible members of society by providing a liberal arts education for students from the Cumberland County community, from southeastern North Carolina and from United Methodist Church families, as well as for any students whose goals and values can be identified with those of the institution, regardless of their regional, national, racial or ethnic origins. Since its program is based on the conviction that a liberally educated person can contribute substantially and creatively to the professions and to the business and civic life of his or her community, Methodist College adheres to the following premises:

1. A liberally educated person should possess an open-minded and a questioning attitude.

The college was founded in the Methodist educational tradition, which encourages students to inquire actively about the meaning of existence, to maintain a lasting dedication to truth and to develop consciously their own personal philosophies of life.

2. A liberally educated person is ethical.

Responsible citizens conduct themselves in accord with moral principles and accept the consequences of their actions. Methodist College seeks to inculcate high ethical standards in her students, especially by emphasizing the needs and rights of others.

3. A liberal arts education should promote self-understanding.

The successful life is based upon sound self-knowledge, and the liberally educated person should have a ready awareness of his or her abilities and shortcomings. Methodist College attempts to foster such self-understanding by encouraging all students to engage in a variety of academic, social, athletic, cultural and civic activities.

4. A liberal arts education ministers to the whole person.

The complex human personality has a wide range of potential in diverse aspects of life-experience. Methodist College cherishes for its students the development of capabilities for the appreciation and enjoyment of many areas of knowledge, of the arts, and the attainment of attitudes and skills that may serve to enrich their relationships and experiences throughout life.

5. A good liberal arts education is acquired through excellence in teaching.

The college's constant goal is the development of a staff of instructors with the highest professional qualifications, the most effective classroom pedagogy and individual tutorial skills, and the most abiding love for and interest in those of all ages who came to them for leadership in the great adventure of learning.

ADMINISTRATIVE POLICIES

Each student is expected to work for the best interest of Methodist College, to represent the best thinking of the student body, to conform to the regulations of the College, to strive to perpetuate the finest traditions of the College, and to plan intelligently for improvement and adjustment wherever needed.

Administrative Policies of the College approved by the Executive Committee of the Board of Trustees, May, 1968.

1. The administration of the College believes that participation in the College will be helpful and valuable to the Student Government Association. However, the following matters are reserved to the administration and faculty of the College subject to approval of the Board of Trustees:
 - A. Academic matters.
 - B. Operation of the infirmary and health of the students.
 - C. Residence hall assignments.
 - D. Food services on the campus.
 - E. Organization of student groups on the campus.
 - F. Control of all College property.
 - G. Supervision with student representatives on committees, of The College Convocation Program, special events and speakers.
 - H. The women's residence halls have closing hours, and there are no open residence halls.
 - I. All College activities have College personnel in attendance.

2. The President of the College, the Dean of the College, and the Student Deans reserve the right to handle special cases of discipline which, in their judgment, should be handled by the administration.
3. The administration of the College will consider the following possible grounds for separation of the student from the College and reserves the right to review decisions of the Student Courts involved in such matters:
 - A. Conviction of a crime in court.
 - B. Damage to College property that indicates vandalism.
 - C. Stealing or abuse of another's property or possessions.
 - D. The use or possession of alcoholic beverages.
 - E. Cheating in any form in academic matters.
 - F. Breach of social restriction.
 - G. Participation in a riot or unlawful demonstration.
 - H. Hazing in any manner.
 - I. Giving of false information for an excuse.
 - J. Tampering with fire alarm equipment on the campus.
 - K. Failure to follow general rules and regulations of the College as printed in publications.
 - L. The use or possession of drugs outlawed by State and Federal Laws.
 - M. Interruption or interference with the normal program of the College.
 - N. Conduct that is derogatory to the College community.

RELEASE OF INFORMATION

Access to student records is regulated by the Family Educational Rights and Privacy Act (PL 93-380). This act was designed to protect the privacy of the student's records, and Methodist College intends to comply fully with this act.

Local policy explains the procedures to be used by the college for compliance. Copies of the policy statement can be found in the following offices: President, Dean of Students, Academic Dean, Registrar and Admissions.

Methodist College categorizes the following information as Directory Information which the school will release only in the best interests of the student as determined by the college:

Name, address, telephone number, date and place of birth, parents' name, major field of study, participation in officially recognized activities and sports, most recent previous educational institution attended by the student, weight and height of members of athletic teams, dates of attendance at Methodist and degrees and awards received.

Under the FERPA Act, students have the right to withhold disclosure of any or all of the Directory information. Requests for non-disclosure must be filed annually with the Registrar if withholding Directory Information is desired. Methodist College assumes that failure on the part of the student to file such a request indicates approval for disclosure.

METHODIST COLLEGE GOALS

Certain minimal standards are expected of all students. The following are not intended to be a list of all college basic standards, but are intended to be representative of the **minimal** quality of student life which the college expects.

1. Use and possession of alcohol by Methodist College students is strictly forbidden.
2. Improper or illegal use of drugs or prescriptions is strictly forbidden.
3. There will be no open dorms.
4. There will be closing hours on girls' dorms.
5. All college activities will be chaperoned.
6. Conduct befitting a lady or gentleman in today's world is expected of each student.

ACADEMIC RECOGNITION

In November of 1966 Methodist College received full accreditation by the Southern Association of Colleges and Schools. This action came at the earliest possible time, following the graduation of the required first three classes, in June of 1966. Accreditation was retroactive to the first graduating class.

The college is a member of:

- The Southern Association of Colleges and Schools
- The North Carolina Association of Colleges and Universities
- The North Carolina Association of Independent Colleges and Universities
- The North Carolina Association for Colleges of Teacher Education

The college is approved by:

- The Division of Certification and Standards, North Carolina Department of Public Instruction, for the in-service preparation of public school teachers.
- The University Senate of The United Methodist General Board of Education for the undergraduate training of ministers and Christian education workers.

GENERAL ACADEMIC REGULATIONS

Admissions Policy

Methodist College admits academically qualified students of any race, color, sex, national or ethnic origin, or of any religious faith. Those so admitted are entitled to all privileges, programs or activities available to students of the college and are considered without discrimination in the administration of all educational policies and standards, scholarships or other financial assistance, as well as extra-curricular activities. Applicants for admission should consult the college's **Admissions Catalog**.

Registration

The time for registration is designated in the academic calendar. Students will not be permitted to attend any class until they have completed their registration.

Students will not be permitted to register after the date designated in the academic calendar as "last day permitted to enter classes." A penalty of \$10.00 is imposed when fees are paid on or after the date designated for "classes begin" in the academic calendar.

Student's Responsibility

Every student admitted to Methodist College is admitted to a degree program which normally is completed in four academic years, or less. The college provides extensive counseling resources and every student has a faculty advisor to assist in planning and following a program with the minimum of difficulty. However, each student, as a young adult is responsible for his/her own program, in the final analysis. If a student is ever in doubt about any matter, he/she should consult the advisor and/or appropriate administrative officers before taking action.

Course Load

The student's normal course load is 15 to 17 semester-hours. Students who make the Dean's List in the previous semester or have a total grade-point average of 3.20 or higher may register for 18 semester-hours with the approval of the faculty advisor. All students must have the approval of the Academic Dean for 19, or more, semester-hours. An additional fee per semester hour will be charged for each academic semester-hour over 17.

Changing Courses or Dropping Courses

Students will not be permitted, except in extraordinary situations, to make changes in courses later than the deadline specified for that purpose in the academic calendar. After that date the dropping of a course entails a grade of WF, except in extenuating circumstances acceptable to the instructor and the academic dean. The dropping of any course at any time **MUST** be processed through the office of the registrar. It cannot be done by simply ceasing to attend a class for which one has

registered. Unless carried out through proper channels a "drop" entails a grade of "F" for the course involved. All changes in academic programs must have the approval of the student's advisor before formal action is requested through administrative channels.

Transfer Credits

Any student wishing to enroll in a course or courses at another institution during the summer, or at any time, for transfer of credits back to Methodist College, must obtain official approval if credit is to be granted. Application must be made through the office of the registrar and approval granted **prior** to enrollment at the other institution. Proper identification and content description of courses involved should be furnished the Methodist College registrar at time of application. This same requirement applies to all CLEP examinations taken by individuals for academic credit, although not to such examinations administered by Methodist College for Merit Scholarship Award purposes.

VA Requirements

The following regulations and policies apply to students who receive veterans' benefits:

- a. If a veteran wishes to receive fulltime benefits he must carry 12 semester-hours of work not attempted before in his college career. This means six hours of work to qualify for half-time benefits and three hours of new work per semester for quarter-time benefits. For individuals receiving tuition and fees, benefits will pay only for work not attempted before.
- b. Veterans will report monthly to the school's VA representative to verify their continuance in college. Otherwise, they may be terminated.
- c. If the veteran has not made adequate progress after one semester on strict academic probation, he will be terminated to the Veterans Administration for educational payments, for unsatisfactory progress. At any time, if the veteran has accrued 13 semester-hours or more of punitive grades he will be so terminated.

Suspensions, Dismissals and Readmission

1. Suspensions and/or dismissals of students are executed by the offices of the Academic Dean and Student Life Dean, depending upon whether the occasion be academic or social in nature.
2. Application for readmission submitted by a student suspended for either academic or disciplinary reasons must be in writing, addressed to the appropriate Dean, and should state why the student feels he should be re-instated. The Dean will make his or her recommendation to the Faculty Committee on Admissions, which will review the situation and issue the final decision in the matter. The committee may, as it deems appropriate, stipulate terms of readmission. The student has a right to reapply, but readmission is a privilege and is not automatic.
3. Students who have been suspended for either academic or social reasons must be formally readmitted before they may enroll in classes in either the Evening or the summer sessions of the college.
4. A transfer student applying for admittance must be eligible at that time to continue as a student at the institution from which transferring. He or she is subject to terms of admission as set by the Admissions committee.

Classification of Students

1. **FULL-TIME STUDENTS:** Those enrolled in any semester (two terms of Evening College or up to three terms of the Summer Session) for 12 or more semester-hours.
2. **PART-TIME STUDENTS:** Those enrolled for less than 12 semester-hours in circumstances as listed above.
3. **SPECIAL STUDENTS:** Those not enrolled in an academic program but wishing special educational or professional skills opportunities and considered by the college as capable of completing the requirements of the course or courses to which they are admitted.

4. **CLASS STANDINGS:** Students are classified according to the following numbers of semester-hours completed:

Freshmen	0-30 s.h.
Sophomores	31-62 s.h.
Juniors	63-94 s.h.
Seniors	95-128 s.h.

Dormitory students whose academic load drops below 12 semester-hours may not be normally classified as "fulltime students" and are not eligible for continued dormitory residence unless specific authorization to continue is obtained from the Dean of Students.

Academic Requirements for Continuance in College

Full-time students are expected to make normal progress toward graduation, which requires a cumulative grade-point average of 2.0 or better. Any student who falls below a 2.0 average will be placed on **academic probation**. While this involves no penalties, it serves as notice that the student is not making satisfactory progress toward graduation.

A student who incurs a quality-point deficit will be placed on **strict academic probation** if:

- a. After attempting 15 semester-hours of work he/she has a quality-point deficit of 15;
- b. After attempting 16 to 30 semester-hours of work he/she has a quality-point deficit of 21;
- c. After attempting 31 to 46 semester-hours of work he/she has a quality-point deficit of 18;
- d. After attempting 47 to 62 semester-hours of work he/she has a quality point deficit of 15;
- e. After attempting 63 to 78 semester-hours of work he/she has a quality-point deficit of 10;
- f. After attempting 79 to 94 semester-hours of work he/she has a quality-point deficit of 5;
- g. After attempting 95 to 110 semester-hours of work he/she has a quality-point deficit of 1.

A student who is placed on strict academic probation shall:

1. Repeat all F's in **required** courses as soon as scheduling permits;
2. Repeat all D's where advisable;
3. Be ineligible for intercollegiate sports, intramural sports, student office and other extracurricular activities;
4. Report regularly to a special faculty advisor who will supervise students placed on strict academic probation;
5. Strive to substantially reduce his/her quality-point deficit beyond the minimum required to remove the S.A.P. status.

Failure to comply with any one of the above five requirements of strict academic probation may result in immediate suspension. If a student is suspended twice for academic reasons, the second suspension shall constitute dismissal and the student shall be permanently ineligible to return to Methodist College.

A student who has been suspended because of failure to maintain scholastic eligibility may appeal that suspension. The appeal will be made in writing to the Academic Dean, who will refer it to the Academic Standards Committee for consideration. The Committee will make its recommendation to the Dean, who will inform the student of the decision reached. The Academic Standards Committee may also investigate **special** cases involving possible extenuating circumstances and make recommendations concerning them to the Academic Dean.

A student who has failed courses at Methodist College (or repeats courses in which a grade of D was received) must repeat these same courses at Methodist College only. Any exception, for reasons of personal hardship, must be recommended by the student's faculty advisor and approved by the Academic Dean. After a course has been repeated, the semester-hours will be charged against the student's record only once and the most recent grade received will be used in computing quality-point totals and grade-point averages.

Class Attendance

The following statement of policy and the procedures to implement class attendance have been adopted by the faculty:

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

Instructors will keep attendance records in all classes. If a student misses three consecutive class meetings the instructor will make such report to the Academic Dean. If a student has excessive absences to the extent to which dismissal from the course appears to be the appropriate action, the instructor will make such recommendation to the Academic Dean and will so notify the student. The Dean will make the final disposition.

B. Procedures

1. The attendance policy of each instructor as it applies to his various classes is to be set forth in writing and distributed to class members at the beginning of the semester. No policy shall provide for unlimited absences.
2. The instructor will report the total number of absences of each student at the end of the semester, using grade sheets supplied by the Registrar.
3. When an instructor reports to the Academic Dean the continuous absence of any student for a period of one week or more, the Academic Dean may request the appropriate Student Dean to investigate. If the investigation provides information of a significant nature, the Academic Dean will advise the instructor.
4. The authority to excuse students from classes in cases of public request, college-sponsored activities or family emergencies may be delegated to the Dean of Students. This privilege does not apply, however, to any student who has missed the equivalent of six sessions of a regular three semester-hour class which meets three days a week, or four sessions of a three semester-hour class which meets two days per week. If the student loses the privilege of being excused by the appropriate dean, the decision to excuse that student from class lies with the appropriate instructor.

Withdrawal From The College

A student who voluntarily or involuntarily withdraws from the college before the mid-term grading period will have no academic record for the semester. A student withdrawing after the mid-term grading period will receive a grade of WP or WF as designated by the instructor. A student withdrawing from an individual course after the "drop date" will receive a grade of WF on the course, except in extenuating circumstances with approval of the Dean of the College and the instructor.

The student who withdraws from the college **must** follow a special procedure in order to gain clearance. The student should go first to the office of the Dean of Students, where a form will be provided. This form must be signed by all the appropriate college officials indicated on the form and returned as directed. Only by following this procedure may the student be assured of having academic records released by the Registrar.

Progress Reports

Semester reports of academic progress of each student will be provided students and copies mailed to parents or guardians. Mid-semester reports of grades of D and F will be provided students, and copies mailed to parents or guardians **upon request**. Such requests should be addressed to the Registrar, Methodist College.

Grading System

The quality of work of students in each course will be evaluated according to the following system:

Symbol	Per Hour	Meaning
A	4	Excellent
B	3	Good
C	2	Satisfactory
D	1	Passing
F	0	Failure
P	—	Passed
IP	—	In Progress*
I	—	Incomplete*
WP	—	Withdrew Passing
WF	—	Withdrew Failing

The student's grade-point average (GPA) is determined by dividing the number of quality-points earned by the number of semester-hours attempted. Juniors and Seniors may take one elective course per semester on a pass-fail basis. The grade received in such a course does not affect the grade-point average. If the course is passed the student receives credit for the appropriate number of semester hours, which count toward fulfillment of degree requirements if the student has elective opportunities remaining.

Grades of Incomplete

The faculty has established a policy that grades of Incomplete should be reported only in those cases in which the student has suffered serious illness preventing his fulfillment of course requirements, or cannot do so because of some other "compelling reason." Any student so affected must work out with the instructor an acceptable schedule for completion of course work. However, the student has only until the end of the following semester to remove the Incomplete grade; if this is not done the grade automatically becomes an F. For purposes of removal of an Incomplete, the two terms of the Summer Session constitute one semester. In computation of the student's grade-point average a grade of Incomplete must have the value of an F until it is removed.

The Dean's List

The Dean's List consists of the names of students who have achieved a 3.20 or better grade-point average during the semester on a total load of 15 or more semester-hours. The student's semester record must also include no grades of D, F, or Incomplete.

The President's List

Those students who achieve a grade-point average of 4.00 on an academic load of 15 or more semester-hours will be named to The President's List.

Graduation With Honors

Students who have fulfilled residency requirements (see below) and who have earned the prescribed grade-point average may graduate with the following honors:

Summa Cum Laude	3.90
Magna Cum Laude	3.70
Cum Laude	3.40

Any candidate for such honors must have been a full-time student at Methodist College for at least two semesters prior to the one in which candidacy is being considered. The student's total academic record will be used in consideration for honors, except that in the case of a student who transfers to Methodist College with a higher grade point average than he or she subsequently earns here, only the Methodist College record will be considered.

*Must have grade computation value of F until removed.

Declaration of Intent to Graduate

Any student who wishes to become a candidate for a Methodist College degree must file with the Registrar a written declaration of intent to graduate which specifies the date (month and year) of expected graduation. This written declaration must be received by the Registrar prior to the October meeting of the faculty in the cases of those expecting to graduate at mid-year exercises; it must be received by the Registrar prior to the March meeting of the faculty in the cases of those expecting to graduate in May or August of that academic year.

Graduation Exercises

The college conducts one formal graduation exercise each year for those students who qualify for a degree within that period. This exercise is conducted at the end of the spring semester, usually in May. This is a formal commencement program that includes both a baccalaureate service and graduation exercises, conducted with formal academic processional and traditional academic regalia. However, for the personal convenience of some who may finish their degree programs out of the normal sequence and who may find it difficult or impossible to get back to campus for a formal commencement exercise in May, the college provides informal graduation exercises in late August and in December. Every degree candidate has the privilege of participating in the formal exercise in May instead of in the August or December exercises. However, it is not permissible to participate in more than one such exercise.

Right to Change Requirements

The faculty reserves the right to change academic curricula and requirements; most such changes to take effect on dates specified. However, in the case of the specific requirements listed elsewhere in this publication under the title "Summary of Requirements for Graduation" and "Basic Course Requirements," the student's program will be governed by the terms set forth in the *Academic Bulletin* in effect at the date of entry into Methodist College, or as set forth in a subsequent *Bulletin* during the period of enrollment. In this event the student accepts the **total** requirements of the subsequent bulletin: there cannot be a selection of some requirements from each of the two bulletins. If the student wishes to exercise this option, he must notify the College Registrar **in writing** at least one full semester in advance of the expected date of graduation. No student may graduate under terms of any bulletin dated more than six years prior to the graduation date.

Independent Study

Opportunities for upperclass students (usually seniors) to engage in special research or independent study in their major fields and under guidance of a faculty member are offered by many departments. They carry the course number designation 485. Registration for these courses is the same as for any other, but departmental permission may be required in some cases.

SUMMER SESSION

Each year Methodist College conducts a summer session for the benefit of its own students wishing to improve academic records or to accelerate their progress toward a degree; for area residents who attend other institutions of higher education and wish to utilize their summers at home to advance their own programs; for public school teachers working toward certification renewal or professional advancement, and for others who, as special students, wish to take advantage of cultural or educational opportunities.

Because of the college's termination of its spring semester in early May it is possible to conduct Summer Sessions of two approximately six-week terms, the first beginning in mid-May and the second terminating late in August. Calendars of both the Day and Evening College programs are identical, so that students wishing to enroll in both programs may do so (this is permitted in the Summer Session, although within limits). In such a combination the student may be permitted to undertake a total load of 15 semester-hours, which is approximately equivalent to a full semester's work. Courses offered in the Evening College are identical with those in the Day program, although in some cases they may be taught by adjunct professors (whose qualifications meet standards applicable to those in the regular Day program).

Although the summer curriculum is somewhat less extensive than that of the regular academic semester, it includes representative courses from each of the college's five academic divisions. Instruction is provided by members of the regular college faculty. A proposed schedule of courses is announced each year in late winter or early spring and students may register at any time in advance, or as late as the last working day prior to the beginning of classes.

The academic calendar should be consulted for exact dates of the separate terms in any given year, or, full details, including dates, course listings and schedules, may be obtained in the spring, by request, from the Director of the Summer Session.

EVENING COLLEGE

Evening College classes were added to the Methodist College program in 1975 to provide continuing education opportunities for commuting students who hold jobs during the working day. Persons holding associate degrees from technical institutes or community colleges may enroll to earn a Bachelor of Applied Science, Bachelor of Arts or Bachelor of Science degree at Evening College. An Associate of Arts degree is also offered. Evening College terms are usually seven to eight weeks in length, but may vary as to starting time and length, depending upon demand. Applicants are advised to contact the Registrar at Methodist College to determine course offerings and commencing dates.

The regular Day and Evening College programs, although both offer regular college courses, are entirely separate operations and students normally must enroll in one or the other exclusively, except during the Summer Session, as outlined above. Otherwise, in cases of emergency a student in the Day program must request permission to enroll in not more than one Evening College course concurrently with his or her Day program. However, it should be emphasized that an extra tuition charge must be made for Evening College courses, regardless of the course load undertaken by the student in the Day program.

The Evening College program is designed to give commuting students the opportunity of classroom training and the facilities of the library, but none of the additional services of the traditional college program.

Evening college schedules are arranged so that a person may enroll as a fulltime student, thereby meeting requirements for financial assistance under the tuition equalization program of the State of North Carolina. All persons enrolled in Evening College and otherwise entitled to financial assistance can qualify for Basic Educational Opportunity Grants, National Direct Student Loans, Guaranteed Loans and such other forms of financial assistance as the college may have available for Evening College students.

WEEKEND COLLEGE

In addition to its Evening program, Methodist College also offers a Weekend College with classes meeting on Saturdays for extended periods on the Fort Bragg campus. The curriculum for this program is very limited. Beginning and terminating dates for Weekend College terms generally coincide with those of the regular college semester. Calendars provided elsewhere in this publication should be consulted. Registration for the Weekend College is carried out by the Evening College staff.

BASIC EXPENSES

Detailed information on student expenses, financial and pertinent college policies and regulations is available in the college's *Admissions Catalog*. However, for convenience, a summary of basic costs for an academic year is provided below. To obtain the per-semester figures, divide by two:

Schedule of Expenses for 1979-80

Item	Day Student	Boarding Student
Tuition	\$1800	\$1800
General Fee	250	250
Activity Fee	100	100
Board	—	940
Room Rent	—	550*
TOTALS	\$2150	\$3640

*50% additional for private room.

The costs listed above are subject to change for the academic year 1980-81. For the official costs for academic year 1980-81 please refer to the addendum in the front of the academic catalog.

There are various special fees applicable in certain circumstances. Those fees, by semester, are as follows:

Science Lab, per 4 semester-hour course	\$10.00
Art Studio courses, per course	5.00
Drama Lab (266)	6.00
Physical Education, per course	3.00
Music, private lessons, fulltime students:*	
One ½-hour lesson per week	40.00
Two ½-hour lessons per week	80.00
Tuition, per semester-hour in excess of 17	63.00
Auditor in academic courses, per semester-hour	63.00
Graduation fee	25.00
Sickness and accident insurance (annual)	21.75
Sickness and accident insurance (semester)	11.35
Speech Competency Test	20.00
Damage Deposit (Dormitory Students only)	40.00

*If this brings student's total academic load to more than 17 s.h., additional tuition on a per semester-hour basis must be charged.

All fees and charges for the semester are payable in advance at the Business Office. **All financial obligations for the semester must be satisfied by the end of the first day of classes.** Registration is not completed until all bills are settled. Transcripts or other statements of work completed will not be released by the Registrar until all charges at the Business Office have been satisfactorily cleared. **In order to meet changing economic conditions, the Board of Trustees reserves the right to revise charges as conditions demand. No changes will be made during a semester.**

In addition, all students are required to carry sickness and accident insurance in the college program unless special circumstances exist which make other provision for this protection. There are fees (\$2.00) for auto registration; late registration (\$10.00) for classes, and for make-up tests (\$2.00) and examinations (\$5.00). Under certain circumstances the fees for make-up tests or examinations may be waived by the appropriate student life dean (Dean of Women or Dean of Men).

Refund Policy

If a student officially withdraws from Methodist College for any reason during the first 14 calendar days from the day classes are scheduled to begin in the Fall and Spring semesters, he/she will be eligible for a pro-rated refund as follows:

Date of Withdrawal	Amount of Refund
1- 7 days, including first class day	75% of tuition and fees
8-14 days, including first class day	50% of tuition and fees

After 14 days, no refunds will be made except in case of tuition paid in advance beyond the current semester, or board (meals) paid in advance beyond the week in which withdrawal becomes effective. For Continuing Education activities, Evening, Weekend or Summer Term sessions, regardless of location, no refunds will be made after the first scheduled day of classes.

PROGRAM OF INSTRUCTION

Degrees Awarded

As a liberal arts institution Methodist College emphasizes the humanities and basic sciences, while at the same time giving special attention to the preparation of students for specific vocational goals. The college awards four degrees: the A.A. (Associate of Arts); the B.A. (Bachelor of Arts); B.S. (Bachelor of Science); and the B.A.S. (Bachelor of Applied Science). The first three are traditional liberal arts degrees; the latter is awarded to graduates of accredited associate degree programs at technical institutes or community colleges who transfer to Methodist College as juniors and complete all the remaining basic requirements for the traditional liberal arts baccalaureate degree except that of the academic major; their subject concentration in the associate degree program is accepted in fulfillment of the latter requirement. The B.S. degree is awarded those in traditional programs with concentrations in Science, Biology, Chemistry, Physical Education or Mathematics. All others in the traditional programs will be awarded the B.A. degree.

CLEP Examination Program

Students now entering Methodist College may take advantage of a special program which makes it possible to earn a bachelor's degree in three years, or less, without benefit of summer sessions. Utilization of summer sessions may shorten the time even more, of course. The new program is known as "CLEP" (for College Level Examination Program, administered by Educational Testing Service, Princeton, N.J., for the College Entrance Examination Board) and it involves two kinds of examinations, both of which are creditable at Methodist College. Candidates seeking to enter as freshmen may utilize the CLEP **General** Examinations. If all five of these exams are completed successfully, it is possible to earn sufficient academic credit to bypass the entire freshman year and enter as a sophomore. Or, either entering freshmen or students already in college may utilize the CLEP **Subject** Examinations, by means of which credit may be earned in specific subjects taught at college level. For information on details of this program inquiries should be directed to the Director of Guidance and Placement, Methodist College, Fayetteville, N.C. 28301.

Areas of Study

The organization of courses of study at Methodist College is intended as an expression of its general philosophy of education (see Purpose statement). The curricula are grouped in four divisions of study as follows:

Humanities: L. P. Plyler, Ph.D., Chairman

English, Foreign Languages, Philosophy, Religion, Religious Education, Art, Music, Theatre.

Education: Helen B. Matthews, M.A., Chairman

Education, Physical Education and Military Science.

Science and Mathematics: M.A., Chairman

Biology, Chemistry, Geology, Physics and Mathematics.

Social Sciences: Bruce Pulliam, M.A., Chairman

Business Administration, Economics, Geography, History, Political Science, Psychology, Social Work and Sociology.

Basic Course Requirements

Because graduates of a liberal arts college ought to possess a certain common core of knowledge, experience and intellectual competence, Methodist College has set the following specific course requirements for all candidates for a degree:

Divisions	Semester Hours Required
I. HUMANITIES	
English	12
Religion	3
French, German or Spanish, or courses in foreign cultures	6
Philosophy	3
II. SCIENCE AND MATHEMATICS	
Science	8*
Mathematics	6
III. SOCIAL SCIENCES	
History	6
Six hours from any two of the following fields:	6
Economics, Political Science, Sociology, Geography	3
Psychology	3
IV. Fine ARTS	
Art or Music or Theatre	3
TOTAL SEMESTER HOURS	56

In addition to the above all students are required to complete two courses from among Physical Education 101, 102, 201 and 202. The two semester-hours so earned are creditable toward fulfillment of the 128 semester-hour requirement for graduation.

*Either the four segments of Science 109, or a full year of either Biology, Chemistry or Physics. No mixing of the different disciplines is permissible.

Fields of Concentration

During their freshman and sophomore years students are expected to complete as many of their basic course requirements as possible. Those majoring in Mathematics or the Sciences should in their freshman and sophomore years select courses prescribed for majors in those fields.

Enrollment is required in English and Physical Education each term until the requirements in these subjects are fulfilled.

Before the end of the sophomore year, students will choose their field of concentration and departmental major. Programs are more easily carried out if students know at the beginning of the freshman year what their field of concentration will be. They must select a major and a minor by the end of their sophomore year.

The junior and senior years are devoted primarily to the completion of the requirements in the chosen field of concentration. A major consists of 24-36 semester hours in one department, supplemented by a minor.

The following departmental majors are offered:

*Art	English	Psychology
Biology	French	Religion
Business Administration—	History	Religious Education
Economics	Mathematics	Science
Chemistry	*Music	Spanish
**Elementary Teacher	Physical Education	Social Work
Education	Political Science	Sociology

The following minors are offered:

Art	History	Psychology
Biology	Mathematics	Religion
Business Administration	Military Science	Religious Education
Chemistry	Music	Secondary Education
Economics	Philosophy	Sociology
English	Physics	Social Work
French	Political Science	Spanish
German	Physical Education	Theatre

Summary of Requirements for Graduation

Methodist College will confer a Bachelor's degree upon a student when all the following requirements have been fulfilled:

1. Is in good standing in character, conduct and financial obligations to the college;
2. Has earned at least 128 semester hours of credit with a minimum cumulative grade-point average of 2.00;
3. Has satisfactorily completed the basic courses required of all students;
4. Has continuously maintained satisfactory competence in written and oral expression;
5. Has completed all requirements of his chosen fields of concentration, including a departmental major and minor. One must have no failing grade in either the major or minor field and must have at least a C average (2.00 or better) in the major field. In the event any course in either major or minor program is failed, the student must repeat the course successfully. However, if it proves technically impossible to repeat such a course the Academic Dean and appropriate Division Chairman shall resolve the matter on its merits.
6. Has attended the required minimum number of College Convocations;
7. If a transfer student, has spent the senior year in residence at Methodist College with an academic load of at least 30 semester hours, of which 24 hours have been senior level courses; further, as a transfer student, has achieved a minimum cumulative grade-point average of 2.00 on all courses attempted at Methodist College, as well as upon the total academic record. At least nine semester-hours of work in the major program and three semester-hours in the minor program must be completed in residence at Methodist College.
8. If not a transfer student, has likewise completed at Methodist College at least 24 semester hours of senior-level courses (courses numbered in the 300's and 400's in the bulletin) and has achieved a minimum cumulative grade-point average of 2.00 on all courses attempted at Methodist College, as well as on the total academic record.

*Students may also seek teacher certification as special subject teachers in Art or Music by following special programs offered by these departments.

**A minor is not required with this major. It should be noted that, in accordance with new state certification requirements, Elementary Education majors now specialize in either Early Childhood Education (K-3) or Intermediate Years Education (4-9). See details elsewhere in this bulletin.

Entering Freshmen: Required Courses

The faculty has specified that all entering freshmen must enroll in available and appropriate Freshman English courses and at least one other course among the college's general requirements (see listings on preceding page) unless exempted by examination. Such students are expected to continue in the sequential English courses until the general requirement has been fulfilled. This rule has been adopted to avoid serious course scheduling difficulties that otherwise could occur as the student nears completion of the total academic program. Most departments provide 'Suggested Programs' that will be of valuable assistance to the student in planning his college schedule, year-by-year. Copies are available at the Office of Guidance and Placement.

Cheating, Plagiarism Defined

Methodist College assumes the basic honesty of its students. However, since prohibitions regarding cheating in any form have been adopted by student, faculty and trustee bodies, it is felt

that specific definitions should be provided in the interest of fairness and for the protection of the rights of all concerned. Therefore, the following definitions have been authorized:

1. **Cheating**

Dishonesty of any kind on any examination or quiz, including the illegal possession of examinations; possession of crib notes in class during the conduct of an examination or quiz; obtaining information during an examination or quiz from any source; assisting another to cheat by any means; alteration of grade records; illegal presence in an office where any of the aforementioned activities may be carried out.

2. **Plagiarism**

"To steal and pass off as one's own without crediting the sources; to commit literary theft; to present as new and original an idea or product derived from an existing source." — *Webster's New Third International Dictionary.*

Literary theft usually occurs in four situations: (1) copying or borrowing word-for-word from another author and presenting it as your own work (i.e., without both placing the words copied in quotations marks and identifying the source); copying from a book, magazine, pamphlet, periodical or another's paper without quoting and identifying the source; (2) borrowing the ideas, arrangement or patterns of information used by another and presenting them as your own — even though presented in your own words and phrasing (i.e., using another's outline or organization; paraphrasing, rewriting and even rearranging words used, without giving credit either in the text or in footnotes); (3) collaborating with or permitting someone else to write your paper or portions of it, or making corrections in it; (4) committing any of the actions cited in Item 1, above, with respect to examination.

VOCATIONAL OR PROFESSIONAL INTERESTS

Certain vocational or professional curricula are offered at Methodist College. Students may choose courses of study leading to the ministry, education work, overseas missionary service, public school teaching, government service, law, medicine, dentistry, engineering, business administration, music, and others.

Pre-Theological Course of Study

Students preparing themselves for further training in seminaries or divinity schools will find that more and more such institutions are emphasizing the importance of a major in Religion at the undergraduate level. This is not necessarily a requirement but provides the student with certain advantages at the seminary level. The American Association of Theological Schools does recommend that pre-seminary training include a total of 90 semester hours in the areas of English, History, Philosophy, Psychology (and other Social Sciences), and a foreign language (French, German, Latin, Hebrew or Greek), as well as Religion. The minimums in all cases should be as follows:

	Semester Hours
English	15
Composition, Literature and Speech	6
History	3
Ancient, Modern European, American	3
Philosophy	6-12
History, Content and Method	3
Religion	3
Psychology	9
Other Social Sciences	9
Education, Sociology, Political Science	9

The student may choose an area of concentration from among Religion and Philosophy, Language and Literature, or Social Science. Students preparing themselves for service as directors of Christian education or assistant directors of education should consider the major in Religious Education.

Pre-Engineering Course of Study

Methodist College has special arrangements with several major engineering schools which will enable the student to transfer to one of the latter at the end of the junior year. A two-year course of study is then provided by the engineering school which, when completed, will enable the student to obtain a liberal arts (B.S.) degree from Methodist College and a professional degree from the engineering school within five years. The Methodist College degree is awarded when the professional program is completed.

Engineering schools with which such agreements have been established are those of N.C. State University, Raleigh, N.C.; Georgia Institute of Technology, Atlanta, Ga.; and the University of Southern California, Los Angeles, Ca. Under terms of a special arrangement with Georgia Tech, students with exceptional qualifications may be given an opportunity to complete requirements for a Master's degree from that institution within the five-year program.

Pre-Medical Program

Pre-medical, pre-dental, and pre-nursing students are advised to obtain as fundamental and broad a preparation in the humanities as is possible and consistent with thorough preparation in the sciences. The requirements of the different schools vary somewhat; therefore, it is advisable that the student familiarize himself with the entrance requirements of the particular school which one hopes to attend. The usual requirements include general biology, inorganic and organic chemistry, general physics, English, foreign language, and history.

R.O.T.C. Program

Through a "cross-enrollment" agreement with Campbell College it is now possible for qualified Methodist College students to enter a four-year R.O.T.C. program on the Methodist campus.

Completion of this program may lead to a commission in the U.S. Army. The student may fulfill an academic minor in Military Science at Methodist College. In addition, a number of the liberal arts courses among the college's general requirements may be applicable to fulfillment of the R.O.T.C. requirement. Courses in Military Science taken beyond the requirement for a minor may be used by the student as electives credits. The R.O.T.C. program is divided into Basic and Advanced levels. Fulfillment of special training, including a Summer Camp, is required for admission to the Advanced program. Those who are admitted to this stage qualify for substantial financial assistance in their final two years of college work, as well as for Summer Camp participation. More detailed information is available through the R.O.T.C. and Admissions Offices at Methodist College.

TEACHER EDUCATION

One of the primary concerns of the college, as well as one of its principal opportunities for service, is in the field of teacher education. The college wishes to make a maximum contribution toward meeting the need for well-trained and dedicated teachers for public schools. It recognizes teacher education as an institution-wide responsibility. Through its Teacher Education Committee the College will enlist the effective cooperation of all the departments of the institution in carrying out its program of teacher education.

In its personalized approach to the goal of academic and human excellence Methodist College endeavors to graduate teachers who will be important sources of new knowledge as well as contributing creatively in the guidance of youth and in service to society as a whole. It is recognized that the young teacher should not only be well prepared in a subject field or fields, but also must have professional dedication and the ability to communicate his or her knowledge effectively, coupled with a deep desire to help the young people of the next generation who will have the task of shaping society's tomorrows.

The Teacher Education program at Methodist College has been approved by the Division of Certification and Standards, North Carolina Department of Public Instruction, and graduates completing the program may be recommended for certification in any one of three categories established by the State Department. For those desiring certification in early childhood education (kindergarten through grade 3), the college offers a specialized curriculum emphasizing appropriate values and techniques. For those wishing to be certified as intermediate years (grades 4-9) teachers, the college program provides for appropriate subject concentrations. Those seeking certification as secondary school teachers may choose a subject concentration from among the fields of English, French, Spanish, Mathematics, Science, Social Studies or programs leading to such certification as Special Subject Teacher in Art, or Music, or Physical Education.

Considerable attention is given in the Teacher-Education Program to effective guidance for those considering careers as public school teachers. Field experience courses offer valuable opportunities for practical application of screening procedures that may help the student make a realistic appraisal of the depth of his or her interest in the profession. This could mean substantial savings in terms of time and expense in the cases of students who might otherwise complete the program before being able to confirm a dislike for or lack of adaptability to the demands of the profession. The College education curriculum offers experience courses in classroom teaching to determine the undergraduate's interest in continuing study in the education field. In a course offered during the junior year students are placed under supervision of a certified public school teacher for an entire semester. During the senior year every education major must serve an internship (called "student teaching") in a public school and must complete at least 90 hours of actual classroom teaching under a certified public school teacher in order to qualify for a Methodist College degree and recommendation for a North Carolina teaching certificate. It should be pointed out that the North Carolina certificate is now honored in 35 other states through reciprocity, NASDTEC and Interstate agreements worked out between state systems.

The student who desires to become a candidate for a degree and for teacher certification must be formally enrolled in the college's Teacher Education Program. This is done by making application for admission to the program, usually after the third semester of college work (at the mid-point of the sophomore year). The student must be admitted to Teacher Education prior to enrollment in courses beyond the entry level (Education 242 and 251 and Psychology 250). An applicant must have a cumulative grade-point-average of 2.0 or better, with passing grades in the major field, and his or her application must be accompanied by recommendations from the student's faculty advisor. Applications are considered by the faculty Education Committee, which has the authority to admit or reject candidates. Once admitted to the program, the student will be continually evaluated by the committee in terms of fitness, competence and academic performance until completion of the student teaching experience.

An especially important adjunct of the Teacher Education program is the college's Teaching Materials Center, where the student may familiarize himself with teaching aids such as should be available in the public schools and where one may be instructed in their uses and operation. These include copying machines and audio-visual equipment. The Center is also a library, with a well-balanced collection of children's books catalogued in the same way as in a public school library.

Early Childhood Education Teachers (K-3)

A. GENERAL EDUCATION

Under the Guidelines, approximately 40 percent of the undergraduate program should be in general education. This is a common requirement for all teachers and may be satisfied through meeting the basic course requirements of the college (listed elsewhere in this bulletin). However, it should be noted that Early Childhood Education majors (K-3) and Intermediate Years Education majors (4-9) should select Regional Geography and American Government in fulfillment of the college requirements. Cultural Anthropology is also recommended.

	Semester Hours
B. PROFESSIONAL EDUCATION	
1. Educational Psychology .....	.3
2. Child Psychology** .....	.3
3. Introduction to Education in the Public Schools .....	.3
4. Early Childhood Education .....	.3
5. Field Experiences in Public Education	***
6. Materials and Methods of Teaching in Elementary School** .....	.6
7. Student Teaching .....	.6

C. SUBJECT MATTER PREPARATION

1. Children's Literature .....	.3
2. American History .....	.3
3. Regional Geography .....	.3
4. Art .....	.6
(Art 253-Theory and Practice in Art Education .....	.3)
(Art Elective .....	.3)

5. Music .....	.6
(Music 152-Music Fundamentals for Classroom Teachers .....	.3)
(Music Elective .....	.3)
6. Health and Physical Education in the Elementary School .....	.6
7. Fundamentals of Speech .....	.3
8. Science: biological and physical (with lab experience) .....	.8 or 12
9. Mathematics for the Elementary School Teacher* .....	.6
10. Cultural Anthropology (recommended) .....	.3
No subject concentration required.	
11. Reading .....	.6

Intermediate Years Education Teachers (4-9)

A. GENERAL EDUCATION

(Same as described in program for Early Childhood Education Teachers.)

B. PROFESSIONAL EDUCATION

1. Educational Psychology .....	.3
2. Adolescent Psychology** .....	.3
3. Introduction to Education in The Public Schools .....	.3
4. Education in The Intermediate Grades (4-9) .....	.3
5. Field Experiences in Public Education	***
6. Materials and Methods of Teaching in Elementary School** .....	.6
7. Student Teaching .....	.6

C. SUBJECT MATTER PREPARATION

1. Children's Literature .....	.3
2. American History .....	.3
3. Regional Geography .....	.3
4. Art .....	.3
(Art 253-Theory and Practice in Art Education)	
5. Music .....	.3
(Music 152-Music Fundamentals for Classroom Teachers)	
6. Health and Physical Education in the Elementary School .....	.6
7. Fundamentals of Speech .....	.3
8. Science: biological and physical (with lab experience) .....	.8 or 12
9. Mathematics for the Elementary School Teacher* .....	.6
10. Reading .....	.6

D. SUBJECT CONCENTRATION REQUIRED

One academic concentration is required (two are preferred) in an academic area normally included in the curriculum for grades 4-9; Fine Arts (18); Language Arts (24); Social Studies (24); Mathematics (18) and Science (18). Students with a concentration in Science will fulfill the requirements for a major in Science, and should consult the programs listed in Mathematics and the Sciences for certification requirements.

Secondary School and Special Subject Teachers

A. GENERAL EDUCATION

Under the Guidelines, approximately 40 percent of the undergraduate program should be in general education. This is a common requirement for all teachers and may be satisfied through meeting the basic course requirements of the college (listed elsewhere in this *Bulletin*).

B. PROFESSIONAL EDUCATION

1. Educational Psychology .....	.3
2. Adolescent Psychology** .....	.3
3. Introduction to Education in the Public Schools .....	.3
4. Field Experiences in Public Education .....	.1-3
5. Materials and Methods of Teaching in Secondary Schools** .....	.6
6. Student Teaching .....	.6
7. Fundamentals of Reading in The Secondary School .....	.3

C. SUBJECT MATTER PREPARATION

1. English	36
2. French	30-36
3. Mathematics	30-36
4. Science	46-48
5. Social Studies	51
6. General Music	49
7. Spanish	30-36

All students in the Teacher Education program at any level are required to complete one semester's work in Speech. This may be satisfied by any one of the three courses, Speech 151, 254 or 356. However, in lieu of regular course work for this credit, those with already-acquired skills in public speaking may choose to demonstrate their skills before a faculty panel of three members. This panel will evaluate a 20-minute presentation of two different types of speeches to determine the candidate's competency. If a satisfactory score is achieved the candidate will receive a statement of competency on his or her transcript, without academic credit. A fee of \$20 must be paid when application for this competency evaluation is filed.

Those wishing to obtain certification in the teaching science, with concentration in either Biology or Chemistry, should consult programs listed by those departments for information concerning special requirements. See departmental listings elsewhere in this bulletin.

*Mathematics 306 and 407 are required for K-3 or 4-9 certification. A prerequisite for entrance to Math 306 is an acceptable score on the Elementary School Teacher Screening Test. This test should be taken prior to the fall semester of the junior year so that any needed remedial work may be completed prior to the spring semester of the junior year.

**These are "block" courses taken in the same semester with and preceding Student Teaching.

***Credit to be determined

COURSES OF STUDY

Course Numbering

All courses are numbered according to the following system:

- 100-199 Primarily for freshmen
- 201-299 Primarily for sophomores
- 301-399 Primarily for juniors
- 401-499 Primarily for seniors

Odd-numbered courses are usually offered in the first semester and even-numbered courses in the second semester; those ending in zero may be given either semester. The college reserves the right to cancel a course offered if there is insufficient registration. The courses listed in this bulletin are not exclusive. From time to time the college will add suitable courses and make revisions in the curriculum in its continuous effort to provide liberal arts education and professional training of the highest quality.

ART

The Art Department undertakes to serve the college by: (1) offering art courses fulfilling the fine arts requirement for the general college program; (2) providing elective courses for all students; (3) providing a sequence of courses which will enable the student to major or minor in art; (4) providing special preparation for teaching art in the public schools; and (5) providing one-person and group student exhibitions.

Requirements for the major in Art: Art 151, 201, 202, 203, 204, 205, 207, 351, 352 and 401, plus a minimum of 10 hours in studio courses, and must include at least three courses in one studio skill, e.g. Painting 205, 206, 305. Requirements for a minor in Art: a minimum of 15 semester hours in the department, including Art 151, 351, and/or 352, and six to nine hours in studio courses, to be chosen in consultation with the department chairman.

Initial admission to any of the three programs listed above, including special subject teacher of art, is always tentative. Certain criteria must be met and the student must demonstrate continued

competency through actual performance before final and unconditional approval may be given for continuing any of the programs. The department will have evaluation procedures to assess the quality of each student's work. The exit (terminal) evaluation will involve an assessment of the student's ability and promise either as a performing artist or as a performing special subject teacher in art.

Art Exhibits: Each art major and special subject teacher in art will have individual exhibits in the senior year and participate in various group exhibits of the department. Students minoring in art will be given an exhibit if desired.

Special Preparation for Teaching Art in The Public Schools

The student seeking state certification as special subject teacher of art in the public schools must complete approximately 47 semester-hours of art courses. These include all courses required for the art major, with additional studio courses totaling at least 19 semester-hours, plus Drawing 303 and 304; Theory and Practice in Art Education 410, and Basic Photography 301. An additional 22 to 24 semester hours of work must be completed in professional education. These are Educational Psychology 250; Adolescent Psychology 352; Introduction to Education in Public Schools 251; Field Experience in Public Education 242; Materials and Methods in the Secondary School 415; Speech 151; and Student Teaching 421-22. This program will provide instruction in methods of teaching and learning which will be evaluated through laboratory and clinical experience. The performance of the student teacher will be evaluated both by college supervisors and public school supervisors.

151 Art Appreciation

3 s.h.

An introductory survey of Western art history, covering major movements from pre-historic to 19th-century painting, sculpture and architecture. Stress will be on Egyptian, Greek, Roman, Medieval, Renaissance, Baroque and the various 19th Century movements. Lectures, visual aids, assigned reading and library research, stressing artists, materials and ideas. Course fulfills Fine Arts requirement and Art major and minor requirement.

253 Theory and Practice in Art Education

3 s.h.

Survey of current trends and theories in art education, leading to an understanding of the function and goals of such education and the interdependency of art and other educational areas. Lectures, outside reading, class discussions, and creative studio experience in methods and practices of art instruction, with use of materials and projects suitable for grades K-9.

301 Basic Photography

3 s.h.

Course includes lectures, lab work, darkroom and field experience, and black-and-white camera work. Emphasis is on expression, composition, creativity and self-criticism. Photographic essay-thesis is required. Each student is required to have a 35mm or larger camera.

353 Renaissance and Baroque: History and Theory

3 s.h.

Survey of the history of Renaissance and Baroque sculpture and architecture, with emphasis on the theoretical study of art works by Giotto, Piero, Michelangelo, Raphael daVinci, Bernini, Rubens, El Greco, Velasquez and Rembrandt Vermeer. Course is supported by the use of visual aids, supplementary readings and library research. Prerequisite: Art 151 or permission of department chairman.

354 19th and 20th Century Art

3 s.h.

Survey of the history of 19th and 20th Century painting, sculpture with emphasis on the theoretical study of the art works of Gaya, Ingres, Manuet, Monet, Van Gogh, Gauguin, Cezanne, Picasso, Matisse and various contemporary artists. Course is supported by the use of visual aids, supplementary readings and library research. Prerequisite: Art 151 or permission of department chairman.

401, 402 Senior Workshop in Art

1, 1 s.h.

Discussion and research on various theories of creativity. Also, an art exhibition by each art major is required (this is optional for the minor). Student may enroll in both 401 and 402 simultaneously *only* if prepared to complete the *exhibition* (402) in that semester.

410 Special Subject Teacher in Art (see also Ed. 410-G)

3 s.h.

This course will be a "block" course (meeting daily during the first half of the semester to complete a semester's work within that period) to be taken in the first semester of the senior year. It is a

survey of past and current trends and theories in art education, leading to an understanding of the goals and function of such education, and the interdependency of art and other educational areas. Lectures, outside readings, class discussions and creative studio experience in methods and practice of art instruction, with use of materials and projects suitable for all levels of public school education.

Studio Courses

Courses in this category may **not** be used to fulfill the basic Fine Arts requirement but may be taken as electives. Beginning students will be considered to have had no prior experience. Students achieving advanced studio levels will be expected to work independently to a substantial degree and to develop personal creative initiative. All students in Studio courses are required to enter the Annual Juried Exhibition.

161, 162 Basic Design 3, 3 s.h.

A study of design elements and principles through original traditional and experimental compositions. Projects will be aimed at exploring various design concepts. Lectures and critiques. 161 is a prerequisite for 162.

203, 204, 303, 304 Drawing 2 s.h. each

A practical study to expand the student's ability for individual drawing expression in various media. Projects will be designed to explore concepts and theories of drawing. Prerequisite: 161 or permission of department chairman.

205, 206, 305, 306, 405, 406 Painting 2 or 3 s.h. each

Studio exercises, in-studio lectures, outside assignments and critiques in order to develop a fuller understanding of the technical aspects of painting. Subjects will include still life, portrait, landscape and abstract designs. Emphasis on the development of personal direction and interest with investigation of the individual student's relation to ideas. Course may be continued through more advanced levels for a total of 12 credits. Prerequisite: Art 161, 201 or permission of department chairman.

207, 208, 307, 308, 407, 408 Sculpture 2 or 3 s.h. each

Studio exercises, in-studio lectures, outside assignments and critiques in order to develop a fuller understanding of the technical aspects of sculpture. Emphasis on the development of personal direction and interest with investigation of individual student's relation to ideas. Course may be continued at progressively higher levels for a total of 12 credits. Prerequisite: Art 161, 201 or permission of department chairman.

209, 210, 309, 310 Crafts 2 s.h. each

Application of the elements and principles of design to: paper, weaving, stitchery, batik, metal collage, scrap materials, etc. Prerequisite: Art 161, 203 or permission of department chairman.

211, 212, 311, 312 Printmaking 2 s.h. each

The study and application of various printmaking techniques, concentrating on the block print and silkscreen processes. Prerequisite: Art 161, 201 or permission of department chairman.

BIOLOGY (See also Science)

Requirements for a major in Biology: a minimum of 30 semester hours in Biology, and a minor in Chemistry. Requirements for the minor in Biology: a minimum of 16 semester hours in Biology.

Students seeking certification in the teaching of science, with Biology as a major, will minor in Education. They will be required to take Mathematics 113 and any two of the following: Chemistry 151, 152; Geology 151, 152, or Physics 151, 152.

All courses meet for three hours of lecture and a three-hour laboratory session per week unless otherwise stated. In addition to the semester indicated, any course could be offered in the summer session by demand.

Biology 153, 154 is the beginning course for those students wishing a major or minor in this field. The two semesters of the course may be taken in either order; however, a combination of Biology 153 and 154 is required if this discipline is used to meet the college's general requirement in science. Work completed for one semester only (*either* 153 or 154) may be credited separately as an elective only.

153, 154 General Biology 4, 4 s.h.

An introduction to college biology in which the history and chemical background of biology are considered, as well as some basic concepts of cytology, histology, physiology, reproductive processes, ecology, heredity and evolution. While different classifications of living organisms are noted, emphasis is upon the common characteristics and interrelationships of living things. Prerequisite: completion of a course in high school or college chemistry, or concurrent enrollment in college chemistry.

201 Invertebrate Zoology 4 s.h.

A study of the form, function, development, classification and distribution of the invertebrate animals. Prerequisites are Biology 153 and 154. Offered fall semester.

203 Vertebrate Zoology 4 s.h.

A survey of vertebrate animals, with emphasis upon the comparative anatomical approach. Attention is also given to the classification of vertebrates and to the special physiological and ecological characteristics of the major groups. Prerequisites: Biology 153 and 154. Offered spring semester.

205 Human Physiology 4 s.h.

A thorough study of the human as a functioning organism. The relationship between structure and function of body systems is emphasized. Prerequisites: Biology 153, 154 and Chemistry 151, 152.

301 Non-Vascular Plants 4 s.h.

A summary of lower plants, with emphasis upon systematics, distribution, form, function, development, and importance to man. Prerequisites are Biology 153 and 154. Offered fall semester.

304 Vascular Plants 4 s.h.

A study of the phylogeny, taxonomy, morphology, and distribution of the higher plants. Prerequisites are Biology 153 and 154. Designed as a companion course to Non-Vascular Plants, 301. Offered spring semester.

313 Developmental Biology 4 s.h.

A study of representative patterns in the development of plants and animals from zygote to functioning adults, with major emphasis upon the early stages. Prerequisites: any two Biology courses numbered 200 or higher. Offered fall semester.

412 General Ecology 4 s.h.

An investigation of principles, problems and methods of environmental studies. Emphasis is upon the relations of organisms to their environment, the nature and structure of populations, communities and eco-systems, and the processes of ecosis and succession. Prerequisites: any three of the courses 201, 203, 301, 304, one of which may be taken concurrently.

440 Cellular Physiology 4 s.h.

A study of the patterns of cellular structures and processes, as they provide the basic mechanisms of life. Prerequisites: at least one 200-level and one 300-level biology course and Chemistry 151 and 152. Chemistry 321 and 322 are recommended.

460 Genetics 4 s.h.

A presentation of the principles of both cellular and quantitative genetics. Four hours of lecture per week. Prerequisites: any three Biology courses numbered 200 or higher. Open to juniors and seniors only.

485 Special Topics in Biology

Open to biology majors who wish to do more advanced work in some area of special interest. Nature of investigation dependent upon problems. Credit to be determined. Arrangement must be made in advance with the instructor who is to direct the work.

BUSINESS ADMINISTRATION (See also Economics)

251 Principles of Accounting I 3 s.h.

Introduces the student to the basic concepts of summarizing and reporting financial data, with emphasis on systems and controls for service and merchandising enterprises.

- 252 Principles of Accounting II** 3 s.h.
Emphasis is placed on gathering data and reporting for corporations, partnerships, and manufacturing operations. To acquaint students with problem areas in complying with legal requirements of certain business entities.
- 340 Principles of Insurance** 3 s.h.
An interdisciplinary approach to the fundamentals of insurance, selected insurance coverages and public policies. Offered to the student interested in the role of insurance in the personal and business environment.
- 345 Field Experience in Economics and Business**
This course is designed to provide proper orientation for students majoring or minoring in this field, to assist them in making vocational commitments. Students will be placed with approved local business and industrial firms to observe and familiarize themselves with the mechanics and modes of operational patterns. The department will organize a seminar once each month at which the student will share his experiences with other students. At the end of the semester the student will present a paper offering his observations and personal evaluations with respect to the possible improvement of operations of the firm in which he was placed. Two contact hours per week throughout the semester for each semester-hour of academic credit (not including travel time). Prerequisite: permission of department head.
- 350 Principles of Real Estate** 3 s.h.
This course provides a clear analysis of all aspects of the real estate business — both theory and practice. Detailed studies will be made of investing, trading, managing, leasing and appraising of real estate.
- 351 Principles of Marketing** 3 s.h.
A general survey of the marketing discipline. Topics include marketing, decision-making and models of buyer behavior, channels of distribution and marketing research, in addition to the classic functional areas of marketing. Each of these topics is discussed from a managerial viewpoint. Planned strategies of promotion and pricing policies.
- 352 Business Law** 3 s.h.
The general principles of business law, including contracts, agency, sales, negotiable instruments, partnerships, corporations, and bankruptcy.
- 355 Government and Business** 3 s.h.
The regulation and control of business by government. Constitutional provisions, the antitrust laws, public utilities, taxation, labor laws, and transportation are the fields explored.
- 375 Business Internship** 3 s.h.
The main objective of this program is to give the student work experience in business or industry. The student would work during the summer with an approved firm and at the end of the summer semester would present a report on the summer work to the faculty Selection Committee. The committee will evaluate the student's work on the basis of this report and a report to be received from the business firm. Prerequisite: Permission of department head.
- 411 Principles of Finance** 3 s.h.
An analysis of the problems of management of the financial affairs of the firm, with particular attention to the long term capital needs and the development of an optimal capital structure.
- 412 Principles of Management** 3 s.h.
An analysis of the underlying theory and principles of sound business organization, and management, including mechanisms and methods required for administrative and managerial control.
- 440 Business Problems and Policies** 3 s.h.
A comprehensive presentation of applied economics for the evaluation of decision alternatives. It will cover both the technical and managerial aspects of economic decision-making, with emphasis on the time value of money concept. Students would be encouraged to use evaluation techniques for production and management operations.

CHEMISTRY (See also Science)

Requirements for a major in Chemistry: a minimum of 24 hours in 200 or higher level courses in the department, as well as completion of Math 113 and 114. Requirements for a minor in Chemistry: a total of 16 semester-hours which include a minimum of 8 semester hours of 200 level courses in the department, but with no specific mathematics requirement other than the general college requirement in the latter subject.

Students majoring in Chemistry are encouraged to select Biology, Mathematics or Physics as their minor field. Those seeking teacher certification in science with Chemistry as a major will minor in Education. They will be required to take any two of the following: Biology 153, 154, Geology 151, 152, or Physics 151, 152. All courses meet for three hours of lecture and one three-hour laboratory session each week, unless stated otherwise.

For fulfillment of the college general requirement in science, Chemistry 151 and 152 are required *in combination*. Credits representing only one semester of work in the discipline (151 or 152) may be used for elective purposes only.

151 General Chemistry 4 s.h.
A generalized introduction to the study of the elements, their compounds and the reactions they undergo. No prerequisites.

152 General Chemistry 4 s.h.
A more detailed study of topics introduced in Chemistry 151. This course is intended to prepare the student for further study in the sciences. Prerequisite: Chemistry 151.

252, 253 Quantitative Analysis 4, 4 s.h.
A study is made of the principal method of quantitative chemical analysis by means of lecture, discussion, laboratory work, and problems. Prerequisite: Chemistry 151, 152.

321, 322 Organic Chemistry 8 s.h.
A study of the compounds of carbon and their reactions. Theories involved and mechanisms of reactions are emphasized. Prerequisites: Chemistry 151, 152.

351, 352 Physical Chemistry 8 s.h.
A study of the properties of solids, liquids, gases and solutions. Prerequisite: Chemistry 252, Physics 151 and 152. Four hours of lecture per week.

485 Introduction to Research 2-4 s.h.
This course attempts to acquaint the student with procedures and requirements for chemical research, including use of chemical literature and investigation of some unsolved problem in chemistry. Prerequisites: Organic Chemistry and Physical Chemistry, or completion of one of these courses and simultaneous enrollment in the other. Arrangements must be made in advance with the instructor who is to direct the work.

ECONOMICS (See also Business Administration)

Methodist College offers a combination major-minor in Business Administration and Economics. Fulfillment of the program will require a total of 51 semester-hours selected from the offerings of the two subject fields. For this major-minor combination the student is required to complete Economics 151 and 152, and Business Administration 251 and 252. Any student seeking a separate minor in Economics will be required to complete Economics 151 and 152. The total requirement for an Economics minor is 15 s.h. Economics 151 and 152 are prerequisite to all courses offered by this department.

151 Macroeconomics 3 s.h.
An extensive coverage of macro-economic theory and problems, especially in the areas of monetary economics, national income and employment, economic fluctuations, and economic growth.

152 Microeconomics 3 s.h.
An extensive coverage of micro-economic theory and problems, especially supply, demand, pricing, distribution of income and overall functioning of capitalistic economic systems.

216 Introduction to Probability and Statistics (See Math 216) 3 s.h.
Offered by Department of Mathematics, but creditable toward fulfillment of Economics and Business Administration requirements.

311 Money and Banking 3 s.h.
Monetary policy and its importance; the functions performed by money in our society; the operations of commercial banks and of the Federal Reserve System. Impact of monetary policy on economic growth.

312 Public Finance 3 s.h.
Discussion of expenditures and the main sources of revenue used by governments property taxes; income and inheritance taxes and various forms of sales taxes; the distribution of the tax burden on different classes in society; managing the federal debt. Role of fiscal policy in maximizing the welfare, employment and economic growth.

365 Personal Finance 3 s.h.
Budgeting and keeping account of one's personal fund; borrowing money; buying on credit; making out personal income tax returns; saving and the wise investing of savings; insurance; and home ownership.

370 Taxation 3 s.h.
The laws dealing with income taxes and the preparation of federal and state income tax returns.

410 Advanced Economic Theory 3 s.h.
Discussion of economic theory, with direct reference to the economic problems of the modern world. Primarily, emphasis will be placed on the appropriate extension of the formal analytical techniques acquired in earlier courses.

415 Investment 3 s.h.
The study of investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long and short-term fluctuations of security prices, the functioning of security prices, the functioning of security markets and regulatory bodies, and individuals' investment needs are analyzed. Portfolio management.

420 Comparative Economic Systems 3 s.h.
A comparison of capitalism, socialism, communism, and fascism as economic systems and as philosophies, the point of strength and weakness in each system. Analysis of resource allocation and distribution of income in planned vs. non-planned economics.

451 Senior Seminar 3 s.h.
This seminar offers selected opportunities for juniors and seniors in accordance with their interests. Topics may be chosen from the field of resource economics, welfare economics and other fields of economics. All research undertakings are supervised and guided by the instructor. Research findings are submitted to the seminar as a whole for discussion and criticism.

485 Special Topics
An examination of current problems in economics, organized on a lecture-discussion basis. The content of the course will vary as changing conditions require the use of new approaches to deal with emerging problems. Credit to be determined.

EDUCATION

A major in Early Childhood Education or in Intermediate Years Education consists of the approved program for teacher preparation in the year of the student's graduation. A minor in Secondary Education is available to students who plan to become junior or senior high school teachers. The acquisition of credit for the minor will be automatic for all those who fulfill all requirements for a Class "A" Certificate in teaching under the North Carolina system, with preparation for instruction in a specific subject area. The following courses should be included in the minor program: Education 220, 251, 242, 410, 419 and 421-22, as well as Psychology 250 and 352. (It should also be noted that three semester hours of work in Speech is required of all those seeking teacher certification in North Carolina.) Program requirements for the majors in Early Childhood and Intermediate Years Education are outlined elsewhere in this catalog.

It is now possible, under special circumstances, for the student not needing nor desiring state certification to complete a minor in Education without the student teaching internship. Such a minor may be fulfilled by successful completion of Education 251, plus at least one of the courses Education 341, 343; Psychology 250, plus either Psychology 351 or 352, and six hours of electives from among the courses Education 312, 242, 411, 412, 419, 441 and 485.

220 Fundamentals of Reading for Secondary School Teachers 3 s.h.
An examination of the current principles, methods and materials for teaching reading in the content areas. Emphasis is placed on understanding the reading process, the role of the secondary teacher in refining reading competence, and the basic techniques, strategies and approaches appropriate to secondary schools.

242 Field Experience in Public Education
This course is designed to provide teacher-assistant activities for Teacher Education majors and minors. Competencies in pre-student teaching activities will be determined by cooperating teachers and college faculty. Evaluations of student performance in this course will be utilized by the Education Committee to determine the general competency of the candidate for the teaching profession and to decide whether or not the student should remain in the Teacher Education Program. Field Experience would be completed prior to entrance into Student Teaching, preferably in the sophomore or junior years. Two contact hours per week for each semester-hour credit (not including travel time) are required. Prerequisite: permission of instructor. Credit to be determined.

243 Teaching Reading in The Elementary School 3 s.h.
A comprehensive study of the reading process and current reading methodology. The course focuses on the development of a knowledge base for teaching reading in the elementary school, an understanding of the relationship of language, readiness and cognition to reading, and an inspection of the strategies, procedures and alternative approaches for teaching reading.

251 Introduction to Education in the Public Schools 3 s.h.
The historical, sociological, psychological, and philosophical foundations of public education are included in the scope of this course. Additional topics include organization, control, and functions of public education in America; teaching as a vocation; professional ethics; the role of the teacher in the school and community.

312 Guidance and Counseling 3 s.h.
The course provides an overview of the foundations and the processes of guidance, as influenced by the school situation. The responsibilities of the guidance counselor in assisting the student toward self-actualization will be stressed. Research findings and theories currently in use will be discussed. Emphasis will be placed on guidance processes in both elementary and secondary schools.

341 Early Childhood Education (K-3) 3 s.h.
Includes a study of curriculum, activities and techniques for early childhood education, with special emphasis on the parent-school-community relationships involved in the education of young children.

343 Education in the Intermediate Grades (4-9) 3 s.h.
A general study of education in the intermediate grades, including emphasis upon educational foundations, aims, school organization and management, curriculum construction and parent-school-community relationships.

345 Classroom Reading Diagnosis and Correction 3 s.h.
The course considers reading disability, formal and informal diagnostic instruments and techniques, the prescription of corrective instruction and the selection and adaptation of materials and methods. A field experience is an integral component of this course. Prerequisite: Ed. 243, Ed. 220, or an equivalent.

401 Materials and Methods in the Elementary School I 3 s.h.
A modular approach to the development of methods and skills necessary to successful functioning in the Elementary school. Modules: (a) elementary orientation; (b) systematic instructional planning; (c) audio-visual methods, and (d) testing and evaluation.

402 Materials and Methods in the Elementary School II 3 s.h.

A modular approach to the development of methods and skills necessary to successful functioning in the Elementary school. Modules: (e) science methodology; (f) social studies methodology; (g) language arts methodology, and (h) legal and professional implications for the future teacher.

410 Materials and Methods for Teaching Secondary School Subjects 3 s.h.

- 410-A English
- 410-B Social Studies
- 410-C Physical Education
- 410-D Mathematics
- 410-E Science
- 410-F Foreign Languages
- 410-G Art
- 410-M Music

A study of the organization of the particular discipline in the secondary school; classroom methods, techniques and activities; teaching materials; testing; evaluation. Recommended for all students completing teaching requirements for the secondary school. (Offered usually in alternate years, but more often if needed.)

419 Teaching in The Secondary Schools 3 s.h.

A modular approach to the development of skills necessary to successful functioning in the public schools. Modules: (a) secondary orientation; (b) systematic instructional skills; (c) audio-visual methods; (d) testing and evaluation.

421-422 Student Teaching 6 s.h.

Student teaching is a course designed for those preparing to become public school teachers. Student teachers are assigned to nearby school systems in North Carolina under the supervision of cooperating administrators and teachers. A minimum of 90 hours of classroom teaching is required. The work of the student teacher is supervised jointly by the Director of Student Teaching and faculty staff. Elementary majors must student-teach in grades K-3 for Early Childhood teacher certification, or in grades 4-9 for Intermediate Years certification. Minors in secondary education are expected to student teach in grades 7-12. All student teachers will be expected to participate in an accompanying seminar.

441 Education of Exceptional Children 3 s.h.

A general study of exceptional children, with emphasis on the roles of the school and the parent. Utilization of relevant community resources and case studies. Prerequisite: permission of instructor.

485 Research Seminar in Education

Selected problems in theory and practice in education to be researched individually by the student. Emphasis is placed on student interest and practicability of projects. Credit to be determined. Prerequisite: permission of instructor.

499 Development and Utilization of Audio-Visual Materials 2 s.h.

This course explores the range of non-print media options available to classroom teachers. Major emphasis will be placed on the operation of media hardware and the production of non-print teaching materials.

ENGLISH

The courses English 101-102, 201 and either 202 or 252 are prerequisites for all other courses offered in the department. English 101 is a prerequisite for English 102; 102 is a prerequisite for 201 and 201 is the ideal preparation for either 202 or 252. These are the courses recommended for fulfillment of the 12 semester-hour general requirement in English. Note that the student who has completed successfully 101, 102 and 201 then has an option to take either 202 or 252. The 252 option will be useful to students in Teacher Education and others who may wish to study American as well as British literature. Requirements for the major: 36 hours in the department, including 101, 102, 201, 202, 251 and 252, plus 18 additional hours. Requirements for the minor: 18 hours in the department, including 101, 102, 201 and either 202 or 252. English 361 is designed to meet the needs of students preparing to teach in elementary, junior high or middle schools. English 220 may be counted toward fulfillment of the major by those students in the secondary school Teacher Education program, but neither English 220 nor 361 may be creditable toward fulfillment of English major or minor programs of all other students. English 323, Advanced Expository Writing, is required of all English majors who are in the secondary school Teacher Education program. In addition, students in the secondary school Teacher Education program should note that English

322, Advanced Grammar, is required by the state for public school teacher certification in English. All those desiring such state certification at any level should note statement of Teacher Education requirements located elsewhere in the *Bulletin*.

101 Composition 3 s.h.

A basic course in writing which stresses knowledge of standard English and competence in the writing of clear, correct and effective expository prose. Instruction in research techniques is also emphasized. Traditional letter grades are not used in this course; instead 'P' ('Pass') or 'F' ('Fail') are used. The course is offered on a two-track system. Many students enrolling in 101 will be sufficiently competent in writing skills to be placed in Track I sections offering a one-semester course. Any student failing this course must repeat it in its entirety in the following semester. Students having special needs in English composition will be placed in Track II sections in which English 101 is a two-semester course offering an overall credit of three semester-hours for those who complete it successfully. Any student failing the Track II course will be expected to repeat English 101 as determined by the department. Initial placement of students in the respective tracks will be made on the basis of SAT scores or other documentation pertaining to college admission. Those assigned to Track II will be given diagnostic examination during the pre-semester orientation periods; those assigned to Track I will be given a diagnostic examination at the first meeting of their classes. These and other tests will make possible adjustments in English 101 placement when needed. The student will receive credit for 101 only when the desired level of competency in written work is attained. English 101 is a prerequisite for English 102 and for all other courses in the department.

102 Introduction to Literature, and Composition 3 s.h.

Analyzing, interpreting and writing about literature. Modular in principle, the course consists of genre studies in poetry and in drama, plus a special study. Each instructor develops his own "special," which provides the student with certain options. English 102 is a prerequisite for English 201.

201, 202 Survey of English Literature 3, 3 s.h.

First semester: selected readings in English literature from *Beowulf* to the age of Johnson. Second semester: readings from the end of the eighteenth century to the present. English 102 is a prerequisite for English 201 and English 201 is an ideal preparation for English 202 and/or English 252.

220 Fundamentals of Reading for Secondary School Teachers 3 s.h.
(See Education 220)

251, 252 Survey of American Literature 3, 3 s.h.

First semester: selected readings in prose and poetry from the time of the settlement of America to the Civil War. Second semester: major poets from Walt Whitman to Robert Lowell; American fiction from Mark Twain to William Faulkner.

310 Modern Drama* 3 s.h.

A study of plays of the modern theatre, emphasizing main trends and representative works. (Offered in alternate years terminating in even numbers.)

321 Shakespeare* 3 s.h.

A study of representative Shakespearean plays (histories, tragedies and comedies) with parallel attention to historical background and cultural setting. (Offered in alternate years terminating in odd numbers.)

322 Advanced Grammar 3 s.h.

A brief review of the history of the English language; an analysis of the structure of English grammar — sounds, parts of speech, sentence patterns and prose style; the new grammars and their uses.

323 Advanced Expository Writing* 3 s.h.

Designed for the student who has progressed beyond the freshman level, this course provides the opportunity to improve writing skills through the study and analysis of models of excellence and practice in various techniques and types of composition. (Offered in alternate years terminating in even numbers.)

*Courses bearing asterisks are offered in alternation. See course description to ascertain years a given course is available.

- 331 Victorian Literature*** 3 s.h.
Studies in representative poetry and prose of the Victorian Age. (Offered in alternate years terminating in odd numbers.)
- 333 World Literature (See Philosophy 333)*** 3 s.h.
(Offered in alternate years terminating in odd numbers.)
- 361 Literature for Children** 3 s.h.
A survey of the types of literature available for children in grades K-3, 4-6 and 7-9, and the techniques of teaching the literature. A study of the child's developing interest in reading.
- 371 Chaucer*** 3 s.h.
A critical study of the English medieval period, with particular emphasis on Chaucer's *Canterbury Tales* and *Troilus and Criseyde*. (Offered in alternate years terminating in odd numbers.)
- 380 Milton*** 3 s.h.
A study of Milton's major works — *Paradise Lost*, *Paradise Regained*, *Samson Agonistes* — with selected shorter poems and representative prose. (Offered in alternate years terminating in even numbers.)
- 401 Nineteenth Century British Romanticism*** 3 s.h.
Studies in representative poetry and prose of nineteenth century British Romanticism. (Offered in alternate years terminating in even numbers.)
- 409 Modern Poetry*** 3 s.h.
British and American poetry from the late 19th century to the present, with emphasis upon principal trends and poets, and on analysis and interpretation of poetry. (Offered in alternate years terminating in odd numbers.)
- 411 The American Renaissance®** 3 s.h.
An examination of the work of leading writers of America's Golden Age: Emerson, Thoreau, Melville, Hawthorne, Poe, Whitman and others. Appropriate discussion of native romanticism. (Offered in alternate years terminating in even numbers.)
- 412 American Realism®** 3 s.h.
A study of the writings of major American realists and naturalists, from Twain, Howells and James to Dreiser, Norris and Crane, with emphasis upon philosophical foundations as well as literary practice. (Offered in alternate years terminating in odd numbers.)
- 413 Modern Fiction*** 3 s.h.
A study in tradition and experiment in modern fiction. Most of the readings will be novels, but some short stories may be added. The concentration will be on American and British novels, or novels in translation. (Offered in alternate years terminating in even numbers.)
- 485 Special Studies in English** TBD
Designed to provide advanced students with an in-depth study involving research and writing on a subject to be determined by members of the department faculty according to the student's needs and interests. Inquiries should be made of the departmental coordinator. Unanimous consent of the department staff, including consent of one member to direct such a study, must be obtained prior to enrollment. Credit to be determined.

FOREIGN LANGUAGES (French, German, Spanish)

To satisfy the college requirement in foreign languages each student will complete either two semesters of a foreign language or two semesters of the alternate foreign culture courses (French 160, Spanish 160) taught in English. Students wishing to enroll in a foreign language course must take the department placement test if they have had more than a year's study of the language in high school. This is done in order to insure enrollment at the proper level of study. Certain credits may be allowed for those making sufficiently high scores on these tests (see statements for French and Spanish majors) below.

*Courses bearing asterisks are offered in alternation. See course description to ascertain years a given course is available.

Language courses 101, 102, 201 and 202 consist of three lecture hours, one supervised laboratory hour and one unsupervised laboratory hour per week, each. Attendance is required at all five meetings. These courses have an academic credit evaluation of four semester hours each.

French

Requirements for a French major: 10 courses beyond French 102. Requirements for a French minor: six courses beyond French 102. Students receiving advanced placement credit under the CLEP Program may apply this credit as two courses in fulfillment of the major or minor requirement. Students placing above the intermediate level (201-202) on the placement test given by the Foreign Language Department will need four more courses for a minor and eight more courses for a major in French.

101, 102 Elementary French (Fall; Spring) 4, 4 s.h.

Three classroom hours and one supervised laboratory hour per week each semester. Pronunciation, oral work, the elements of grammar, common idioms and vocabulary. French 101 or satisfactory score on placement test is prerequisite for French 102.

160 French Culture (Fall and Spring) 3 s.h.

This course is taught entirely in English. The civilization of France from prehistoric to modern times, as represented in art, literature, music and history. Three classroom hours per week. Audio-visual materials will be presented. Successful completion of this course and of Spanish 160 will satisfy the college's foreign language requirement. French 160 may not be counted toward satisfaction of requirements for major or minor in French.

201, 202 Intermediate French (Fall; Spring) 4, 4 s.h.

Three classroom hours and one supervised laboratory hour per week each semester. A review and more detailed study of grammar, with selected readings, designed to assure mastery of the fundamental skills of understanding, speaking, reading and writing French of moderate difficulty. French 102 or two years of high school French with satisfactory score on placement test is prerequisite for French 201. French 201 or satisfactory score on placement test is prerequisite for French 202.

241 Review Grammar and Reading (Fall) 3 s.h.

Drill on intermediate language skills. Graded reading with accompanying comprehension drills, grammatical analysis, and structured conversation. Prerequisite: French 202 or three years of high school French with satisfactory score on placement test. Three classroom hours per week, including supervised laboratory work.

242 Civilization 3 s.h.

Study of the history, geography, government, arts and current political structure of France through readings in French. Audio-visual materials, classroom reports and current periodicals are used. Conducted in French. Prerequisite: French 241 or permission of instructor.

303 Survey of French Literature I 3 s.h.

The development of French literature from its beginnings through the seventeenth century. Prose, poetry and the theater of the Middle Ages, the Renaissance and the Grand Siecle. Prerequisite: French 241 or permission of instructor.

304 Survey of French Literature II 3 s.h.

The transition from the classicism of the seventeenth century to the age of Enlightenment. The *Philosophes*, Voltaire and Rousseau. Highlights of French literature from the seventeenth century to the present. Prerequisite: French 241 or permission of instructor.

305 Advanced Grammar and Composition 3 s.h.

Drill and practice in advanced structures, expressions and idioms which present special problems to American learners. Compositions assigned on various topics pertaining to French culture. Prerequisite: French 241 or permission of instructor.

412 Twentieth Century Literature 3 s.h.

Literary trends in prose, poetry and theater since 1900, including the Catholic literature, surrealism, existentialism, the Theater of The Absurd, and the Nouveau Roman. Prerequisite: French 241 or permission of instructor.

451 Phonetics and Conversation**3 s.h.**

Rigorous refinement of student's pronunciation through the application of phonetics to vocabulary of everyday situations. Intonation drills and use of language laboratory. Frequent classroom conversations and oral reports on topical subjects, using recent periodicals and popular literature. Prerequisite: French 241 or permission of instructor.

485 Seminar in French Literature

This course is designed to provide advanced students with in-depth study of a specific period of French literature, to be determined by the department according to the needs and interests of students. This course may be utilized for credit on different topics. Credit to be determined. Prerequisite: French 241 or permission of instructor.

GERMAN

Requirements for a German minor: for students beginning with German 101, 102, six courses.

101, 102 Elementary German**4, 4 s.h.**

Three hours of classroom work and one hour of laboratory per week. Phonetics, pronunciation, essentials of grammar, common idioms and vocabulary. Reading and simple composition. Translation from German to English and from English to German. Emphasis on the elements of reading, writing and conversation. No credit for 101 to students who have completed two years of German in high school. Prerequisite to 102: German 101 or satisfactory score on placement test.

201, 202 Intermediate German**4, 4 s.h.**

Three hours of classroom work and one hour of laboratory per week. A review of grammar. Selected readings designed to assure mastery of the fundamental skills of understanding, speaking, reading and writing German of moderate difficulty. Composition and translation. Intensive practice in the spoken language to develop student's vocabulary and oral proficiency. General insight into various aspects of German life. Prerequisite for 201: German 102 or two years of high school German and satisfactory score on placement test. Prerequisite for 202: German 201 or two years of high school German and placement test scores that indicate enough preparation for the 202 level.

301 Advanced Conversation and Grammar**3 s.h.**

Conversation and comprehension drills accompanied by advanced grammatical analysis based on graded readings from literary works and periodicals. Primarily designed for future language teachers but also intended to meet the needs of those who want the spoken language for cultural or professional reasons.

302 German Civilization**3 s.h.**

Conducted primarily in German. Introduction to German geography, history, culture and literature. Prerequisite: German 201, 202, 301, or demonstration of oral proficiency to the satisfaction of the instructor.

303 Survey of German Literature I**3 s.h.**

The development of German literature from its beginnings through 1750. Literature of the Middle Ages, and early new high German literature through the Baroque period. Prerequisite: German 301, 302 or permission of instructor.

304 Survey of German Literature II**3 s.h.**

A study of German literature from the 18th century to the present. The major literary movements of the 18th, 19th and 20th centuries will be considered. Prerequisite: German 301 and 302, or permission of the instructor.

Spanish

Requirements for a Spanish major: 10 courses beyond Spanish 102. Requirements for a Spanish minor: six courses beyond Spanish 102. Students receiving advanced placement credit under the CLEP program may apply this credit as two courses in fulfillment of major or minor requirements. Students placing above the intermediate level (201-202) on the placement test given by the Foreign Language Department will need four more courses in the department for a minor and eight more courses for a major in Spanish.

101, 102 Elementary Spanish**4, 4 s.h.**

Three classes and one hour of laboratory per week. Pronunciation, oral work, the elements of grammar, common idioms and vocabulary. Prerequisite to 102; Spanish 101 or satisfactory score on placement test.

160 Hispanic Culture (Fall; Spring)**3 s.h.**

This course is taught entirely in English. The civilization of the Hispanic world from prehistoric to modern times, as represented in art, literature, music and history. Three classroom hours per week. Audio-visual materials will be presented. Successful completion of this course and French 160 will satisfy the general college language requirement. Spanish 160 does not count toward satisfaction of requirements for major or minor.

201, 202 Intermediate Spanish**4, 4 s.h.**

Three classes and one hour of laboratory per week. A review and more detailed study of grammar, with selected readings, designed to assure mastery of the fundamental skills of understanding, speaking, reading and writing Spanish of moderate difficulty. Prerequisite to 201: Spanish 102, or two years of high school Spanish and satisfactory score on placement test. Prerequisite to 202: Spanish 201, or two years of high school Spanish and placement test scores that indicate enough preparation for the 202 level.

241 Advanced Conversation and Grammar**3 s.h.**

Conducted in Spanish. Phonetics and grammar taught inductively, through constant repetition, as a basis for oral command of the language. Intended primarily for students preparing to teach Spanish but meeting the needs of those whose fields of interest create a special need for the spoken language. Prerequisite: Spanish 202 or demonstration of oral proficiency to the satisfaction of the instructor.

242 Advanced Composition and Grammar**3 s.h.**

Conducted in Spanish. An analytic study of the grammatical structure of the Spanish language, with extensive practice. Designed primarily for those preparing to teach Spanish. Prerequisite: Spanish 202, or demonstration of oral proficiency to the satisfaction of the instructor.

251 Culture and Civilization of the Hispanic World**3 s.h.**

Conducted in Spanish. The development of the history and culture of Spain from its beginnings to the present. Contributions of Spain to Western civilization. The expansion of Spanish culture into the New World. Prerequisite: Spanish 202, or three years of high school Spanish and satisfactory score on placement test.

261 Survey of Spanish Literature I**3 s.h.**

Conducted in Spanish. The development of Spanish literature from its beginning through the Golden Age. Prose and poetry of the Middle Ages and the Renaissance. The mystics. The creation of the national theatre. The drama from Lupe de Vega to Calderon. Cervantes and the modern novel. The Baroque, Quevedo and Gongora. Prerequisite: Spanish 202, or three years of high school Spanish and satisfactory score on placement test.

262 Survey of Spanish Literature II**3 s.h.**

Conducted in Spanish. A general view of the development of Spanish literature from the 18th century to the present. Neoclassicism. Romanticism and realism. The literary trends of the 20th century. Prerequisite: Spanish 202 or three years of high school Spanish and satisfactory score on placement test.

351 Spanish Literature: Cervantes**3 s.h.**

Conducted in Spanish. The life, thought and works of Cervantes with special emphasis on his *Don Quixote*. Prerequisite: Spanish 261, 262 or consent of instructor.

420 Survey of Spanish-American Literature**3 s.h.**

Conducted in Spanish. Primitive cultures in Spanish-America. General view of the development of Spanish-American literature from the colonial period to the present. Prerequisite: Spanish 202 or consent of instructor.

485 Seminar in Spanish Literature

This course is designed to provide advanced students with in-depth study of a specific period of Spanish literature to be determined by the department according to the needs and interests of the student. This course may be utilized for credit on different topics. Credit to be determined. Prerequisite: Spanish 242 or permission of instructor.

Linguistics

109, 110 English As a Second Language 3, 3 s.h.

This course is designed to assist those whose native language is other than English in mastering the pronunciation, intonation, structural patterns, vocabulary and idiom of American English. Communication skills — listening, speaking, reading, writing — will be approached concurrently and integrated with American socio-cultural linguistic forms. A laboratory experience is an integral part of the course.

GEOGRAPHY

(Required of Elementary School Teachers)

252 Regional Geography 3 s.h.

For convenience in study, the earth is divided into regions which have some measure of unity. The topography, climate, and natural resources of each region are considered, chiefly as they relate to man's activities.

GEOLOGY (See also Science)

For fulfillment of the college's general requirement in science Geology 151 and 152 are required in combination. Credits derived from only one semester of work in the discipline may be used for elective purposes only.

151 Physical Geology 4 s.h.

An introductory course: a study of the nature and properties of materials composing the earth and the processes by which they are formed, altered, transported and distorted. Three lecture hours and one three-hour laboratory period per week. Prerequisites: none.

152 Historical Geology 4 s.h.

An introductory course: a study of the chronological story of how the processes of Physical Geology have operated and a study of the geologic records of life forms. Three lecture hours and one three-hour laboratory period per week. Prerequisites: none.

HISTORY

Requirements for a major in History: a minimum of 30 semester-hours in the department. Requirements for a minor: a minimum of 18 semester-hours in the department. History 101 and 102 are prerequisites for all other courses offered in the department. These prerequisites can be waived only in exceptional hardship cases with the permission of the area chairman. History 201 and 202 are required for both the major and the minor.

Students planning to enroll in the Teacher Education Program for social studies certification are required to take a total of 21 semester hours in three additional departments in the social science area in addition to 30 semester hours in History.

101 Western Civilization 3 s.h.

The history of civilization in the western world, beginning with the earliest records and continuing through the early Seventeenth century. Particular stress is placed upon political, economic and cultural developments.

102 Western Civilization II 3 s.h.

A continuation of the study of western civilization, beginning with the Seventeenth century and concluding in the 20th century. Emphasis is placed upon political, economic and cultural developments.

103 World Civilization I 3 s.h.

A study of the major areas of civilization from paleolithic times to 1500. Emphasis will be placed upon the Eurasian centers: China, India, the Middle East and Europe. Interregional cultural exchanges will be explored.

104 World Civilization II 3 s.h.

A study of the development of global history from 1500 to the present. Emphasis will be placed upon the spread of Western political, economic and cultural hegemony and its consequences in the Americas, Asia and Europe.

201 United States History I 3 s.h.

Transit of civilization from Europe to America, beginning with Colonial settlements and emphasizing the historical developments in the United States of political, social, and economic importance to 1876.

202 United States History II 3 s.h.

A continuation of the study of the history of the United States since 1876 with emphasis on the emergence of this nation as a political, economic, and social force in the modern world.

311 Ancient History 3 s.h.

A history of the ancient Near Eastern civilization, the Hellenic, Hellenistic, and Roman worlds.

312 Medieval History 3 s.h.

A study of the medieval world from 300-1300, from the time of Diocletian to that of Dante.

321 History of Europe, 1789-1870 3 s.h.

This course will cover the century following the fall of the *ancien regime* through the periods of conservative reaction and the continuing legacy of the French Revolution, of liberalism and nationalism in the nineteenth century.

340 Latin American History 3 s.h.

An examination of the social, political, economic, cultural and religious development of Latin America from pre-Columbian times to the present, with emphasis upon the larger nations. Topics will include study of the hispanic influence on the United States.

346 American Diplomacy (See History 346) 3 s.h.

353 History of Modern Britain 3 s.h.

A survey of the history of Great Britain from 1485 to the present. Particular attention will be paid to the constitutional development, economic and social development, and the rise and decline of the colonial empire.

401 History of Asia 3 s.h.

A study of the history of China, Japan, Korea, India, and the lands of Southeast Asia, including Indonesia and the Philippines. Emphasis upon factors in the development and recent modifications of political, social, economic, and intellectual traditions of those areas.

410 Materials and Methods for Teaching Social Studies 3 s.h.

(see Education 410-B)

411 Soviet Russia and International Communism 3 s.h.

An examination of the history of Russia during the Tzarist regime, the 1917 Revolution, and recent international developments emanating from the Marxist axis in Moscow.

422 Contemporary America, 1920-1970 3 s.h.

A survey of American history since World War I, illuminating some of the major internal developments and tracing the growth of the United States as a major power in international affairs.

450 Modern European History 3 s.h.

A brief survey of the background of World War I, with concentration on pre- and post-World War II Europe. Map exercises and outside readings required. Prerequisites: History 101 and 102.

485 Independent Study in History

The study of a special topic through research or reading. The student's selection of topic will be in consultation with and his work carried on under the supervision of a member of the instructional staff. It is intended that this course enable the student to investigate an area of history he would otherwise be unable to study in a traditional program. Enrollment by permission of the department coordinator. Credit to be determined.

INTERDISCIPLINARY COURSES

Career Counseling

1 s.h.

This course is designed to aid students in making decisions concerning their careers, either those presently available or those that might become possibilities in the future. The contribution of liberal arts studies to career development will be considered. Faculty members representing various college departments and business and industrial leaders from the community will be invited to discuss opportunities in their respective areas of interest. Class meets once weekly for a 50-minute period during the fall semester.

The Future

1 s.h.

Selected faculty members are invited to analyze and discuss specific problems and possible developments in the future of human society, with periodic group discussions involving students. Areas of interest include the physical, economic, social and moral aspects of life in the future. Purpose of the course is to help students prepare themselves for meeting leadership responsibilities in the emerging world and for dealing creatively with their own life situations. Those desiring academic credit will be required to complete a specific research project under guidance of the appropriate instructor. Class meets once weekly for a 50-minute period during the spring semester.

Fine Arts 160 Fine Arts in New York

1 s.h.

A workshop-type course involving a visit to New York City. Students are given opportunities to observe activities of professionals working in the performing and visual arts. Credit may be earned *either* in drama or music or art. The student will work under direction of a faculty member from the appropriate one of those three disciplines. Semester schedules should be consulted.

MATHEMATICS

Requirements for a major in Mathematics: (1) a minimum of 30 semester-hours beyond Math 114, to include Math 252 (cross-listed as Philosophy 252, Logic); (2) Physics 151 and 152. A Mathematics major with Secondary Education minor must complete Math 315, 316 and 410. Requirements for a minor in Mathematics: a minimum of 18 semester-hours beyond Math 114, to include 252 (Logic). Math 306, 407 and 410 are not creditable toward either the major or the minor.

90 Pre-College Mathematics Refresher

1 s.h.

An elective program in the basics of Arithmetic. It includes a pre-test to appropriately place the student, and covers the operations of whole numbers, rational fractions, decimal fractions and percentage. This course is graded on a "Pass/Fail" basis. It meets three times weekly. The 1 s.h. credit does not count toward fulfillment of the basic Mathematics general requirement of 6 s.h.

109 Basic Mathematics

(1, 1, 1) 3 s.h.

Three one semester-hour modules which cover topics of practical application. **Module A:** Consumer Mathematics. **Module B:** Measurement. **Module C:** Pre-Algebra.

110 Finite Mathematics

3 s.h.

A basic introduction to logic, sets, linear equations, inequalities, vectors, matrices, linear programming, probability, statistics. Prerequisite: **Math 109 Module C.**

113 Pre-Calculus Mathematics I

3 s.h.

Review numbers and their properties; polynomials; rational expressions; rational exponents; radicals; equations in one variable; inequalities in one variable; relations and functions; non-linear relations and functions. Prerequisite: (1) three years of secondary school mathematics, to include two years of algebra and units in geometry and trigonometry, or, (2) demonstration of proficiency in Math 110 or by testing.

114 Pre-Calculus Mathematics II

3 s.h.

Exponential functions; logarithmic functions; circular functions; trigonometric functions; vectors; identities; conditional equations, inverses; De Moivre's theorem; polar coordinates; sequences; series; binomial theorem. Prerequisite: Math 113, or by testing.

201 Introduction to Calculus I

3 s.h.

Review functions; introduction to limits; derivative, derivative formulas, power rule, chain rule, implicit differentiation; curve sketching; applications of the derivative; the integral; area; work; approximate integration. Prerequisite: Math 114 or by testing.

202 Introduction to Calculus II

3 s.h.

Vectors in the plane; conic sections; translation; rotation; limits and continuity (from geometry); calculus of trigonometric and inverse trigonometric functions; calculus of exponential, logarithmic and hyperbolic functions. Prerequisite: Math 201.

211 Intermediate Calculus I

3 s.h.

A continuation of the studies of the calculus of two variables. The topics include parametric equations; polar coordinates; the various methods of integration; applications of the integral; limits and continuity studied from the delta-epsilon approach. Prerequisite: Math 201.

212 Linear Algebra

3 s.h.

A study of systems of linear equations, matrices, determinants, vector spaces, linear dependence, linear transformations, similarity of matrices and characteristics of a matrix. Prerequisite: Math 201.

216 Introduction to Probability and Statistics

3 s.h.

Includes permutations, combinations, binomial and normal distributions, analysis of data, sampling theory, testing hypotheses, random variables and probability functions.

220 Introduction to Computer Science

3 s.h.

A study of computers, including their history, applications, organization and social impact. Other topics include programming languages and organization of data. No prerequisite.

252 Logic (See Philosophy 252)

3 s.h.

306 Mathematics For The Elementary Teacher I

3 s.h.

A content and methods course; set theory, real number system; logical structure; language; notation; algebra; problem-solving. Prerequisite: acceptable score on Elementary School Teacher screening test and 3 s.h. of college mathematics.

311 Intermediate Calculus II

3 s.h.

A beginning of the study of the intermediate to advanced topics of analysis; indeterminate forms; infinite series; solid analytic geometry; partial derivatives; multiple integrals. Prerequisite: Math 211.

312 Advanced Calculus

3 s.h.

Vector functions and their derivatives: Frenet-Serret formulas. Gradient, divergence and curl. Multivariable calculus: partial derivatives; directional derivative; total-differential. Implicit functions; Jacobians, areas and volumes by double and triple integration. Line and surface integrals; Green's and Stokes' theorems; divergence. Improper integrals. Fourier series. Prerequisite: Math 311.

315 Modern College Geometry

3 s.h.

Advanced Euclidean geometry and an introduction to non-Euclidean geometry. This course is designed to be particularly useful to prospective secondary school mathematics teachers. Prerequisite: Math 202.

316 Modern Algebra

3 s.h.

An introduction to the study of the basic algebraic properties of groups, rings and fields, including elements of set theory and polynomials. Prerequisite: Math 114, 212.

407 Mathematics for Elementary Teachers II**3 s.h.**

A continuation of the topics of Math 306. The student will be actively involved with both the learning and the teaching of mathematical concepts both in and out of the classroom. Prerequisite: Math 306.

410 Mathematics for Secondary School Mathematics Teachers**3 s.h.**

A flexible program of reading, study, planning, writing and an examination of mathematics with respect to its application to secondary school biology, chemistry, and physics. It is designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. The course is open to mathematics major or minor students or those persons currently teaching mathematics in secondary schools. (See Education 410-D.) Prerequisite: Math 114.

411 Differential Equations**3 s.h.**

An introduction to ordinary differential equations of first and second order, with applications in geometry and physics. Prerequisite: Math 211, 212.

414 Introduction to Complex Variable Theory**3 s.h.**

The algebra and geometry of complex numbers. Elementary functions. Analytic functions; derivatives; Cauchy-Riemann equations. Integration. Cauchy's and Liouville's theorems. Taylor and Laurent series. Residues and poles. Conformal mapping. Prerequisite: Math 312.

422 **Numerical Analysis**3 s.h.**

Error propagation and estimation. Interpolation and approximation: Lagrange's formula and divided differences. Numerical differentiation and integration. Matrices and systems of linear equations: Gaussian elimination, Cramer's rule, matrix inverses, pivoting strategy, illconditioning, and iterative methods. Numerical solutions of differential equations: solutions by series, Euler's method, and Runge-Kutta methods. Prerequisites: Math 211 and 212.

MILITARY SCIENCE

The Military Science curriculum is a leadership development program which enhances the student's academic endeavor. The program develops selected men and women for positions of responsibility as commissioned officers in the active Army and its reserve components. The program is divided into two parts: the Basic Course and the Advanced Course. The **Basic Course** is normally taken in the freshmen and sophomore years. During this time no military commitment is incurred, and the student may withdraw at any time. The Basic courses include four ROTC-sponsored physical education courses as listed below. (The courses also fulfill the college's general requirements in physical education.) After completion of the Basic Course, students are eligible to enroll in the Advanced Course, provided they have demonstrated officer potential and meet Army physical standards. The **Advanced Course** covers the final two years of college, and includes a paid (approximately \$500) six-week Advanced Camp that is held the summer between the student's junior and senior years at nearby Ft. Bragg, NC. In the Advanced Course, cadets receive \$100 every academic month. Instruction includes leadership development, organization and management, tactics and practical leadership experience. The Advanced Camp provides the first taste of real leadership. Cadets put into practice the principles and theories acquired in the classroom. They plan and execute tactical missions. Students who wish to enter the Advanced Course and did not complete the Basic Course requirements may fulfill these requirements by attending Basic Camp, Ft. Knox, KY in the summer between their sophomore and junior years. Four, three, two and one-year scholarships are available that pay for college tuition, textbooks, laboratory fees, plus \$100 per month as subsistence.

Students may complete an academic minor program in Military Science through completing all of the Advanced Courses offered (201, 301, 302, 401 and 402) for a minimum of 15 semester-hours of credit. The department also strongly recommends the completion of Physical Education 101A, B, C and D, as well as Political Science 151. Cadets would also be required to complete Advanced Camp between their junior and senior years.

Basic Course**PE 101-A Orienteering/Land Navigation****1 s.h.**

The student is involved in environmental awareness, physical fitness, map reading skills, compass proficiency, leadership and mental activity. Cross-country navigation over unfamiliar terrain

**To alternate with Math 414 as determined by needs of students.

with a map and compass in order to locate control markers is a feature of the course. This opens the doors to other outdoor activities such as hiking, hunting, and wilderness exploration.

PE 101-B Mountaineering/First Aid**1 s.h.**

Student is introduced to the basic techniques of military mountaineering and receives the American Red Cross multi-media first aid certificate. Course involves rope management, safety, knot tying, rope bridges, rappelling from vertical cliffs/walls, and leadership reaction. The student should be able to handle himself/herself in a mountaineering environment with confidence.

PE 101-C Water Survival/Advanced Lifesaving**1 s.h.**

Swimming has long been recognized as one of the best activities for building and maintaining strength, vigor, and self confidence in the water. Students receive American Red Cross skill swimming and advanced lifesaving certificates.

PE 101-D Self Defense/Marksanship-Leadership**1 s.h.**

The student is introduced to the basic hand-to-hand combatives needed for basic self defense. Student is introduced to the basic .22 caliber rifle, firing positions, and techniques of competitive target shooting. (Marksanship offered in Spring; leadership in Fall.)

PE 160 Snow Skiing (spring semester only)**1 s.h.**

Student receives one week of professional ski instruction from the famous French/Swiss Ski College, Boone, NC. Estimated cost is \$98.00 per student for lodging, equipment rental, and instruction. Course open to novice, beginner, and advanced skiers. Certificates of instruction are presented by the French Swiss Ski College.

Advanced Course**201 Military Management****3 s.h.**

Instruction on the organizational structure of the U.S. Army, its goals, traditions, customs, tactics and mission. Instruction is also given in the psychology and principles of leadership and management, emphasizing the duties, responsibilities and meaning of becoming a commissioned officer. Prerequisites: Student must have made a commitment to the academic minor in Military Science and to the goal of obtaining an Army commission.

301 Leadership Development**3 s.h.**

Instruction is presented in the psychology and principles of leadership and management, emphasizing the behavioral science approach. Cadets learn the fundamentals and techniques of military instruction/briefings to include effective writing; receive instruction in advanced land navigation, tactical communication systems, artillery, drill and ceremony and physical conditioning. Prerequisite: Completion of ROTC Basic Course, Basic Camp or equivalent.

302 Tactics**3 s.h.**

Advanced cadets survey the branches of the U.S. Army and study current small-limit tactical doctrine and weaponry. Prerequisite: Completion of MS 301 or equivalent.

401 Military Science**3 s.h.**

Advanced cadets study organization of unit staffs to include operators, functions, and role in the military establishment, application of military forces using combined arms units; Infantry, Armor and Artillery. Surveys the military justice system and court martial procedures. Prerequisite: Completion of Military Science 301 or 302.

402 Military Science**3 s.h.**

Advanced cadets study the U.S. Army commissioned officer's obligations and responsibilities. Instruction provided on current U.S. Army tactical doctrine, and specialized operations. Prerequisite: Completion of Military Science 401.

MUSIC

The Music Department is constituted to serve the college in three ways: (1) to provide courses and activities in music which will add value and enjoyment to the general college program; (2) to provide sequences of courses in music which, if successfully completed, will enable students to earn a major or minor in this field; and (3) to provide the musical parts of curriculums which will prepare students for careers in teaching music privately and in the public schools.

A minimum of 40 hours in music is required for a major in the field. The following courses are required of all music majors: Music 161, 162, 163, 241, 243, 341 and 343. Students preparing to teach in the public schools must complete the following additional courses in music: Music 361, 410 and either 461 or 462. Students majoring in music are required to continue individual work in applied music throughout their academic program; they must complete eight to 16 hours in this field, depending on their area of specialization. Music majors are also required to participate in ensemble throughout their course of study.***

Music majors whose main applied field is one other than piano must demonstrate enough keyboard facility to enable them to meet the practical requirements of the activities for which they are preparing. This would mean, at the minimum, the ability to play at sight simple accompaniments. For students with no previous piano study this requirement would probably involve three or four semesters of piano. The ability in this area of each student will be reviewed at the end of the sophomore year.

Music majors are required to attend all student recitals as well as all evening musical events sponsored by the college unless excused by the department chairman.

Students who are not music majors also enroll in music courses for which they are qualified, including private instruction in applied music. Credit will be granted in private instruction only for work on the collegiate level. Credit or non-credit status will be determined by preliminary audition.

A student may earn a minor in music by completion of a minimum of 15 semester hours' work in music courses. These must include Music 151, 161, 162, plus six hours in applied music to be chosen in consultation with the area chairman.

Special Preparation for Teaching Music in the Public Schools

A student preparing to teach music in the public schools must study in a major and a minor performance area. The major performance area may be chosen from the following: voice, piano, organ, a stringed instrument, a woodwind instrument, a brass instrument or percussion instruments. Advancement reached in the major area just at least equal the work called for in the 300-level course of private study described in this catalog. The student must be able to play or sing solos expressively, as well as carry his part creditably in a small ensemble. Students with sufficient skill and previous study are urged to go beyond these minimum requirements and to present a recital or part of a recital in the senior year.

Study in the minor performance areas must include at least elementary study involving a string instrument, a woodwind instrument, a brass instrument, a percussion instrument, and private voice instruction, unless the student already has the ability to play instruments of these types or has had extensive vocal training. In such cases, these requirements may be passed by advanced standing examinations.

If the student has little or no keyboard experience, he must study piano until he can demonstrate enough proficiency to enable him to carry out normal duties which might arise in teaching music in public schools. This would entail the ability to read simple accompaniments, play for group singing, improvise, and make simple transpositions. Each student must pass an examination in functional piano (unless his major area is piano), this to be completed as soon as he and his advisor determine that he has reached the desired level of proficiency. All students are urged to go beyond minimum requirements in keyboard skills.

151 Music Appreciation 3 s.h.
Development of listening ability through analysis of the elemental forms, and styles of music. The work is carried on through lectures, reports, and listening. The course is introductory and does not presuppose experience in music.

152 Music Fundamentals for Classroom Teachers 3 s.h.
A course designed for students with no musical background who are preparing to be teachers in grades K-3 or 4-9. Practice in reading notation, singing, playing instruments, keyboard; techniques for teaching music to children.

161 Basic Musicianship I 4 s.h.
An introductory course in theory intended to provide a working knowledge of basic musical terminology, scales, intervals, rhythms, chord structures. Emphasis is placed on sight-singing,

***An exception may be made to this requirement while a student is engaged in student teaching.

melodic dictation, and keyboard performance of elementary chord patterns. Class meets five periods a week.

162 Basic Musicianship II 2 s.h.
Continuation of work indicated in Music 161. Class meets three periods per week. Prerequisite: Music 161.

163 Pre-Baroque Music: History and Theory 2 s.h.
Survey of the development of music in Western Civilization from the chant of the early Church through the polyphonic art of the 16th century. Study of theory includes analysis, simple writing, performance, and dictation utilizing the forms and styles found in Gregorian Chant and modal counterpoint. Prerequisite: Music 161 or permission.

241 Baroque Music: History and Theory 3 s.h.
Survey of the history of Baroque music culminating with emphasis on certain masterworks of J. S. Bach and Handel. Theoretical study of practices relating to tonality: harmonic cadences, voice-leading in four-part harmony, harmonization of chorale melodies, figured bass, principles of tonal counterpoint. Study carried on through analysis, writing, dictation, keyboard realization. Prerequisite: Music 162 or permission.

243 Classical Music: History and Theory 3 s.h.
Survey of the important works of Haydn, Mozart and Beethoven. The Rococo sub-period. Further study of four-part harmony, analysis, and practice in orchestration (arranging for the classic-sized orchestra). Emphasis on sonata-form and the sonata types. Prerequisite: Music 241 or permission.

291 Music in The Protestant Church (See Religious Ed. 291) 2 s.h.
A course designed to provide a practical understanding of the use of music in the Church. As background the course surveys the development of Christian liturgical music and of Christian hymns. Emphasis is placed on the problems of the organist, the choirmaster, and the minister in providing meaningful music in the worship service of today. Prerequisite: Music 151 or 162, or permission of instructor.

341 Romantic Music: History and Theory 3 s.h.
Survey of the great composers and selected works of the Romantic period. Further study of tonal harmony, Romantic orchestration, Romantic forms: opera, song cycle, symphonic poem, programmatic symphony. Prerequisite: Music 243 or permission.

343 Twentieth-Century Music: History and Theory 3 s.h.
Survey of the important composers and selected works of the first half of the twentieth century. Analysis and simple writing in the innovative styles of the twentieth century. Prerequisite: Music 341 or permission.

361 Conducting 2 s.h.
Study and practice of the techniques of conducting and score reading in both vocal and instrumental fields. Prerequisite: Permission of instructor.

409 Piano Pedagogy 2 or 3 s.h.
Materials and methods for teaching beginning piano through intermediate and early advanced levels. Attention is given to the teaching of notation, scales, technique, style and interpretation. There is observation of teaching in private and group instruction, and opportunity for supervised teaching of beginning piano students. Prerequisite: Permission of instructor. To be offered in alternate years with Music 410.

410 Music Materials and Methods in Public Schools (See Ed. 410-M) 3 s.h.
A study of the materials, methods and procedures of teaching music to elementary school children; the adolescent voice; junior high school music; the general music class; organization of choral and instrumental groups on the secondary level. Prerequisite: permission of instructor. To be offered in alternate years with Music 409.

450 Special Problems in Music Literature 2 or 3 s.h.
Individual study and research on problems in the field of music literature and history. Prerequisite: permission of instructor.

461 Advanced Conducting and Choral Arranging 2 s.h.
Practical experience in rehearsing and conducting performing choral groups. Study of choral arranging. Prerequisite: Music 361.

462 Advanced Conducting and Instrumental Arranging 2 s.h.
Practical experience in rehearsing and conducting instrumental groups. Study of instrumental arranging. Prerequisite: Music 361.

Applied Music

Courses in this category may not be used to fulfill the basic Fine Arts requirement.

109 Voice Class 1 s.h.
Class study of the fundamentals of singing; posture, breathing, correct vowel formation, diction. Study of simple art songs in English. Prerequisite: permission of instructor.

173, 174, 273, 274, 373, 374, 474 Chorus 1 s.h. each
Study through rehearsal and performance of selected works from choral literature of the various periods. Prerequisite: permission of instructor. Three rehearsals weekly. Students must be enrolled two consecutive semesters in order to receive academic credit. Exception will be made for seniors who are student teaching. The purchase of appropriate performance dress is required.

175, 176, 275, 276, 375, 376, 475, 476 Orchestra ½ s.h. each
Study through rehearsal and performances with the Fayetteville Symphony Orchestra of selected works from the great orchestral literature. Prerequisite: successful audition. Meets two hours weekly.

177, 178, 277, 278, 377, 378, 477, 478 Wind Ensemble 1 s.h. each
Study through rehearsal and performance of selected works from the band literature. Prerequisite: permission. Meets three hours weekly.

179, 180, 279, 280, 379, 380, 479, 480 Stage Band 1 s.h. each
Study through rehearsal and performance of selected works and arrangements for stage band. Prerequisite: permission of instructor. Meets three hours weekly.

201, 202 Stringed Instruments 1, 1 s.h.
A study of the basic principles of playing and teaching stringed instruments, for students with no previous experience. Each student must learn to demonstrate characteristic tone quality and elementary technique on at least one stringed instrument. Class meets two hours each week. Prerequisite: permission of instructor.

203 Woodwind Instruments 1 s.h.
A study of the basic principles of playing and teaching woodwind instruments, for students with no previous experience. Each student must learn to demonstrate characteristic tone quality and elementary technique on at least one woodwind instrument. Class meets two hours each week. Prerequisite: permission of instructor.

204 Brasses and Percussion Instruments 1 s.h.
A study of the basic principles of playing and teaching brass and percussion instruments, for students with no previous experience. Each student must learn to demonstrate characteristic tone quality and elementary technique on at least one brass and one percussion instrument. Class meets two hours each week. Prerequisite: permission of instructor.

Individual Instruction

Emphasis is placed on acquiring a sound musical and technical equipment as well as on the thorough study of representative works from the literature for the particular instrument or voice. Frequent opportunity to perform is provided in recitals, including general student recitals and partial or full formal recitals.

One semester hour of credit is granted for successful completion of a course involving one lesson (½ hour) and at least five hours of practice each week. Two semester hours of credit are granted for two lessons each week and at least ten hours of practice. A jury examination is required at the end of each semester.

105, 106 Elementary Piano Class 1 s.h.
For beginning students. Only music majors may receive credit.

205, 206 Elementary Piano 1 s.h.
Continuation of 105, 106. Only music majors may receive credit.

153, 154 Piano 1 or 2 s.h. each
Major and minor scales, MM 88, four notes to a beat; arpeggios, MM 66; Bach, "Two-part Inventions"; early sonatas of Haydn, Mozart, Beethoven; Romantic and modern compositions of corresponding difficulty.

253, 254 Piano 1 or 2 s.h. each
Scales at MM 104 and arpeggios at MM 84; Bach, "Two-part Inventions" and "Three-part Inventions"; sonatas by Hadyn and Mozart; Romantic and modern compositions.

353, 354 Piano 1 or 2 s.h. each
All scales and arpeggios at rapid tempi; Bach, French and English suites; comparable compositions from Romantic and modern period; partial recital.

453, 454 Piano 1 or 2 s.h. each
Scales in thirds, sixths, and tenths; Bach, "Well-Tempered Clavier"; French and English suites; concertos; full or partial recital.

155, 156 Voice 1 or 2 s.h. each
Study of the principles of free, natural tone production through proper breathing, good posture, and vocal exercises. Diction and pronunciation are studied in simple art songs in English and Italian. Prerequisite: Piano 105 (or the equivalent) or permission of the instructor.

255, 256 Voice 1 or 2 s.h. each
Continuation of 155, 156; progressive technical studies; art songs in English, Italian, and French or German; simple arias.

355, 356 Voice 1 or 2 s.h. each
Studies for fluency and range; art songs in English, Italian, and French or German; study of recitative style; recitatives and arias from operas and oratorios of Handel, Bach, Mozart, etc.; contemporary songs.

455, 456 Voice 1 or 2 s.h. each
Advanced studies; development of style and expressiveness; art songs and/or arias in English, Italian, French and German; partial or full recital.

263, 264 Organ 1 or 2 s.h.
Technique for pedal and manual; easy preludes and offertories; Bach, "Little Preludes and Fugues"; service playing. Prerequisite: completion of requirements for Piano 154.

363, 364 Organ 1 or 2 s.h.
Bach, "Little Preludes and Fugues," "Orgelbuechlein"; Brahms, "Chorale Preludes"; Dupre, "Choral Preludes"; other standard works by German, French, and American composers; partial recital.

463, 464 Organ 1 or 2 s.h.
Bach, trio sonatas and selected works from the larger preludes and fugues; representative works from all schools; partial or full recital.

107, 108 Elementary Violin 1 s.h. each
For beginning students. Only music majors may receive credit.

207, 208 Elementary Violin 1 s.h. each
Continuation of 107, 108. Only music majors may receive credit.

157, 158 Violin 1 or 2 s.h.
Shifting and bowing exercises; scales and arpeggios; etudes of Mazas, Kayser, Kreutzer; sonatas of Corelli, Handel, Mozart; concertos of Vivaldi.

- 257, 258 Violin** **1 or 2 s.h.**
Double-stop studies; continued study of scales and arpeggios through 3 octaves; etudes of Kreutzer, Rode; concertos of Bach, Viotti; sonatas of Tartini, Mozart; contemporary pieces.
- 357, 358 Violin** **1 or 2 s.h.**
Scales in double stops; etudes of Fiorillo, Dont; sonatas of Beethoven; concertos of Mozart; unaccompanied movements by Bach; contemporary pieces; partial recital.
- 457, 458 Violin** **1 or 2 s.h.**
Advanced studies in bowing, scales, double stops; sonatas of Brahms, Franck, Hindemith; concertos of Mendelssohn, Beethoven; contemporary pieces; partial or full recital.
- 165, 166 Viola** **1 or 2 s.h.**
Scales and arpeggios; shifting and bowing exercises; etudes of Mazas, Schradieck; suites of Marais; sonatas of Handel.
- 265, 266 Viola** **1 or 2 s.h.**
Three-octave scales and arpeggios; more advanced shifting and bowing exercises; etudes of Kreutzer; concertos of Sitt.
- 365, 366 Viola** **1 or 2 s.h.**
Continuation of scale and arpeggio study; double stop studies; etudes of Kreutzer, Rode; unaccompanied movements by Bach; sonatas of Marcello; contemporary pieces; partial recital.
- 465, 466 Viola** **1 or 2 s.h.**
Scales in double stops; advanced bowing studies; etudes of Fiorillo, Campagnoli; sonatas of Bach; concertos of Mozart; contemporary pieces; partial or full recital.
- 167, 168 Flute** **1 or 2 s.h. each**
Studies for the development of tone; major and minor scales; Cavally, "Melodious and Progressive Studies," Books I and II (Anderson, Garibaldi, Kochler-Terschak, Kummer, etc.). Solo pieces selected from "Twenty-four Concert Pieces" (Cavally); Handel, sonatas.
- 267, 268 Flute** **1 or 2 s.h. each**
Continuation of tone studies; application and study of vibrato; major and minor scales; triad and dominant seventh chord arpeggios; Cavally, "Melodious and Progressive Studies," Books II and III; Handel, sonatas; Mozart, concerti; other works of comparable difficulty.
- 367, 368 Flute** **1 or 2 s.h. each**
Further tone and vibrato studies; more difficult scales and arpeggios with increased facility; velocity studies — all from memory, Anderson, "Famous Flute Studies," Op. 15, Op. 30, and Op. 63; passages from the orchestral repertoire; J. S. Bach, sonatas; Hindemith, "Sonata"; Griffes, "Poeme"; other works of comparable difficulty.
- 467, 468 Flute** **1 or 2 s.h. each**
Advanced technical studies; further study in the development of tone quality; continued work in scales and arpeggios; orchestral studies. Karg-Elert, "Twenty-four Caprices"; Anderson, "Virtuoso Etudes"; solos of the difficulty of Ibert, "Concerto"; Gordon Jacob, "Concerto"; Piston, "Sonata"; partial or full recital.
- 171, 172 Clarinet** **1 or 2 s.h. each**
Technical requirements; development of the embouchure, tonguing, hand and finger position, breathing, reed preparation, tone studies, scales and intervals. Studies by Rose and Klose; Wanhall, "Sonata"; Weber, "Concerto in F"; Rabaud, "Solo de Concours"; other works of comparable difficulty.
- 271, 272 Clarinet** **1 or 2 s.h. each**
Continued emphasis on tone production, phrasing, all scales and intervals. All transpositions required for orchestra literature. Studies by Klose; orchestral studies; Weber, "Concerto in E-flat" and "Concertino"; Bernstein, "Sonata"; other works of comparable difficulty.

- 371, 372 Clarinet** **1 or 2 s.h. each**
Advanced technical studies; further study in the development of tone quality; continued work in scales and arpeggios; orchestral studies; studies by Jean-Jean. Mozart, "Trio"; Hindemith, "Sonata"; Brahms, "Sonata in F Minor"; Debussy, "Rhapsody"; other works of comparable difficulty.
- 471, 472 Clarinet** **1 or 2 s.h. each**
Continued emphasis on tone production, phrasing, all scales and intervals. Studies by Jean-Jean. Mozart, "Concerto in A Major"; Brahms, "Sonata in E-flat Major"; Stravinsky, "Three Pieces" and other pieces of comparable difficulty; partial or full recital.
- 181, 182 Saxophone** **1 or 2 s.h. each**
Technical requirements: development of the embouchure, tonguing, breathing, reed preparation, tone studies, scales, Lasarus, "Method for Saxophone"; W. Voxman, "Concert and Contest Collection for Saxophone" (selected solo pieces).
- 281, 282 Saxophone** **1 or 2 s.h. each**
Continuation of tone studies and scales. Gatti, "Thirty-five melodious Technical Exercises"; Bossi, "Twenty-seven Virtuoso Studies"; sonatas by Heider and Hindemith; other works of comparable difficulty.
- 381, 382 Saxophone** **1 or 2 s.h. each**
Further tone and scale studies. Cavallini, "Thirty Caprices"; Klose, "Studies for Saxophone"; solo pieces of the difficulty of Ibert, "Concertino for Saxophone."
- 481, 482 Saxophone** **1 or 2 s.h. each**
Labanch, "Thirty-three Concert Etudes"; solo pieces of the difficulty of Glazounow, "Concerto for Saxophone"; orchestral passages for saxophone; partial or full recital.
- 193, 194, 293, 294, 393, 394, 493, 494 Brass Instruments*** **1 or 2 s.h. each**
Development of the embouchure, tonguing, breathing, tone studies, scales. Emphasis on good tone production, range and intonation. Material and literature will be chosen on the basis of the student's needs and ability.
- 195, 196, 295, 296, 395, 396, 495, 496 Percussion Instruments**** **1 or 2 s.h. each**
Review of the basic snare drum rudiments. Development of proper tone production, hand position, technical considerations; intonation development as regards tympani; proper sticking, concert and parade styles; interpretation of percussion notational procedures. Materials and literature will be chosen on the basis of the student's ability and needs. Tympani, snare drum and marimba will be used as a focal emphasis each of the years.

PHILOSOPHY

This department has been organized to provide for the needs of (a) students who major in other fields but who want courses in philosophy that will provide a desirable theoretical background for such professions as law, education, business, or the ministry; or (b) students who want to sample the philosophical discipline in their elective courses. Requirement for a minor in Philosophy: 15 hours.

251 Introduction to Philosophy **3 s.h.**
An examination of the principal problems with which philosophy deals, with criticism of particular writings of the great philosophers in such areas as ethics, metaphysics, political theory, and epistemology.

252 Logic **3 s.h.**
An introductory course in the field of logic, including an examination of deductive and inductive reasoning. Special attention is given to Aristotelian and symbolic logic, quantificational theory, and scientific method and common fallacies in the use of language.

* (Trumpet, Trombone, French Horn, Tuba)

** (Snare Drum, Tympani, Bass Drum, Mallet Instruments, Traps)

311 The History of Ancient and Medieval Philosophy 3 s.h.

A study of pre-Socratic Greek thought from Thales to the Atomists, Socrates, Plato and Aristotle, Epicureanism and Stoicism, Plotinus; a survey of medieval European thought, with major emphasis upon Scholasticism.

312 The History of Modern Philosophy 3 s.h.

A study of Western philosophy from the Renaissance to Hegel. Major emphasis is placed on the development of the systems of rationalism, empiricism and idealism.

333 World Literature 3 s.h.

A study of some of the masterpieces of world literature and of the ideas that are expressed in them. Although literature of the western world is emphasized, Asian literature is also included. (Cross-listed as English 333.)

352 Ethics 3 s.h.

An investigation of the problem of moral decision by way of an analysis of particular cases of moral conflict and a consideration of the classical moralists who attempted to formulate general principles for the solution of such problems.

356 Philosophy of Religion 3 s.h.

A study of selected topics in religion: The nature of religion, its concepts and language; classical and modern arguments for the existence of God; the nature and destiny of man. Special emphasis is placed upon the influence of such contemporary trends as pragmatism, linguistic analysis, and existentialism.

402 Contemporary Philosophical Thought 3 s.h.

An examination of some contemporary exponents of idealism, pragmatism, existentialism, personalism, process philosophy, and logical empiricism.

485 Seminar in Philosophy 3 s.h.

An examination and discussion of significant works, problems and thinkers in the field of philosophy. Topics will be selected by the department and will vary from year to year. The course may be repeated for credit.

PHYSICAL EDUCATION

A major in Physical Education requires 43 hours of work in the department above the 101-2 and 201-2 levels. The Physical Education major may be combined with any academic minor offered by the college.

The basic Physical Education major requirements include the courses 203, 204, 301, 302, 304, 305, 306, 401, 402, 410, 411, 412 or 419, 413, 414, 416 and 417. The student who wishes public school teaching certification in Physical Education, (K-12), must complete both the Physical Education major and the specified teacher education program, including student teaching. The latter requirement may be fulfilled through internship (student teaching) in the fall semester of the senior year.

Students in secondary programs will be required to take the following courses: Education 251, 342, 410, 412 or 419, 421-422; Psychology 250 and 352; Philosophy 251; Speech 151, 152 or 153.

Students in elementary programs will be required to take the following courses: Education 251, 342, 411, 412, 421-422; Psychology 250 and 352; Philosophy 251; Speech 151, 152 or 153.

Students completing either of the above teacher certification programs are prepared for certification in grades K-12. It should be noted that Education 342 should be completed in the sophomore or junior year prior to entering the student teaching block, and the observation and experience so gained should be at a grade level different from that at which the student teaching experience is to be gained.

The Physical Education minor requirements include 18 semester-hours of courses in Physical Education above the 101-2 and 201-2 level. The courses 203 and 204 must be included within the 18 hours. A Physical Education minor, alone, will not qualify students for public school certification in the field.

101-102 Freshman Physical Education 1, 1 s.h.

Co-educational and required of all students. Development of skills in archery, badminton, basketball, field hockey, golf, fundamental movements, soccer, softball, tennis, judo, gymnastics, weight training, tag football, roller skating, bowling and dance, as well as other activities. Courses are offered on both the beginning and intermediate levels (see 201-202, below). Other courses carrying Physical Education credit are offered by the R.O.T.C. Department in **Orienteering, Mountaineering, Water Safety, Advanced Livesaving and Self-Defense.**

201-202 Sophomore Physical Education 1, 1 s.h.

Co-educational and required of all students. Development of skills in archery, badminton, basketball, field hockey, golf, fundamental movements, soccer, softball, tennis, judo, gymnastics, weight training, tag football, roller skating, bowling and dance, as well as other activities. Courses are offered on both the beginning and intermediate levels (see 101-102, above). Other courses carrying Physical Education credit are offered by the R.O.T.C. Department in **Orienteering, Mountaineering, Water Safety, Advanced Livesaving and Self-Defense.**

203* History, Principles of Health and Physical Education 3 s.h.

An introduction to the fields of health and physical education, their historical, philosophical and sociological concepts, as well as their place in the relationships between society and the total school program.

204* Organization and Administration of Health and Physical Education 3 s.h.

A study of the organization and administration of health and physical education, and the analysis of school policy; facility construction; purchasing; selection and care of equipment, and insurance coverage in the health and physical education program.

301 Physical Education in the Elementary School 3 s.h.

Modern methods and techniques involved in teaching physical education in grades K-9, with emphasis on the physical, social, emotional, and mental development of the child.

302 Health Education in the Elementary School 3 s.h.

Modern methods and techniques involved in teaching health in grades K-9, with emphasis on the child's knowledge of and attitudes toward his personal and environmental health.

303 Intramurals 3 s.h.

A study of the organization and administration of intramurals in the school physical education program.

304 Measurement and Evaluation in Physical Education 3 s.h.

An introduction of evaluative tools and measuring devices for dealing effectively in learning experiences involved with physical education.

305 Adaptive Physical Education and First Aid 3 s.h.

A study of the problems of the physically handicapped student, including examination procedures, detection of physical defects, and procedures for adapting activities in physical education. Also, a study of the practical application of first aid, including the care of athletic injuries.

306 Personal and Community Health 3 s.h.

A study of human growth and development, and its relation to personal health needs as might arise in today's society.

401 Anatomy and Physiology 3 s.h.

A study of basic human anatomy and functions of the body systems. It includes the skeleton and muscles, as well as functioning systems of the human body.

402 Kinesiology and Physiology of Exercise 3 s.h.

An introduction into human motion as it relates to physical education activities, and a study of the effects of physical exercises on the human body. Prerequisite: Physical Education 401.

*Should be taken in sophomore year by those majoring in Physical Education.

410 Methods of Teaching Health and Physical Education in The Public Schools (See Ed. 410-C)

3 s.h.

Modern methods of teaching health and physical education in grades K-12, with emphasis upon the physical development of the student.

411-417 Theory and Applied Techniques for Methods of Teaching Physical Education**

14 s.h.

A study of theory and analysis of skill performance in physical education and sports, and the practical application of teaching and coaching strategies in various activities.

411 Methods of Football and Wrestling	2 s.h.
412 Methods of Baseball and Track	2 s.h.
413 Methods of Volleyball and Basketball	2 s.h.
414 Methods of Dance and Field Hockey	2 s.h.
415 Methods of Aquatics and Bowling	2 s.h.
416 Methods of Gymnastics and Golf	2 s.h.
417 Methods of Tennis and Soccer	2 s.h.

PHYSICS (See also Science)

Requirements for a minor in physics: 16 semester hours of work in the department, including Physics 151, 152, 201 and 202. For fulfillment of the college's general requirement in science Physics 151 and 152 are required in combination. Credits earned for only one semester of work in the discipline (151 or 152) may be used for elective purposes only.

151 General Physics I

4 s.h.

Aspects of physical phenomena studied from the analytical point of view. This is a course designed essentially for science students. The work of the first half of the course will deal with mechanics, thermodynamics, and acoustics. Three hours of lectures and three hours of lab work each week. Prerequisite: Mathematics 113 and 114, or permission of instructor.

152 General Physics II

4 s.h.

A continuation of Physics 151. The semester's work includes the study of electricity, magnetism, optics, and modern physics. Three hours of lectures and three hours of lab work each week. Prerequisite: Mathematics 113 and 114, or permission of instructor.

201 Modern Physics

4 s.h.

A comprehensive study of developments in physics since 1900. Electrons and photons, the outer atom and spectroscopy, quantum mechanics, nuclear structure and radioactivity, and applied nuclear physics. Three lectures and one three-hour lab each week. Prerequisites: Physics 151-152, Math 113-114, or permission of the instructor.

202 Modern Electronics

4 s.h.

A comprehensive study of the physics of modern electronics. Electricity, transistor theory, modern circuit element theory, modern circuit element production and manufacture theory, computer logic and other current topics in the field. Three lectures and one three-hour lab each week. Prerequisites: Physics 151-152, Math 113-114, or permission of the instructor.

POLITICAL SCIENCE

Requirements for a major in Political Science: a minimum of 30 semester hours in the department, including Political Science 460. Requirements for a minor: a minimum of 15 semester hours in the department. Political Science 151 is a prerequisite for all other courses offered in the department.

151 American Government

3 s.h.

A description and analysis of the origin, structure, and operation of the United States government, with emphasis on the roles of the executive, legislative and judicial branches of the government.

201 State and Local Government

3 s.h.

A description and analysis of the patterns of American state governments and the structural systems of municipalities; their functions in the fields of education, public health and welfare, law

enforcement, highways, public safety, etc., with particular emphasis on North Carolina government.

227 Comparative Government

3 s.h.

A study of the systems of government in Great Britain, France, the U.S.S.R. and East Germany, as representatives of democratic and totalitarian systems, respectively.

303 Political Theory I

3 s.h.

A survey of influential political theories from the ancient Greeks to Jean Bodin.

304 Political Theory II

3 s.h.

A survey of influential political theories from Jean Bodin to the twentieth century.

346 American Diplomacy (See History 346)

3 s.h.

A study of American foreign policy from 1776, with emphasis on the development of governmental agencies which conduct foreign affairs. Special attention is given to the role of public opinion in the formation of foreign policy. (May be used to fulfill History major.)

351 International Relations

3 s.h.

An introduction to the basic principles of international politics, the balance of power, imperialism, the practice of diplomacy, the settlement of conflicts through international law, and the search for peace through collective security.

371 American Constitutional Law I

3 s.h.

An analysis of the leading Supreme Court decisions in selected major areas, including the relations between the executive and legislative branches of the national government; federal-state relations; war powers; the powers to regulate commerce and to tax.

372 American Constitutional Law II

3 s.h.

An analysis of leading Supreme Court decisions dealing with civil liberties in general, and individual rights as related to criminal procedure.

421 Political Parties

3 s.h.

A study of the development, organization, function, and activities of the major and several of the minor political parties in the United States. Attention will also be given to the role of pressure groups.

433 Public Administration

3 s.h.

An introduction to the fundamentals of administrative organization, including the functions of the administrator, personnel and financial administration, and problems of administrative responsibility.

460 Senior Seminar

3 s.h.

Selected problems in the theory and practice of modern government. Emphasis is placed on the training of students to do original research work. Juniors may be admitted with the consent of the instructor.

485 Independent Study in Political Science

The study of a special topic in the discipline of political science, allowing the student to select an area of interest to be explored in greater depth, and in consultation with and under supervision of a member of the instructional staff. Enrollment by permission of the department head. Credit to be determined.

PSYCHOLOGY

Requirements for a major in Psychology: 35 semester-hours in Psychology, including Psychology 101, 360, 371 and 405. Requirements for a minor in Psychology: 15 semester-hours in the department with at least nine hours in courses numbered 300 or higher. The college's general requirement in Psychology is normally satisfied by completion of Psychology 101. Those majoring or minoring in Education have the option of fulfilling the general requirement by completion of Psychology 250.

*Should be taken in sophomore year by those majoring in Physical Education.

**The major must complete 10 hours out of 14.

- 101 General Psychology** 3 s.h.
An introduction to the science of Psychology, with emphasis upon human behavior in the areas of learning, intelligence, personality and motivation.
- 250 Educational Psychology** 3 s.h.
The principles of learning as applied to the classroom, including motivation, retention, reinforcement and transfer. Emphasis will be placed on individual differences in learning and the subsequent need for guidance and counseling at both the elementary and secondary levels.
- 347 Psychological Tests and Measurements** 3 s.h.
Theoretical and practical foundations underlying the construction, use and interpretation of standardized psychological tests and inventories. Emphasis will be placed on intelligence tests, achievement tests, personality tests and teacher-made classroom tests.
- 351 Child Psychology** 3 s.h.
The study of genetic, prenatal, infancy, childhood and preadolescent development, including the physical, psychological, emotional and social adjustment of the individual during those periods.
- 352 Adolescent Psychology** 3 s.h.
The study of the characteristics and potentials of the preadolescent and adolescent years, the psychological and physical changes of adolescence, the emotional problems arising from them and the manner of resolving these problems to the satisfaction of the adolescent.
- 360 Abnormal Psychology** 3 s.h.
Historical background of causes and subsequent treatment of behavioral pathology, leading up to present-day attitudes toward abnormal behavior. Emphasis will be placed on the understanding and prevention of these personality disorders, as well as upon discussion of types of treatment now used.
- 370 Perception** 3 s.h.
A study of how organisms code, interpret and integrate sensory input in order to construct a phenomenological reality. Topics to be covered include visual illusions, size constancy, lateral inhibition and theories developed to explain these phenomena. Emphasis will be placed on visual perception.
- 371 Experimental Psychology** 3 s.h.
An introduction to the use of the scientific method in the study of behavior. Experimental design and the interpretation of experimental results; application of experimental tactics to selected problem areas. Some elementary laboratory work will be conducted.
- 381 History and Systems of Psychology** 3 s.h.
A study of the historical development of Psychology, beginning with its philosophical roots. Major schools or systems such as Structuralism, Functionalism, Behaviorism and Gestalt Psychology will be examined in terms of their fundamental concepts and contributions.
- 405 Foundations of Personality Theory** 3 s.h.
Study of clinical and other observational findings relating to personality. Introduction to theories about the normal personality. Prerequisite: permission of instructor.
- 452 Psychology of Religious Experience (See Religion 452)** 3 s.h.
- 464 Psychology of Learning and Memory** 3 s.h.
Basic procedures and findings in the scientific study of learning and memory. Operant and classical conditioning research including applications such as behavior therapy and biofeedback; verbal learning; psychomotor learning; introduction to memory.
- 468 Physiological Psychology** 3 s.h.
The study of human behavior in relation to physiology. The development and organization of the nervous system; sensory systems such as vision, audition, and pain and their physiological correlates; complex human behaviors such as sleep, emotion, motivation, and learning from an anatomical perspective.
- 470 Field Work for Social Work, Psychology and Sociology Majors** 5 s.h.
For description see entry under 'Social Work.'

- 471 Applied Psychology** 3 s.h.
Theory and application of psychological principles in various social, occupational and vocational settings.

- 485 Special Problems of Psychology**
Reading or research at an advanced level. Prerequisite: Psychology 201 or 250 and permission of instructor. Credit to be determined.

RELIGION (See also Religious Education)

The student who chooses Religion as a major will be required to complete satisfactorily a total of at least 30 semester-hours of work in the department. Of the 30 hours, completion of six hours in Bible (Old and New Testament) is required. Requirements for the minor are 15 hours in Religion, including Religion 351. The college's general requirements of six semester-hours in Religion and Philosophy may be met by completion of either Religion 104, 201 or 202 and Philosophy 251 (or other Philosophy courses that may be substituted with permission of the department coordinator). Programs of study in Religion are designed to serve those students who work as assistants and supply pastors and to provide suitable background for those desiring seminar or other graduate study.

- 104 Introduction to Biblical Literature** 3 s.h.
Selected biblical passages studied as literature. The course is designed to give the beginning student an acquaintance with the imagery, artistry and total message of important segments of the English Bible.

- 201 Survey of the Old Testament** 3 s.h.
A survey of Hebrew history and theology as set forth in Old Testament writings. Special attention is given to the development aspects of Israel's "covenant faith." The contributions of modern historical and literary criticism to a deeper understanding of that faith are utilized.

- 202 Survey of the New Testament** 3 s.h.
Planned as a sequel to Religion 201. A study of the fundamental truths of Christian faith, based upon the New Testament account and exemplified in the life of the early Christian community. The social and cultural environment of Christianity is considered, as are the insights offered by modern scholarship's historical, theological, and literary inquiries.

- 221 New Testament Greek I** 3 s.h.
Introduction to grammar and vocabulary of the Greek New Testament, with the intent to prepare the student for elementary work in Koine Greek.

- 222 New Testament Greek II** 3 s.h.
Continued work in Koine Greek grammar and vocabulary. Some elementary work in the Greek text of the Gospel of Mark is expected.

- 301 The Old Testament Prophets** 3 s.h.
A general survey of the prophetic tradition in Israel and a study of the lives and messages of Israel's prophets.

- 302 The Life and Teachings of Jesus** 3 s.h.
A survey of the modern quest for the historical Jesus and a detailed study of the Gospel accounts, with special attention given to the various stages of Jesus' ministry and to the content of His message.

- 351 Religions of The World** 3 s.h.
A study of the extant religions of the East — Hinduism, Buddhism, Taoism and their backgrounds — concluding with a survey of Judaism, Christianity and Islam.

- 392 The Life and Letters of Paul** 3 s.h.
The content of the Pauline epistles and the historical account provided in Acts serve as the basic material for a study of the life of the great missionary apostle, the crucial events and the major issues involved in the development and expansion of the early Church, and the major themes of Paul's writings.

231 Introduction to Social Work 3 s.h.
An analysis and appraisal of the social role of welfare services, including an overview of the history, functions and problems in social welfare, with particular attention to career opportunities within the field of social work.

301 Introduction to Gerontology (See Sociology 301) 3 s.h.

302 Child Welfare Services 3 s.h.
An analysis and appraisal of the social role of child welfare services, including an overview of the history, functions and problems in child welfare. Particular attention is given to career opportunities within the field.

304 Family Social Work 3 s.h.
A course designed to provide an understanding of the helping skills related to family dynamics, intergroup intervention, and the coping capacities of individual family members as well as whole families.

331 The Helping Process I 3 s.h.
A survey of current social work theory, with focus on the primary helping methods of social casework, social group work, and community organization.

332 The Helping Process II 3 s.h.
A survey of current social work theory, with focus on the secondary helping methods of social work administration and social work research.

470 Field Work for Social Work, Psychology and Sociology Majors 5 s.h.
Interdisciplinary field work experience designed to help the student grasp both the theoretical aspects of help and an "experience" of their implementation. Student is placed in a social agency five hours per week, with a concurrent weekly seminar. Credit may be applied only to one academic major program.

SOCIOLOGY

Methodist College now offers an academic major in either Sociology or Social Work. This allows the student greater opportunity for specialization at the professional or service level. Although grounded in the same fundamentals, each program has its own unique curriculum. Sociology 151 is a prerequisite for all courses in both fields.

Requirements for the Sociology major: 33 hours in the department, including Sociology 151. The remaining 30 hours may be completed in either Sociology or Social Work courses, at the student's option. Requirements for the Sociology minor: 17 hours in the department (may include both Sociology and Social Work). The student may not count work done for his major program as also fulfillment of any part of the requirements for the minor.

151 Principles of Sociology 3 s.h.
An introductory course designed to impart to the student a knowledge of himself in social context. Interrelationships in such areas as personality, society, and culture are examined. The student is familiarized with major social processes and institutional functions.

253 Social Problems 3 s.h.
A study of causative factors in the destruction of the life-organization of the individual, types of personal disorders, role impairment, the influences of social change on the structure of society, and the disorganization of selected social institutions.

254 The Community 3 s.h.
A study of the modern city and town in its ecological and cultural aspects. Growth of cities and resulting problems, trends in urban population, distribution, problems of recreation, welfare, housing, government, community and regional planning.

301 Introduction to Gerontology 3 s.h.
Study of aging, including historical perspectives; demographic trends; theories of aging; psychological and physiological processes of later life as they relate to learning, memory and perception. Social role behavior in such areas as retirement, family life and politics. May count as Psychology, Sociology or Social Work credit. (To be offered in alternate years.)

310 Juvenile Delinquency 3 s.h.
A study of the nature and types of delinquent juveniles and the social factors involved, including family background and neighborhood groups. Control and prevention are stressed. Court, probation, rehabilitation and correctional institutions are studied. (Offered in even-numbered alternate years.)

356 Cultural Anthropology 3 s.h.
A cross-cultural survey and analysis of social institutions, religion, art, beliefs, values and languages of people in industrial and non-industrial societies. (Offered in even-numbered, alternate years.)

360 Minority Relations 3 s.h.
The study of various racial, ethnic, religious and other minority groups, particularly in America, with an emphasis on current patterns in intergroup relations. Dynamics and patterings of prejudice, discrimination and majority-minority relations are examined within a sociological and social-psychological framework. (Offered in even-numbered, alternate years.)

361 Social Psychology (See Psychology 361) 3 s.h.

372 Marriage and the Family 3 s.h.
A course designed to provide understanding of family relationships for those unmarried, those contemplating marriage, those married, and prospective counselors of all of them; a functional approach to the interpersonal relationships of courtship, marriage, and family life.

410 Criminology 3 s.h.
The nature and types of delinquent and criminal behavior; the nature of the criminal and the crime; social, cultural and psychological factors involved in illegal behavior; efforts in control and prevention; the procedures of police, courts, probation, and correctional institutions.

431 Sociological Theory 3 s.h.
Historical and analytical study of sociological thought; emergency and convergence of various sociological theories. Special attention is given to Comte, Spencer, Durkheim, Marx, Weber, Parsons, and Merton. (Offered in the fall semester of odd-numbered, alternate years.)

450 Senior Seminar 3 s.h.
Theory and research in selected areas of sociology. Techniques of social research; current theory; thesis preparation. Recommended for all Sociology majors contemplating graduate studies in Sociology.

470 Field Experience for Social Work, Sociology, Psychology Majors (See Social Work 470). 5 s.h.

485 Independent Study in Sociology
The study of a special topic allowing the student to select an area of interest to be explored by him in greater depth, in consultation with and under supervision of a member of the instructional staff. Credit to be determined. Enrollment by permission of the department coordinator.

THEATRE (AND SPEECH)

Methodist College now offers an academic minor in Theatre, as well as three specialized courses in Speech. The minor in Theatre consists of 15 semester hours, including courses 263, 365 and 467, along with six hours of applied or laboratory courses in the department. Other recommended courses include Theatre 162, 356 and 490. A related course, Fine Arts 160, is highly recommended. It is listed under 'Interdisciplinary Courses' found elsewhere in this Bulletin.

151 Fundamentals of Speech Communication 3 s.h.
A beginning course designed to practice, and improve the skills for orally communicating messages, and for critically and analytically listening for messages.

160, 260, 360, 460 Applied Theatre 1 s.h.
A minimum of 30 hours work on co-curricular theatrical productions, either on-stage or back-stage.

- 162 Theatre Appreciation** 3 s.h.
This course develops an appreciation of theatre for audiences. The class explores theatre crafts, styles, and modes. Students are required to attend three theatrical productions. (Fills Fine Arts requirements.)
- 165 Costuming Laboratory** 2 s.h.
A laboratory course in which half the time is spent in the classroom studying theories and half in working on costumes for current productions. Offered semi-annually.
- 254 Public Speaking** 3 s.h.
A course designed to develop the rhetorical skills involved in informative and persuasive oratory, speeches for special occasions, group discussions, debate, and parliamentary procedure.
- 263 Play Production** 3 s.h.
A practical course devoted to the crafts of theatre production. Through laboratory and classroom experiences the student learns about costuming, lighting, make-up, management, properties, publicity, setting and sound effects.
- 266 Make-up Laboratory** 2 s.h.
A laboratory course in which half the time is spent on theories and practices and half the time is spent on make-up for current productions. Offered semi-annually.
- 356 Oral Interpretation** 3 s.h.
Analysis and performance of literature for solo performance, readers theatre, and chamber theatre. This course is of value for literary analysis and public performance. Offered semi-annually.
- 365 Acting** 3 s.h.
An introductory course which explores acting. The emphasis here is on performance as acting crafts and styles are explored. Offered semi-annually.
- 367 Theatre Management Laboratory** 2 s.h.
A laboratory course in which half the time is spent on theories and practice and half the time is spent on theatrical management and publicity. Offered semi-annually.
- 467 Play Direction** 3 s.h.
An introductory course in which the student is required to direct a one-act play. The emphasis is on the crafts and arts of play direction. Offered semi-annually.
- 468 Theatrical Design Laboratory** 2 s.h.
A laboratory course in which half the time is spent on design and lighting theories and half in actual design and laboratory challenges. Offered semi-annually.
- 490 Special Production in Theatre** 3 s.h.
A cumulative student production for which the student prepares written pre-production plans, produces a public performance, and writes a post-production evaluation.

HONORS AND AWARDS

Deserving students who excel through academic achievements are recognized with special awards presented annually.

The Lucius Stacy Weaver Award was established in 1964 by the family of Dr. L. Stacy Weaver as a means of honoring Methodist College's first President. The award consists of an engraved plaque and is made to an outstanding member of each graduating class adjudged by the faculty to have best exemplified in personality and performance the qualities of academic excellence, spiritual development, leadership, and service.

The Marie C. Fox Philosophy Award, established by the first professor of Philosophy at Methodist College, is presented annually at the close of the academic year to the student in Philosophy who has in that year exhibited in his studies outstanding analytic ability, philosophical perspective and creative potential. The honorarium is a \$50.00 United States Government Bond or the cash equivalent thereof.

The Grace Tobler Award, established by Dr. John O. Tobler, the first professor of Political Science at Methodist College, in memory of his wife following her death in 1967. It is presented annually at the close of the academic year to one adjudged by the Political Science faculty as being an outstanding student in this field and having the greatest academic potential. To be eligible for consideration the student must have completed 18 hours of work in Political Science by or during the second semester of his junior year. The honorarium is \$100.00.

The George and Lillian Miller History Award, established by Methodist College's first Dean of Women, who was also a member of the History Department faculty staff. It is presented annually at the close of the academic year to one adjudged by the History faculty to have been an outstanding student in this field and having the greatest academic potential. To be eligible for consideration the student must have completed 18 semester hours of work in History by or during the second semester of his junior year. The honorarium is a \$50.00 United States Government Bond or the cash equivalent thereof.

The Balaez-Ambrose Mathematics Award, established by James Loschiavo, a 1969 (Summa Cum Laude) graduate of Methodist College, to honor Dr. Ofelia M. Balaez and Mr. Robert B. Ambrose, professors of Mathematics. It is presented annually at the close of the academic year to one adjudged by the Mathematics faculty to have been an outstanding student in this field and as having the greatest creative and academic potential. To be eligible for consideration the student must have completed 18 semester hours of work in Mathematics by or during the second semester of his junior year. The honorarium is \$100.00 in cash and a certificate of recognition.

The Edna L. Contardi English Award, established in 1970 by her former students, Charles G. Hartman, James T. Gwyn and Stephen A. Magnotta, in honor of the former professor of English at Methodist College. The award will be presented annually to the graduating senior who has majored in English and who has maintained the highest accumulative academic average in this field. The minimum requirement is a 3.00 accumulative academic average in English. In the event of a tie, the award will be equally divided. The honorarium is \$50.00

The Ott-Cooper Science Award, established in 1971 by Mrs. Pauline Longest to honor the first and second chairmen of the Science-Mathematics Division: Dr. Charles N. Ott and Dr. William C. Cooper. It is presented annually to a senior majoring in science and selected by the science faculty. Criteria include scholastic achievement, interest and participation in Science Department activities, and potential for success in a career related to the sciences. The honorarium consists of \$50 and a certificate of recognition.

The Yolanda M. Cowley Award, established in 1971 to honor Dr. Yolanda M. Cowley, professor of Spanish. Now funded by the Spanish Club. The award will be presented annually at the close of the academic year to one adjudged by the Spanish faculty to have been an outstanding student in this field and having the greatest academic potential. To be eligible for consideration the student must have satisfied the requirements for a minor in Spanish. Students having Spanish as their native tongue will not, as a rule, be eligible. The honorarium is \$100.00 and a certificate of recognition.

The Plyler-Knott Award in Religion, established and now funded by Lynn Moore Barnes, Michael Safley, James Malloy and William Presnell to honor Dr. Lorenzo Plyler and Dr. Garland Knott, professors of Religion. The award is given annually to the student judged by the Religion faculty as being outstanding in the field of Religion. To be eligible for the award a student must be planning to enter a religious vocation and must have successfully completed 12 semester hours of study in this field. The honorarium is a \$100 U.S. Government Bond and a certificate of recognition.

The Earl D. Martin Behavioral Science Award, established in 1974 and now funded by the Ethos Club, to honor Dr. Earl D. Martin, Associate Professor of Sociology. The recipient is selected each March from among the top five Behavioral Science majors as recommended by the faculty staff, with the final selection being made by members of the Ethos Club. To be eligible the candidate must have successfully completed at least 25 semester-hours of work in the field of Sociology, Social Work or Psychology at Methodist College, have excelled academically and must hold membership in the Ethos Club. The award is a \$50 United States government bond.

Methodist College Scholars comprise an elite scholarship group established by the faculty in 1964 as a means of honoring outstanding academic performance. Only those students who maintain the highest character and academic standards are eligible for election. Minimum academic standards are a 3.75 grade-point average for candidates completing the junior year, 3.60 for first-semester seniors, and 3.50 for graduating seniors. Election is by the faculty in the spring of each academic year.

The Pauline Longest Education Award, to be presented annually by Mrs. Pauline Longest, chairman of the faculty Education Committee, to a senior member of the Student Education Association who has contributed to the work of the chapter and has demonstrated outstanding potential as a teacher. The recipient is selected by a committee comprised of the chairman of the Education Division, the Director of Student Teaching and the faculty advisor to the chapter. The award was established in 1974 as the Student Education Award and renamed in 1978 to honor the original advisor to the chapter. The honorarium consists of \$50 and a certificate of recognition.

The Mullen-Mansfield Memorial Award, established by the Military Science department to honor the late Col. William Mullen and Capt. Clayton Mansfield. Colonel Mullen, who died in 1978, was the husband of Mrs. Georgia Mullen, now retired former head librarian at Methodist College. Colonel Mullen, a veteran of 30 years service in the Army, commanded the first organized Green Beret unit, the 77th Special Forces Group. He also served as Army attache in Canada and as Professor of Military Science, University of Notre Dame. Captain Mansfield, stepson of Professor Eugene Smith, of the college Mathematics Department, distinguished himself by heroic action on April 29, 1965, while serving as the senior Army advisor to South Vietnamese forces. He was killed in action in Viet Nam. This award will be presented annually to the graduating senior R.O.T.C. cadet who displays the highest standards in unit leadership, academic excellence and Army summer training programs. The honorarium consists of a \$50 United States Government Bond and a permanent inscription on the memorial wall plaque.

The Gautam Award in Business Administration, established in 1978 by John Junius Grandefeld ('75) to honor Dr. Sid Gautam. The award is given to that student adjudged by the Department as manifesting the same dedicated interest and creativity in the field of finance and investments that Dr. Gautam has reflected in his teaching. The recipient must be majoring in Business Administration-Economics, a rising junior or senior with 3.0 or better grade-point-average, and must have demonstrated an interest in pursuing a career in the field of finance and investment. The award is a \$100 U.S. Savings Bond or the cash equivalent thereof.

Cape Fear Chapter, Retired Officers Association, Outstanding ROTC Cadet Participation Award. Established by the ROA in 1979 to honor either a Basic or Advanced Cadet who has achieved an excellent academic performance (GPA of 3.0 or better) and earned excellent ratings when placed in leadership positions. The cadet selected must have displayed a high degree of participation in the Army ROTC program and evidence of excellent potential for service to the community and the nation. The award consists of a United States Savings Bond, a certificate of recognition and the inscription of the recipient's name on a permanent wall plaque.

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*Leave of Absence, 1979-80.

INDEX

Academic Calendar	3
Academic Honors	59
Academic Recognition	7
Academic Requirements	9
Academic Suspension	8
Accounting	25
Administration	62
Administrative Policies	5
Admissions Policy	7
Applied Music	44
Areas of Study	15
Art	22
Basic Courses	16
Basic Expenses	14
Biology	24
Board of Trustees	61
Business Administration	25
Chemistry	27
Changing Courses	7
Changing Requirements	12
Cheating, Plagiarism	17
Class Attendance	10
Classification of Students	8
CLEP (College Level Examination Program)	15
College Goals	6
Contents	2
Course Load	7
Course Numbering	22
Courses of Study	22
Dean's List	11
Degrees Awarded	15
Dramatics	31
Dropping Courses	7
Early Childhood Education	20
Ecology	25
Economics	27
Education	28
English	30
Evening College	13
Examinations	15
Faculty	63
Fields of Concentration	16
Foreign Languages	32
French	33
Freshmen: Required Courses	17
Geography	36
Geology	36
German	24
Grading System	11
Graduation Declaration	12
Graduation Exercises	12
Graduation Requirements	17
History Courses	36
Honors and Awards	59
Honors, Graduation With	11
Incomplete Grades	11
Independent Study	12
Interdisciplinary Courses	38
Intermediate Years Education	21
Linguistics	36
Mathematics	38
Military Science	40
Music	41
Music, Individual Instruction	44
Part-time Students	8
Philosophy Courses	47
Physical Education	48
Physics	50
Political Science	50
Pre-dental	19
Pre-engineering	19
Pre-medical	19
Pre-nursing	19
President's List	11
Pre-theological	18
Professional Interests	18
Progress Reports	10
Psychology	51
Purpose of College	5
Readmission	8
Refund Policy	15
Registration	7
Release of Information	6
Religion Courses	53
Religious Education	54
R.O.T.C. Program	19
Science	55
Secondary Teaching	21
Social Science	55
Social Work	55
Sociology	56
Spanish	34
Special Students	8
Special Subject Teachers	23
Speech	57
Student's Responsibility	7
Student Teaching	30
Studio Art Courses	24
Summer Session	12
Suspensions, Dismissals, Readmissions	8
Teacher Education	19
Teaching Certificate	23
Theatre, Speech	57

Transfer Credits	8
Trustees	61
VA Requirements	8
Vocational Interests	18

Weekend College	13
Withdrawal	10

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